Research Article

Teaching and learning resources in Kiswahili in secondary schools

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Existing studies indicate that teaching and learning resources positively influence performance. However, challenges of resources may diminish effectiveness in teaching and learning leading to poor performance. The study focused on challenges of resources and the strategies for coping with the challenges in teaching of Kiswahili in public secondary schools in Hamisi Sub-county, Vihiga County, Kenya. Study population was 4,106 form four students, 139 Kiswahili teachers, 47 principals and 1 Quality Assurance and Standards Officer. Krejcie and Morgan's (1970) formula was used to select a sample of 351 form four students and purposive sampling was used to select 42 form four teachers of Kiswahili. Saturated sampling technique was used to select 42 principals and 1 QASO. In this study, questionnaires, interview schedule and observation checklist were used in data collection. Quantitative data was analysed by descriptive statistics involving frequencies, means and percentages and presented on tables. Qualitative data was categorized into themes and reported in verbatim excerpts. The findings revealed challenges of inadequacy of various resources at a mean rating of 2.79. There were strategies for coping with these challenges. The main strategy was government funding highly applied at 3.00. Other strategies lowly applied were; improvisation at 2.20, provision by parents at 2.02 and donations at 1.58. Other strategies that emerged from the study were; live shows of set books by theatre groups, borrowing of resources, use of past examination papers, encouraging sharing of books, acquisition of personal books and use of the internet. Conclusions from the study were; schools have challenges of inadequate resources. Schools have various strategies for coping with the challenges applied at different extents. The study recommends that schools avail adequate resources in teaching and learning Kiswahili. Schools can adopt and strengthen the strategies to cope with the challenges of resources. The study findings may benefit teachers, scholars, curriculum developers, policy makers and other interested parties in understanding the challenges of resources, adopting and strengthening the strategies as well as seeking solutions to the challenges in order to improve the teaching and learning process.

Keywords: Resources; Challenges; Strategies; Curriculum; Classroom engagement

I. Introduction

Teaching is very important in curriculum implementation. If there are challenges in teaching, then learning is affected and good performance may not be realized. Increasing the effectiveness in teaching would have a large enduring impact on performance (Murphy & Machin, 2011). Teachers of Kiswahili and students are mat be faced with challenges of resources that make it difficult for them to realize good performance in national examinations. They may have to apply strategies to cope with these challenges.

Stevens and Graddy (2005) found that school resources had a positive impact on student performance in secondary schools in United Kingdom. Resources offer students more opportunities to participate in class and make teaching and learning more learner centered. Challenges occur in teaching and learning where resources are inadequate. Teevno (2010) researched on challenges faced by teachers and students in teaching of English at secondary school level in Pakistan. The study revealed a challenge of inadequate resources which hindered teaching and learning of the subject.

Elsewhere in Africa challenges of resources in teaching and learning particularly in English language have been reported. Evue (2013) in a study in Nigeria reports that 95% of respondents said teaching and learning aids were a major problem. Sa'ad and Usman (2014) also in Nigeria had similar finding. Badugela (2012) studying

problems facing educators in implementation of national curriculum in Tshifhena Secondary school of Vihembe District, South Africa also reported inadequate materials as a major problem. Though all these studies are important in highlighting the challenges, they were done in different settings therefore the results could be generalized to the Kenyan context hence the need to carry a similar study in Kenya. Moreover all have been done in teaching and learning of English, hence there was need for a similar study in Kiswahili.

Challenges of have been found to hinder successful implementation of curriculum in Kenya. Frederiksea (2012) and Kenya Institute of Education (2010) report challenges related to inadequate resources. However, these two studies studied the curriculum in general while this study focused on Kiswahili. Kobia (2009) and Ambuko (2008) and Ogero (2012) reporting specifically on Kiswahili had the same observation. However, the studies by Kobia, Ambuko and Ogero were carried out in the early years of Free Day Secondary Programme of funding schools started in 2008. There was need to assess the situation years later.

It is important to find out how schools were coping with the challenges of resources in teaching of Kiswahili in secondary schools. Kanyi (2015) studied strategies for coping with challenges in relation to inadequate resources in teaching and learning but the study was in English. There was need to do a similar study in Kiswahili. Furthermore, the study by Kanyi involved only teachers while the current study involved students, Kiswahili teachers, principals and Quality Assurance and Standards Officer (QASO). Most of the studies done in Kiswahili; challenges in implementation of the Kiswahili curriculum; Kobia (2009) and Malilo (2014), factors influencing implementation of the Kiswahili curriculum Opimbi (2011) and Karimi (2014) and causes of poor performance in Kiswahili Maina (2003) did not seek views of respondents on coping strategies. Researchers who have attempted to point out coping strategies have ignored the views of respondents which are important. They have ended up giving only the recommendations. This leaves it to speculation as to whether there were attempts to apply the strategies and if so to what extent. This study sought to bridge this gap.

Kiswahili language is used widely for communication in East and Central Africa (Chimera, 1998). Despite the importance of Kiswahili, performance in national examinations has not been impressive. A case in point is Kenya Certificate of Secondary Education (KCSE) examination performance of the year 2012 where the national mean score attained was 35.81%. This was a significant decline of 13.01% from the previous year 2011 (Ngirachu, 2013). Kiswahili is one of the subjects which the Minister of Education wanted probed due to poor performance. KNEC reports (KNEC, 2008; KNEC, 2010) point out that, students are unable to express themselves effectively in Kiswahili and directly lift answers from comprehension passages hence the answers lack flow. Furthermore, Momanyi (2009) reveals that secondary school graduates have low communicative competencies in Kiswahili. Even at the university, Kiswahili students exhibit weaknesses in the language. Kimemia (2001) observes that even Kiswahili students at the universities continue to show incompetence in speaking and writing.

