CHALLENGES OF TEACHING THE EXPANDED KISWAHILI SYLLABUS IN SECONDARY SCHOOLS: A STUDY OF SELECTED SECONDARY SCHOOLS IN TRANS – NZOIA COUNTY, KENYA.

BY

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NOVEMBER, 2014

DECLARATION

DECLARATION BY THE CANDIDATE

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This thesis is dedicated to Almighty God the creator and giver of all things, to my late mama Nora Malilo who taught me to be resilient, my parents in – law, my children Karen, Marion, Annabel, Debra and Gloria (posthumous) and to my dear husband Mr. John Wanyonyi Sirengo, my brothers and sisters especially brother Simiyu, my brothers and sisters in – law for their love, patience, kind heartedness and gentle encouragement which helped me get through this process more than they will ever know.

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ABSTRACT

This study was an investigation on the challenges of teaching the expanded Kiswahili syllabus. The objectives of the study were to investigate the manageability of the expanded Kiswahili syllabus, to determine whether the time allocated to the teaching of Kiswahili was adequate, to find out the challenges of teaching the integrated Kiswahili syllabus, to investigate effects of the second teaching subject on the teaching of Kiswahili and teacher attitude towards teaching the expanded syllabus. The study was guided by the input and output theory on second language acquisition by Krashen [1985]. The theory states that effective language learning takes place when there is adequate interaction between the teacher and the learner through 'negotiated input and output'. The study was carried out in Trans – Nzoia west district in Trans- Nzoia county in Kenya. The district has thirty three secondary schools comprising of three for boys only, five for girls only and twenty five mixed schools. The target population consisted of all principals, teachers in charge of academics in schools and teachers of Kiswahili in the schools. The sample population was selected using stratified sampling because the schools were of different categories thus; two for girls only, one for boys only and eight mixed to arrive at a ratio of 2:1:8 leading to a total of Ten schools. The ten schools were randomly selected from the thirty three using simple random sampling. The research instruments included questionnaires and interview schedules. Collected data was analyzed to show the challenges of teaching the expanded Kiswahili syllabus. The data showed that teachers faced various challenges such as; heavy workload, inadequate time and lack of skills in teaching the integrated Kiswahili syllabus. These factors contributed negatively to the teacher attitude towards teaching of Kiswahili. The study recommends that the government employs more teachers of Kiswahili to reduce teacher workload, curriculum planners to review the time allocated to Kiswahili and if possible increase it. Teachers of Kiswahili to undergo regular in-service courses on integrated teaching.Similarly,teachers of Kiswahili need to train in Kiswahili language and literature and not Kiswahili and a second teaching subject.

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LIST OF ABBREVIATIONS

CIEM   - Curriculum Instruction and Educational Media

DAE   - Department of Adult Education

DAAD   -German Academic Exchange Services

DEO   - District Education Officer

E.A.CE   -East African Certificate Of Education

EACE   - East African Certificate of Education

EFA   - Education for all

FPE   - Free Primary Education

GTZ   - German Society for Technical Cooperation

KANU   -Kenya African National Union

KCSE   - Kenya Certificate of Secondary Education

KIE   - Kenya Institute of Education

KIA   - Kenya Institute of Administration

KLB   - Kenya Literature Bureau

KNUT   -Kenya National Union Of Teachers

KNEC   - Kenya National Examination Council

KUPPET   -Kenya Union Of Post Primary Teachers

MDG   - Millennium Development Goals

MOE   - Ministry of Education

MOEST   - Ministry of Education, Science and Technology

NCTE   - National council for Teacher Education

OUP   - Oxford University Press

SPSS   - Statistical package for social sciences

TUKI   - Taasisi ya Uchunguzi wa Kiswahili

TIQET   - Totally Integrated Quality Education

UNESCO   - United Nations Education, Science and Cultural Organization

SIDA   -Swedish International Development Agency

TTCS   - Teacher Training Colleges

USA   - United States of America

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter gives the background to the study. It addresses issues which form the basis for the research problem, objectives of the study, research questions, significance of the study, justification, scope and limitations, theoretical framework, assumptions of the study and lastly the operational definition of terms.

1.1 Background to the Study

One of the most significant changes in the teaching of Kiswahili in the Kenya secondary schools' curriculum came with the introduction of the 8- 4- 4 system of education. This came about as a result of recommendations by the Mackay Commission {1981} which made Kiswahili compulsory and examinable in both primary and secondary schools.