Performance in Kiswahili in K.C.S.E examinations in Kenya has not been impressive. This has raised concern among stakeholders. During the release of 2012 KCSE results, the Minister of Education ordered a probe into the poor performance of Kiswahili. In the year 2012 the national mean score attained was 35.81% a significant decline of 13.01% from the year 2011. The performance in national examinations in Kiswahili in Hamisi Sub-County has remained poor. The KCSE examination average score was 5.43 out of the possible 12 points between the years 2010 and 2014. For these years, the sub-county showed the poorest trend in performance in Kiswahili in Vihiga County. Despite this poor performance, an assessment of challenges and strategies in relation to resources in teaching and learning of Kiswahili had not been done. Focusing on challenges strategies in relation to resources can give insight on how to improve teaching and learning and in turn improve the performance of learners in Kiswahili.

The purpose of this study was to assess the challenges and strategies in relation to resources in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county.

The objectives were;

a. To assess challenges of resources in teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county.

b. To establish strategies for coping with the challenges of resourcesin teaching and learning of Kiswahili in public secondary schools in Hamisi Sub-county.

1.1. Literature Review

Inadequate resources reduce teachers' effectiveness. Farrant (2006) says that resource based learning encourages the teacher to take pride in how well students can learn. It makes teaching and learning to be student centered rather than teacher centered. Materials offer more opportunities for learners' participation in class. Where teaching and learning resources are not adequate teachers are likely to use teacher centered methods such as lecturing. In lecturing, students are largely passive hence very little can be observed from them. Farrant (2006) asserts that in teacher centered approaches there is tendency to regard students as uniform groups of learners rather than individuals with different needs and talents. Arends (2007) sees this as a big challenge for teachers as students have different abilities. The student centered teaching and learning can be made possible by use of a variety of teaching and learning resources.

The KIE syllabus (KIE, 2002) recommends the teacher to enhance ability to communicate in Kiswahili by emphasizing on language skills. It further stresses use of teaching materials and recommends improvisation where such materials are not available. This would ensure that concepts are better understood. Mayer (2009) observes that visual materials play an important role in assisting instruction in order to clarify, define and explain the related teaching point. Therefore, it is safe to say that in order to create a meaningful learning atmosphere and to offer a comprehensible input, word and pictures need to be presented at the same time.

The secondary education syllabus KIE (2002) stipulates the teaching of the four language skills in Kiswahili namely speaking, listening, writing and reading. Use of various resources would ensure the skills are effectively taught as varied teaching materials would appeal to more senses. This would in turn enhance retention. Instructional materials play a very important role in the teaching and learning process by enhancing the memory level of the students (Effiong, Ekpo, and Igiri, 2015). This would also cater for more individual differences. Plakans (2011) stresses the importance of a teacher being able to observe students using language in context or through tasks that require performance of languages. These include listening and speaking tasks.

Text books for instance are the main resource for any teacher and student. Books are important before, during and after the lesson. Teachers need text books to plan for lessons while students need them to prepare for lessons. In languages including Kiswahili, some aspects such as comprehension cannot be taught without passages found in text books. After the lesson, students need the text books for reference, revising what has been taught and doing assignments. Tomlinson (1998) observes that teachers rely on course books for content and order of the content. Where books are inadequate, the teacher arrives with a copy or a few copies and reads from the front of the class or selects a few students who read aloud as the others follow. Then the teacher requires the students to answer the questions from what has been read. This denies the student a direct experience with the book and opportunities to improve their reading skills. Text books are also important in cultivation of reading culture among learners.

Nkechi (2008) studied educational impact of language assessment in Nigeria and observed that in Nigeria despite language learning being text book based most students did not have access to them. Nkechi further observed that inadequate text books affected assessment which is an element of the curriculum. Language assessment was carried in a way that held learners responsible for what was not taught or was improperly taught. However, Nkechi related resources to evaluation only while the current study related resources to teaching and learning.

Evue (2013) also did a study on of challenges facing teaching of English language in secondary schools in Aniocha South Local Government Area of Delta State of Nigeria using descriptive survey design. The study was carried out on a sample of 300 students and 79 teachers. Questionnaires were used in data collection. The study revealed that non availability of teaching aids was a major problem in teaching and learning of English. Sa'ad and Usman (2014) studied causes of poor performance in English among senior secondary school students in Dutse Metropolis of Jigawa State, Nigeria. The study was conducted using questionnaires among teachers and students. The study revealed that inadequacy of teaching and learning materials contributed to

poor performance in English. Although these studies are useful in highlighting the challenge, they were done in English. A similar study needed to be carried out in Kiswahili. Again the studies did not involve curriculum implementation supervisors who are important as far as teaching and learning materials are concerned. The current study not only involved teachers and students but also included principals and QASO. Moreover, study by Evue and Sa'ad and Usman relied questionnaires only for data collection the current study used interview schedule and lesson observation checklist to corroborate information collected using questionnaires.

A study by Mose (2007) brought out the challenge of inadequate resources. Mose was studying factors affecting implementation of Kiswahili curriculum reforms in public secondary schools in Ngong Division of Kajiado district, Kenya. The study used a sample of 224 Form three students, 16 teachers of Kiswahili and 8 Heads of Departments (HODs). The study employed questionnaires and interview schedule as tools of data collection. The study revealed that there were no adequate resources in schools. However the study used form three students who had not undergone the entire curriculum therefore might not have given more credible information compared to form four students used in the current study.

Inadequacy in teaching and learning resources is a reality in many schools in Kenya. KIE (2010) did a summative evaluation of revised secondary school curriculum. The report cites inadequacy of instructional materials as one of the factors hindering successful implementation of the curriculum in many schools in Kenya. However, the study evaluated implementation of the curriculum in general. Therefore there was need to do a study to give a deeper overview of the situation in terms of teaching and learning materials at subject level in this case Kiswahili. Moreover the KIE study did not specify the level of inadequacy of various teaching and learning resources used in teaching and learning of Kiswahili.

In a similar study, Ogero (2012) researched on institution-based factors influencing students' performance in Kiswahili language at KCSE examinations in public secondary schools in Sameta Division of Kisii County, Kenya. The study used descriptive survey design. The sample of respondents was drawn from form four students, teachers of Kiswahili and principals. The study found that majority of the schools had inadequate teaching and learning resources to a level that learners lacked language course books. However, in the study by Ogero questionnaires and interview schedule were used to collect data while in the current study apart from two tools, observation checklist was used to corroborate the information collected. This increased the authenticity of data collected.

Ambuko (2008) observed shortage of materials in teaching and learning of Kiswahili. This meant that teachers could not regularly use materials in lesson delivery. In the study by Ambuko, out of four teachers observed only one used a picture to illustrate what was being taught. Only 40% of teachers surveyed used newspapers and journals. While the study by Ambuko focused on selection and use of materials, this study looked at challenges of resourcesin teaching and learning of Kiswahili. The study by Ambuko was conducted among form two students who may not have had a complete overview having not interacted with the resources for a full cycle of secondary education. The current study was done among form four students. Ambuko conducted the study in 2008 at the inception of Free Day Secondary Education (FDSE) programme, this study was necessary to find out if the situation had changed eight years later.

In addition Kobia (2009) carried out a study on challenges facing the implementation of 2002 secondary Kiswahili Curriculum in Kenya. The study was carried out among teachers of Kiswahili. The teachers reported that resources were scarce, inadequate and in some cases unavailable. Kobia reports that teachers admitted they did not use teaching and learning resources. However this study was carried out among teachers leaving out other stakeholders such as students, and principals who could also have information on resources. In the current study apart from Kiswahili teachers, the researcher also involved students, principals and QASO.

Gaichu (2015) did a study on factors influencing performance in Kiswahili at KCSE level in Moyale sub-county, Kenay. The study was based in 7 schools where 7 principals, 8 teachers of Kiswahili and 115 students were involved. Data were collected through questionnaires that were administered to students, teachers and principals. The study found that majority of the schools had inadequate teaching and learning resources to a level that learners lacked language course books. His study however looked at resources as a factor in

performance and not a challenge in teaching and learning of Kiswahili. He also used questionnaires only to gather information. The current study incorporated interview schedule and observation checklist which gave a detailed assessment of challenges in teaching and learning of Kiswahili.

Most of the studies touching on resources Ambuko (2008), Kobia (2009), KIE (2010) and Ogero (2012) were carried out in the early of FDSE whose implementation started in the year 2008. In this programme funds were sent directly to schools to be used to purchase resources apart from meeting other expenses of running schools. There was need therefore to assess the state of resources after a number of years of the programme. Also, most of the researches Sa'ad and Usman (2014), Gaichu (2015) and Ogero (2012) tend to relate resources to performance and not teaching and teaching and learning process. Moreover the levels of challenge of various resources used in Kiswahili seem not to have attracted the interest of many researchers.

Despite the challenges teaching and learning has to take place. Therefore strategies for coping with the challenges in teaching and learning Kiswahili have to be applied. School administrations are a vital in provision of teaching and learning resources using funds from the government. Ambuko (2008) observes that majority of teachers, 85% rely on school authorities to provide materials. The school authorities in this case use funds from the government which provides funding under the Free Day Secondary Education (FDSE) programme. However, the study by Ambuko points out shortage of the materials in schools. This study was done in 2008 the year the programme was launched in Kenya. It is worth finding out the situation years later.

Another strategy for coping with challenges of resourcesis improvisation. The 2002 Kiswahili syllabus KIE (2002) recommends that the teacher comes up with as many teaching and learning materials as possible depending on the nature of learners. In Turkey, Ozsevic (2010) observed that teachers did not have adequate time to develop instructional materials. This posed difficulty in implementation of the curriculum. However the study was based on English language while the current study is based on Kiswahili. Furthermore the study was done in a different setting (Turkey). This study sought to find out the Kenyan situation. Improvisation requires creativity among teachers. However a study carried in South Africa in relation to classroom assessment noted that only 10% of teachers thought they were successful in generating their own materials (Reyneke, Lukas & Noel, 2010). Though teachers felt well equipped after theoretical training, practical implementation remained a challenge. Unlike this study that was based on assessment, the current study was broader in that it covered the four elements of the curriculum. A teacher helps in planning, identifying problems or new areas of study, locating materials, supplying needed information and teaching new skills. The teacher studies the needs of students in class and responds to them appropriately.