By making Kiswahili compulsory, it meant that a lot of adjustments needed to be done on the teaching of Kiswahili in schools. This is because the status of the language had changed. In reference this, Chimera, (1998 pg. 67) says, "By making it compulsory, it is mandatory to do it well because to get a good school certificate at the end of the secondary school cycle one has to pass in Kiswahili". This therefore implies that Kiswahili, being a compulsory language in the secondary school curriculum is important in shaping the future careers of students who go through the Kenyan schools system. All courses at tertiary level value minimum qualifications

which require a given mini – grade/mean – score. The mean – grade/mean score is determined by marks scored, first of all in the compulsory subjects (English, Kiswahili and Mathematics) and then other subjects required in areas of specialization. Therefore quality teaching of Kiswahili is important because it determines quality performance in the subject which leads to students getting a chance of pursuing their career choices including admission into professional courses such as law, medicine, Education and many others.

This researcher is aware that many reviews have been done on the Kiswahili language curriculum and teaching in Kenyan secondary schools. However more still needs to be done especially on the challenges faced by Kiswahili teachers in teaching the expanded Kiswahili syllabus.

Kiswahili holds a very significant role in Kenya and beyond. Barasa, (2005,pg 3) observes; Kiswahili is lingua franca in East Africa especially in the urban areas – less so in homogenous rural areas." It is a national language and therefore it is a language that unifies the multilingual society. In some homogeneous language groups in rural areas where Kiswahili is not their first language, Kiswahili is not often used as a first language by the children. The children are exposed to the language later in schools which makes Kiswahili a second language (L2) to most of the Kenyan school students (K.I.E syllabus ;2002 pg 27). Even in the coastal region of Kenya where children speak various Kiswahili language dialects .Although children in most urban areas speak Kiswahili as their first language, they are not fluent in the language since they are exposed to sheng' which is a slang and not standard Kiswahili. This implies that

the Kiswahili language taught in schools is standard and therefore taught as a second language.

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Kiswahili is Kenya's national language. Barasa, (2005 pg 3) says it is a co- official language with English. The language is therefore widely used in unofficial and official functions of the government. Kiswahili's role in promoting better governance is recognized in the new constitution. Chapter 2, (7) declares it as the 'National language of the Republic of Kenya. Section 7(2) states " the official languages of the Republic of Kenya are Kiswahili and English". With the implementation of the new constitution, then all official documents will be availed in both languages. On the same note, Prof. Yash Pal Ghai saw the language's recognition in the draft as " a move that will spare the citizenry from 'divisive language politics,' (Standard Newspaper, December 4th 2009;pg 10)

By having the language play official roles, it will grow more nationally and internationally. This is because all official functions of the state such as international businesses and agreements, the Hansard in parliament, the judiciary and many others will be conducted in English and Kiswahili. The teaching conditions of Kiswahili further in order for the language to meet its expectations.

In the East African region, Kiswahili language has played a key role in promoting the East African integration. It is the official language with English in the East African community. This has promoted the use of Kiswahili in other East African countries where the language had not grown widely. A case in point is Uganda where the language has been made the national language. Bagunywa, (2009 ;pg 57-58)

observes; "the recent choice of Swahili as our national language dictates it's recognition as probably the only African language in primary and secondary schools in Uganda." Bagunywa further says that the choice will make Uganda to gain socially and economically; "because it is a language of wider catchments within East and Central Africa.

In addressing the implications of making Kiswahili the Ugandan national language, Bagunywa, (2009 ;pg 58 -60) proposes the following recommendations:

1. Starting Swahili courses for students in Teacher Training Colleges

2. Mounting graded Swahili courses for Swahili officers at elementary, intermediate and advanced levels. These may be offered at each district headquarters

3. Paying, a Swahili language bonus to public officers as a strong incentive for the quick spread of the language

4. Recruiting teachers of Swahili from Kenya and Tanzania and from local sources to teach in secondary schools and TTCS

5. Distributing free Swahili newsletters at each parish, in primary and secondary schools

6. Programming effective correspondents courses at the centre for continuing education for junior and intermediate certificates and EACE Examinations

7. Schedule Uganda public officers to Tanzania for 'short on – the – spot' Swahili language courses.

In view of these recommendations, the job market for teachers of Kiswahili from Kenya and Tanzania has expanded. The teachers are likely to be employed as expatriates to teach Kiswahili in Uganda and other East African countries which are

not deeply rooted in Kiswahili language. Apart from Uganda, Kiswahili teachers' services may be needed in other countries such as Rwanda and Burundi which have joined the East African community but are Franco – phone countries whose official language if French. They have to learn English and Kiswahili which are the official languages in the EAC. In those countries, the language can only be entrenched through the school system. This is through effective teaching in the countries where the language has gained ground. This will also alleviate the problem of unemployment for the teachers of Kiswahili in Kenya because if proper teaching and therefore performance are in place, Kenya will produce Kiswahili experts to teach the language beyond her borders. This underscores Kiswahili as a compulsory and examinable subject in Ugandan primary and secondary schools (Daily Nation, October 27,2009:16).