Donation is another strategy for coping with challenges in teaching and learning of Kiswahili. Dawo (2009) carried out a study on girl child participation in secondary education: opportunities and challenges for day school head teachers in Kisumu Municipality. Dawo reported that some schools received funds donated through Constituency Development Fund (CDF) which they used to acquire teaching and learning materials. However the study by Dawo was based on female gender while this study is not specific to gender. Use CDF donations also vary from one constituency to another. It was important to establish if this strategy applied in Hamisi Sub-County.

Provision by parents is another strategy applied in coping with this challenge. The government policy requires that parents purchase set books for their children. KIE (2010) reports that despite the FDSE funds learners still purchase books. A total of three set book comprising of a short story, a novel and a play are required for Kiswahili literature. This study sought to assess the extent to which this strategy was applied in coping with the challenge of resources in Hamisi sub-county.

2. Method

The study used descriptive survey design. The purpose of descriptive survey is description of state of affairs as it exists (Kombo & Tromp, 2006:71). The design has the ability to yield a great deal of accurate information. Gall and Borg (1996) state that survey research is a systematic way of collecting data by obtaining opinions and answers from selected respondents who represent the population of interest. The design enabled the researcher to systematically obtain and analyse data by surveying a sample of the population.

The study was carried out in Hamisi Sub-County in Vihiga County Kenya. It is one of the four sub-counties of Vihiga County. It was carved out of the larger Vihiga County, formerly referred to as Vihiga District in 2007. The area was selected for the study because it had the lowest KCSE Kiswahili mean scores in the county for the years 2010-2014. The average mean score for those years was 5.43 out of the possible 12.00 points.

The sub-county had 47 public secondary schools where the study was carried out. The study population was 4,106 form four students, 139 teachers of Kiswahili, 47 principals and 1 QASO. A sample of 351 students was drawn using Krejcie and Morgan (1970) sample size estimate table. A sample of 42 form four teachers of Kiswahili was drawn through purposive sampling technique. This sample represented 30% of the total population. Babbie (1998) points out that 30% of any homogenous group gives a scientific representation of the population under study. Saturated sampling technique was used to select 42 principals and 1 QASO. Saturated sampling is a non probability procedure in which all the members of the target population are selected (Gall & Borg, 1996). A sample of 16 schools representing a third of the schools was rated using the observation checklist.

Face and content validity were tested by subjecting the questionnaires, interview schedules and observation checklist to three experts of Maseno University. Two experts were from Department of Educational Communication, Technology and Curriculum Studies and one expert was from Department of Kiswahili and other African Languages. The experts scrutinized the instruments questions in each of the sub-sections and judged their relevance to the objectives of the study. A pilot study was also carried out to ascertain content validity and reliability. The feedback obtained from the pilot study and suggestions and recommendations from the experts were used to improve the efficacy of the data collection instruments. The researcher strictly adhered to professional ethics while conducting the research. To do so the researcher observed the right of voluntary consent, confidentiality, anonymity of respondents and necessity of data protection.

Data for analysis in this study was yielded from questionnaires of students and teachers, observation checklist for the schools and interview of principals and QASO. The data was coded and organized for analysis. Items on questionnaires and observation checklist were scored on rating scales. Items on challenges of resourceson teacher and students questionnaires were scored on a scale of 4 points: NC-Not a Challenge = 1 point, NSC-Not Serious Challenge= 2 points, SC- Serious Challenge = 3 points and VSC-Very Serious Challenge = 4 points. Also items on researcher's observation check list on challenges of resourceswere scored on a scale of 4 points: VA-Very Adequate = 1, A-Adequate = 2, NA-Not adequate = 3 Points and NA-Not available = 4 points. The interpretation is shown on Table 1.

Table 1.
Interpretation of Challenges of resources

No.	Range of mean score	Interpretation
1.	1.00 - 2.49	Adequate/Not a Challenge
2.	2.50 – 4.00	Not Adequate/A challenge

Items on strategies were scored on a scale of 4 points: NA-Not Applied = 1 point, FA-Fairly Applied = 2 points, OA-Often Applied = 3 points and AA-Always Applied=4 points. The interpretation is shown in Table 2.

Table 2:
Interpretation of Strategies for Coping with the Challenges

No.	Range of mean score	Interpretation
1.	1.00 - 2.49	Lowly applied
2.	2.50 – 4.00	Highly applied

Quantitative data yielded was analyzed using descriptive statistical methods including frequencies, percentages and means and presented on tables. Mugenda and Mugenda (2003), note that descriptive statistics enables the researcher to describe a distribution of scores or measurements using a few indices or statistics. Qualitative data yielded in form of comments and suggestions from the interview of principals and QASO was categorized

into selected themes. Thematic analysis was done where major concepts or themes were identified and reported in form of verbatim excerpts.

3. Results and Discussion

This section presents findings of the research. This study sought to assess the challenges and strategies of resources in teaching and learning of Kiswahili.

3.1. Challenges in Teaching and Learning of Kiswahili in relation to Resources

On the questionnaires, teachers and students were asked to tick appropriately on a scale of 1-5 the number of students sharing a core text book. The scale was as provided as 1book for 1student, 1book for 2 students, 1 book for 3 students, 1 book for 4 students and 1 book for 5 students. Data was analyzed as shown in Table 3.

Table 3.
Teachers' (n=42) and Students' (n=351) Responses on Text Book Ratio

Text book ratio	1:1		1:2		1:3		1:4		1:5		Mean ratio
	f	%	f	%	f	%	f	%	f	%	
Teachers	0	0	5	11.9	23	54.7	12	28.3	2	4.7	3.26
Students	5	1.4	56	16.0	153	43.5	105	29.9	32	9.1	3.42
Overall mean score											3.29

KEY: F-Frequency

The recommended student book ratio is 1:1. In interpretation ratios above 1:1 represent a challenge. In Table 3, both teachers and students reported average book ratio of 1:3. None of the teachers reported a book ratio of 1:1. Of the teachers involved in the study, 5(711.9%) reported a ratio 1:2, 23(54.7%) reported a ratio of 1:3, 12(28.3%) reported a ratio of 1:4 while 2(4.7%) reported a ratio of 1:5. The students involved in the study, 5(1.4%) reported a ratio 1:1, 56(16.0%) reported a ratio of 1:2, 153(43.5%) reported a ratio of 1:3, 105(29.9%) reported a ratio of 1:4 while 32(9.1%) reported a ratio of 1:5. The overall mean of the ratings on book ratio was 3.29.

In general majority of schools had a text book ratio of 1:3 which was far off the recommended book ratio of 1:1. This means that schools had not acquired adequate books to ensure that each learner could have a copy. This is in line with Wanzala (2016) who reported that despite FDSE programme of funding, schools still had shortage of books. Wanzala further reports the ratio according to the minister of education science and technology was 1:5. This could be due to inadequate funds. Frederiksea (2012) reports that government fund constitutes 30% of actual funds required for learners to attend public secondary school and further observes that inadequate funding as one of the challenges facing education sector in Kenya. It implies that books are shared denying the learner adequate time to interact with the books. The results concur with Mbito (2013) who noted inadequate text books as a challenge facing teachers and students in the process of teaching and learning Kiswahili in public secondary schools.

The respondents were further required to rate the level of challenge of lack of various resources for teaching and learning of Kiswahili in their schools. Respondents were asked to tick appropriately on a scale of 1 to 4 as follows: 1= Not a Challenge, 2= Not a Serious Challenge 3= Serious Challenge, 4= Very Serious Challenge. Data was analyzed and findings presented in Table 4.

Table 4.

Teachers' (n=42) and Students' (n=351) Responses on Level of Challenge of lack of Resources

Challenge on resource		NC		NSC		SC		VSC		Mean score	Overall M.S
		f	%	f	%	f	%	f	%		
1. Lack of core text books	T	0	0	14	33.3	28	66.6	0	0	2.66	
	S	10	2.9	97	27.6	244	69.5	0	0	2.66	2.66
2. Lack of reference books	T	5	11.9	16	38.0	16	38.0	5	11.9	2.50	
	S	71	20.2	103	29.3	104	29.6	73	20.8	2.51	2.50
3. Lack of set books	T	4	9.5	12	28.6	25	59.2	1	3.2	2.54	
	S	22	6.2	181	51.5	101	28.4	47	13.4	2.50	2.52
4. Lack of audio visuals	T	1	3.2	3	7.1	26	61.9	12	28.5	3.16	
	S	30	8.5	73	20.8	142	40.5	106	30.1	3.03	3.09
5. Lack of models	T	0	0	3	7.1	21	50.0	18	42.8	3.35	
	S	22	6.3	28	8.0	83	23.6	218	62.1	3.41	3.38
6. Lack of charts	T	2	4.7	9	21.4	31	73.8	0	0	2.71	
	S	40	11.4	80	22.8	231	65.8	0	0	2.54	2.62
7. Lack of pictures	T	3	7.1	7	16.6	32	76.1	0	0	2.69	
	S	45	12.8	89	25.4	187	53.3	30	8.5	2.57	2.63
8. Lack of newspapers and magazines	T	2	4.7	8	19.0	25	59.5	7	16.6	2.88	
	S	16	4.6	51	14.5	211	60.1	73	20.8	2.97	2.92
Overall M.S										2.79	2.79

KEY: NC-Not a Challenge NSC-Not Serious Challenge SC- Serious Challenge VSC-Very Serious Challenge f-Frequency S-Students T-Teachers M.S-Mean Score

From Table 4.2, lack of all the resources was a challenge for both categories of respondents with overall rating of 2.79. The challenges in descending order of seriousness were as follows 3.38, audio visual materials at 3.09, newspapers and magazines at 2.92, textbooks at 2.66, pictures at 2.63, charts at 2.62, set books at 2.52 and reference books 2.50. None of the teachers and students indicated that lack of core text books was not a challenge. This indicates that despite introduction of FDSE schools had not acquired adequate core text books. Lack of set books was a challenge at the rating of 2.54 for teachers and 2.50 for students.

Although all schools had made some efforts to acquire books, probably because they are compulsory, other teaching and learning resources had not received much attention. This means teaching and learning of Kiswahili was text book based. Inadequate resources could be due to inadequate funds to acquire the resources. Frederiksea (2012) observed that schools did not have adequate resources because funds were not adequate. Inadequacy could also indicate failure of teachers and school authorities to appreciate the importance of these resources in teaching and learning of Kiswahili.

Inadequate resources drive teachers to use teaching methods that are not learner centered. It also means that the kind of teaching and learning undertaken appeal mainly to the sense of sight and hearing only. Teevno (2010) researching on challenges of teaching and learning of language at secondary school noted that inadequacy of materials made teaching of language difficult. This means that lack of materials disadvantages

learners. Maina (2003) found that alternative teaching materials were not often used. For instance in the study by Maina 1(7.7%) teachers often used radio cassettes 3(23.1%) occasionally used, 7(53.8%) rarely used and 2(14.5%) never used. Also Mbito (2013) observed that most school authorities were not keen in provision of alternative teaching and learning materials. Yuanina (2010) and Kang'ahi et. el (2012) had similar observations that core text books were not supplemented by other materials due to lack of such materials.

Data was also obtained by use of observation checklist with a scale of 1-4 about the level of adequacy of resources for teaching and learning Kiswahili from 16 schools. The scale was as follows: 4=Not available, 3= Not adequate, 2=Adequate 1=Very Adequate. Data was analyzed as shown on Table 5.

Table 5.
Schools' (n=16) Ratings on Adequacy of Teaching and Learning Resources

Resource	VAD		AD		NAD		NA		Mean score
	f	%	f	%	f	%	f	%	
1. Text books	0	0	4	25.0	12	75.0	0	0	2.75
2. Reference books	2	12.5	4	25.0	10	62.5	0	0	2.50
3. Set books	2	12.5	3	18.7	11	68.7	0	0	2.56
4. Audio visuals	0	0	0	0	12	75	4	25	3.25
5. Models	0	0	0	0	11	68.8	5	31.2	3.31
6. Charts	0	0	0	0	14	87.5	2	12.5	3.12
7. Pictures	0	0	0	0	16	100	0	0	3.00
8. Newspapers and magazines	0	0	0	0	16	100	0	0	3.00
Overall mean score									2.93

KEY: NA-Not available, NAD-Not adequate, AD-Adequate   VAD-Very Adequate

As shown in Table 5, all the resources had an overall mean score of 2.93 representing a challenge. The mean scores show text books were not adequate with a mean rating of 2.75, reference books with 2.50 and set books with 2.56. Pictures and newspapers and magazines were not adequate with a mean rating of 3.00 each. The study findings revealed that charts, audio visuals and models were not adequate with mean ratings of 3.12, 3.25 and 3.31 respectively. In 2(12.5%) schools observed there were no evidence of charts used in teaching and learning Kiswahili while in 14(87.5%) the charts were not adequate. Similar observation was made for models where 5(31.3%) did not have models while 11(68.7%) had no adequate models. Audio visuals lacked in 4(25%) of the schools and were not adequate in 12(75%) of the schools.

On average teaching and learning resources in Kiswahili were not adequate at a rating of 2.92 which represent a challenge. This confirms the information from respondents that schools had challenges of resourcesin teaching and learning Kiswahili. Maina (2003) investigating causes of poor performance in Kiswahili found that teaching and learning materials were largely unavailable. For instance, in the study by Maina 88.9 % of respondents said Kiswahili newspapers were inadequate while 100% said radio tapes were inadequate. These findings also confirm (KIE 2010) where inadequate teaching and learning materials hindered successful implementation of the curriculum.

From the interview schedule majority of the principals indicated that they had challenges in provision of various resources. They held the view that schools lacked adequate funds from the government under FDSE programme. They also pointed out to lack cooperation from parents in provision of resources. Some of their remarks were as follows:

Principal 3: MOEST funds for teaching and learning resources are not adequate and our parents are told the government is sending money to schools so they don't cooperate.

Principal 26: We do make with a few resources that we have so far. We continue to buy more as we continue receiving the money from the government.

Principal 33: We have at least acquired a good number of text books for our learners but for the other resources there is need for improvement.

Their views were similar to those of the officer who had this to say:
QASO: There is a challenge of inadequate resources for teaching and learning Kiswahili as schools rely on FDSE funds which are inadequate.

From the remarks, principals being the ones tasked with the acquisition of the resources in schools, provision of resources remain a challenge to them. This implies that teaching and learning in Kiswahili is not resource based hence not effective. These findings confirm Farrant (2006) where inadequate materials hindered implementation of the curriculum in many schools in Kenya. The results concur with Ambuko (2008) who reports inadequacy of teaching and learning resources. These results mean that despite the FDSE funds which have been given to schools since 2008 the schools still had challenges of resources. This implies that there was need to increase government funding to schools.

3.2. Strategies for Coping with Challenge of Resources

Respondents (teachers and students) were asked to indicate appropriately the extent to which strategies were applied in coping with the challenge of inadequate resources in teaching and learning Kiswahili. Respondents were provided with a list of statements and were required to choose by ticking appropriately on the scale as: 1=Not applied 2=Fairly Applied 3=Often Applied 4=Always Applied. The results are presented in Table 6.

Table 6.
Teachers' (n=42) and Students' (n=351) Responses on Strategies for Coping with Challenge of Inadequate Resources

Strategy		NA		FA		OA		A.A		Mean	Overall
		f	%	f	%	f	%	f	%	score	M.S
1. Provision by school administration	T	0	0	0	0	42	100	0	0	3.00	
	S	0	0	0	0	351	100	0	0	3.00	3.00
2. Improvisation	T	0	0	31	73.8	11	26.1	0	0	2.26	
	S	0	0	299	85.1	52	14.8	0	0	2.14	2.20
3. Provision by parents	T	0	0	42	100	0	0	0	0	2.00	
	S	0	0	330	94.0	21	5.98	0	0	2.05	2.02
4. Donations	T	35	83.3	7	16.6	0	0	0	0	1.16	
	S	0	0	351	100	0	0	0	0	2.00	1.58
Overall Mean Score										2.20	2.20

KEY: NA-Not Applied FA-Fairly Applied OA-Often Applied F-Frequency M.S- Mean Score

From Table 6, it is very clear that teachers and students largely relied on school administration to provide teaching and learning resources in Kiswahili hence the strategy was highly applied at a mean of 3.00. This was done with funds from the government. From the interviews it emerged that the government was the main source of funds for provision of teaching and learning resources. The following are some of the statements.

Principal 2: We largely depend on the government funds to acquire teaching and learning materials. I can say it is our main strategy in coping with the challenge of resources.

Principal 14: I purchase resources using the free education funds from the government. These government funds have helped us to improve on resource acquisition since the program began.
QASO: The government is the main financier of schools. The funds from the government are used in run schools programs including the acquisition of resources used in Kiswahili subject.

This means that since the inception of the FDSE programe in 2008, the government had become the main source of funds for purchase of teaching and learning resources in Kiswahili. This outcome concurs with Ambuko (2008) where majority of teachers, 85% reported that they relied on school authorities to provide resources using the government funds. From this study therefore, government funding was the most important strategy in coping with the challenges of resourcesin teaching and learning of Kiswahili.

Improvisation strategy was lowly applied at a mean rating of 2.20. Though none of the teachers indicated they do not improvise, 31(73.8%) said they fairly improvise, 11(26.1%) said the often improvise and none (0%) always improvise. These results concur with Ryneke et al (2010) where only 10% of teachers thought they were successful in generating their own materials. Though the Kiswahili KIE (2002) recommends improvisation, it also emerged from the interviews that many teachers seemed not to have embraced the strategy. Only a few principals indicated improvisation strategy was being applied.

> *Principal 3: Sometimes we improvise teaching and learning materials. This depends on locally available materials and resources that can be improvised.*

> *Principal 17: The creativity of the teacher is very important. Every teacher should be able to come up with resources using the locally available materials. This is what we encourage our teachers to do not only in Kiswahili but also in the other subjects.*

The low rating on improvisation could point to lack of enthusiasm to improvise, lack of creativity among teachers or the teachers could be feeling that the authorities were not doing enough to provide the resources. It could also be due to lack of adequate time to develop the materials. In Turkey, Ozsevic (2010) observed that teachers did not have adequate time to develop instructional materials. This implies that the teachers do not adequately supplement the effort of the administration in provision of resources hence they may not engage the learners actively in the learning process due to inadequate resources.

Provision by parents was lowly applied at a mean rating of 2.02. According to the government policy the parents were required to provide set books. The parents were therefore required to assist specifically with provision of set books in line with the government policy. This is similar to KIE (2010) report that in spite of FDSE 27% of learners purchased their own text books. The unpopularity of this strategy and inadequacy of such books in schools as observed in this research could imply that this policy is imposed and therefore not informed by realities on the ground. Most parents are poor and may not afford the set books. Benyawa (2012) reports of nine girls who failed to join form one in a Mombasa school even after being offered sponsorship owing to lack of money for bus fare, uniform and other basic needs. This could point to the failure of the policy to a certain extent. The parents were required to substitute the effort of the government by providing books. From the interviews the principals reported that they relied on the parents to provide set books. The following are some of their statements;

> *Principal 12: The schools buys the recommended text books, revision books and reference books and other resources and the parents buy set books for their children but many parents are poor so do not provide the set books leave alone the other books.*

> *Principal 20: We encourage the parents provide set books for their sons and daughters and those who can afford can also provide for them other relevant books.*

> *Principal 41: The parents are required to provide the three set books in Kiswahili. However, they are free to provide any other books including the core text books.*

> *Principal 31: Parents are required to buy set books but some of them are not doing so. Once parents are told that education is free, they are not willing to buy the books for their children.*

The statements reveal that the principals depended on the parents to provide set books in Kiswahili. The parents who could afford were also free to provide other relevant books. However, because of poverty many parents were not in a position to provide the set books as per the policy. It also emerged that some parents

were not willing to buy set books because they were not aware of the policy as revealed by the principals. This showed the false belief among parents that government was fully funding provision of all the resources. The parents needed to been sensitized to embrace their role in resource provision. The government may need to consider changing the policy and provide funds for the set books as well.

Donation strategy was lowly applied at a mean rating of 1.58. None of the teachers and students often applied donations. A few principals said they had received donations. Two of the principals had the following to say;

> Principal 19: We have computers donated by a well wisher. This is an important resource for us in teaching and learning of Kiswahili and the other subjects. We now have a computer laboratory where teaching and learning takes place.

> Principal 32: I have received some books from a donor which have reduced the student book ratios in Kiswahili.

The donation option was the least applied probably because of its unreliability. Dawo (2009) reports that some schools receive funds donated CDF which they use to acquire teaching and learning materials. However these donations vary from one constituency to another. The low application of this strategy as indicated in this study could imply that to the respondents this was not a reliable strategy. It could also imply that such donations were channeled to other uses such as construction of classrooms. On average the four strategies for coping with the challenges were lowly applied at a mean rating of 2.20. This could point to a feeling among the respondents that what could address the challenge may not be within their capacity.

Other strategies came out from the open ended question on the questionnaires of the teachers and students and the interviews of principals and QASO. Another source of resources revealed was live shows staged by theatre groups specifically for set books. This strategy was revealed by the teachers in the open ended questions in the questionnaire and the principals in the interviews. The following are some of their remarks;

> Teacher 13: Students watch live shows of the set books once every term. They get to watch the acted versions of the novels, plays and short stories in Kiswahili.

> Principal 8: Out students go to watch live shows of the set books staged by theatre groups such as Jicho 4. Such shows are an important resource to the teachers and students.

Students are invited by the theatre groups to the live shows where the plays, short stories and novels in Kiswahili literature are acted on stage as the students watch. This implies that apart from reading the set books the students get the opportunity to watch the acted version and get a better understanding of the content. This is a strategy which can be strengthened and widened to cover other content areas such as oral literature.

Borrowing as a strategy was also revealed as one of the strategies for coping with the challenge of resources. Some teachers and students said they borrow resources for teaching Kiswahili. The following are remarks from some of the teachers and students;

> Teacher 8: Sometimes I borrow materials particularly books from colleagues who have.

> Teacher 17: Borrowing strategy is applied because there have schools which may have resources which do not have. We link with such schools get the materials then use and return.

> Student 15: I do not have some of the books required so I borrow from my classmates.

> Student 88: We borrow books from teachers, classmates, relatives and even students in neighboring school.

This shows borrowing as an option for teachers and students in coping with the challenge of inadequate resources in teaching and learning of Kiswahili. The strategy tend to be applied particularly for books This concurs with Ambuko (2008) who observed that teachers borrowed materials in teaching and learning

Kiswahili. However, this may not be a reliable strategy as it is temporary. The materials have to be returned to the owners after use.

Past examination papers were cited as a resource used in teaching and learning of Kiswahili. This emerged from the open ended questions in the students' questionnaire.

> *Students 37: We keep files of past examination papers where we refer to especially for revision.*

After every examination corrections are done on the papers then the papers are filed for future use. This concurs with Kanyi (2015) who observed that use of past papers was a strategy applied in coping with inadequate resources teaching of English. This means that past papers can be an important resource especially in revision as they contain content covered over the years.

Another strategy that emerged was the use of the internet. Teachers said they download materials from the internet for use for Kiswahili lessons. The following are some of their remarks;

> *Teacher 5: I download content and store it in my mobile phone for reference. Before we did not have much Kiswahili content in the internet but now a lot of information is available.*

> *Teacher 23: Nowadays I get notes and questions for my students from the internet. This helps a lot where text books are not available.*

This implies that the teachers were embracing new technology in coping with the challenge in relation to resources in teaching and learning of Kiswahili. The internet has become a source of information useful in teaching and learning in Kiswahili.

The strategy of buying personal copies was applied particularly by the teachers. Some teachers had resorted to using their own resources to purchase books. The following are some of their remarks;

> *Teacher 19: I had to buy some personal copies which I found useful in teaching my students.*

> *Teacher 36: You can't rely on the school to provide all the books. Sometimes you just have to buy your own books. This helps in lesson preparation and delivery.*

This shows that teachers at times buy books where they can rather than wait for other sources. This concurs with Kanyi (2015) who observed that teachers bought personal books to cope with challenge of inadequate resources in teaching of English. This means that some teachers used their resources in copying with challenges of resourcesin teaching and learning of Kiswahili.

Sharing was another strategy applied in coping with the challenge in relation to resources. Learners were encouraged to share the materials especially books they had acquired or the ones issued by the school.

> *Student 4: Our teachers encourage us to share the books we have especially the set books and revision books.*

> *Student 340: We share books with our desk mates and classmates. Right now we are sharing a text books amongst three students.*

Apart from the schools books that are issued to groups of students, the students who have acquired books are encouraged to share. The sharing strategy was evident as results from the respondents indicated that the student shared the core text books at a book ratio of 3:1. However this strategy may depend on willingness of the students to share especially for personal copies.

4. Conclusions and Educational Implications

Schools lack adequate teaching and learning resources in Kiswahili. Schools rely on government funding which is not adequate. Parents who are relied on to provide set books are poor hence cannot provide them

adequately. Also teachers have not fully embraced improvisation as a way of providing resources. Resource donations are also very minimal.

Schools apply various strategies to cope with the challenges in teaching and learning of Kiswahili. The challenges of resources in Kiswahili are coped with by acquiring them using funds provided by the Ministry of Education Science and Technology under Free Secondary Education Programme and sourcing from parents. Improvisation and donations are also applied. Other strategies are; live shows of set books by theatre groups, borrowing of resources, use of past examination papers, encouraging sharing of books, purchase of personal copies and downloading information from the internet.

From the study findings, schools lacked adequate teaching and learning resources in Kiswahili. Schools should therefore avail adequate teaching and learning resources in Kiswahili. This will improve students' classroom participation, reduce monotony and boredom, improve teacher delivery of content and eventually improve academic performance. The study revealed strategies for coping with the challenges in relation to inadequate resources applied at different extents. Schools largely relied on government funding which was not adequate. The government needs to increase funding to the schools to enable them acquire adequate resources. Also teachers had not fully embraced improvisation as a way of providing resources. Teachers need to improve on their creativity in order substitute the government's effort on provision of resources by improvising resources. Parents who were relied on to provide set books were poor hence could not provide them adequately. The burden of providing resources particularly set books needs to be taken away from the parents. Donation strategy was lowly applied. Donors need to encouraged to donate teaching and learning resources to schools. Other coping strategies were revealed in the study. These were live shows of set books by theatre groups, borrowing of resources, use of past examination papers, encouraging sharing of books, purchase of personal copies and downloading information from the internet. All these strategies need to be adopted and strengthened. Lasting solutions to the challenges of resources in teaching and learning of Kiswahili need to be sought.

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