The broadened catchments for Kiswahili seem to be the prediction of Urevbu 1990(pg 119) " Kiswahili being selected as a continental language in Africa". This was suggested by the Union of the African writers. The scholar also saw Kiswahili as language which would open a window for west, East and Southern Africa. Although Kiswahili has not yet attained the status of being Africa's lingua franca, it is growing beyond Kenya, Zanzibar and Tanzania. Kenya being one of the lead countries in the use and promotion of Kiswahili needs to exploit this chance so that it produces experts who will be used to promote the language in the region. This can only be attained through effective implementation of the curriculum in the school system.

Kiswahili is not only a regional language in East and central Africa. Ogechi (2002; pg 28) recognizes this growth; " By 1999, Germany had more than ten universities where

the language was taught. There are many international organizations sponsoring Kiswahili research in Africa and within their countries. Examples of such organizations are the British, DAAD (German), SIDA (Sweden), UNESCO, UNDP and many others". This emphasizes the role of Kiswahili is also widely used in international broadcast such as Radio Beijing, voice of America, BBC, Cologne and Pretoria.

Since Kiswahili is a compulsory language in the Kenyan school curriculum, it is important that it's teaching needs are addressed to ensure good performance. This research seeks to address the challenges of teaching the expanded Kiswahili syllabus. The syllabus was broadened by having new areas such as sociolinguistics (isimu jamii), more functional writing (insha za kiuamilifu) and oral literature (fasihi simulizi) included in the syllabus. Most teachers of Kiswahili also teach a second subject.Teachers of Kiswahili use the integrated approach in teaching the new syllabus. The challenge is whether teachers of Kiswahili are effective in using the integrated approach to teach the expanded syllabus.

Better teaching and therefore performance in language is a big contributor towards meeting the goals of education. The world Bank working paper number 128, titled curriculum examination and assessment in secondary in sub – Saharan Africa *" Literacy, particularly reading and writing is an important skill for participation in society. In general, literacy and language proficiency in the instructional language are of utmost importance for entry into junior secondary education and a pre-requisite for learning most subjects and for many skills. Students should be able to read fluently across a wide range of tests and to reflect critically on what is read*

fluently for a range of purposes and audience) Verspoor, A.M (1989 pg 16). Since Kiswahili is a compulsory language in the Kenyan school curriculum, it is important that it's teaching needs are addressed to ensure good performance. This will go a long way in ensuring that students get proper skills that will make them better educated. Although the language is used for instruction in Kiswahili language and fasihi ya Kiswahili alone, the various skills learnt in the subject are relevant in enabling one to be competent in addressing societal needs as well as advancing educationally. This study is therefore concerned with establishing the challenges of teaching the expanded Kiswahili syllabus in public secondary schools in Kenya, a case study of secondary schools in Trans – Nzoia west district in Trans- Nzoia county.

1.2 statement of the problem

Analyses done by the Kenya Examination Council (KNEC) for several past years revealed poor performance in the KCSE Kiswahili exams. The KNEC Report in the last five years shows a below average performance in Kiswahili save for the year 2006

Year	National Mean Score
2006	52.2
2007	45.76
2008	37.27
2009	38.57
2010	43.28

The average mean score for the last five years stands at 43.76 which is below average.

There is concern that performance in the subject is not satisfactory. Many concerned members of the public as well as scholars wonder why Kiswahili which is an African language registers poor performance. Maranga as quoted by Kitito (2006 ;pg 33) says " A review of pedagogy state in Kenya reveals that despite efforts to improve teachers efficacy through training, there are replete complaints from numerous sector .Further the author says; "complaints from parents, employers, educators and the public and other interested parties cite incompetent teachers in school, inadequate content coverage, and presence of ignorant teachers, poor teacher training strategies and so on."

The scholar's views address what could be pointers towards poor performance in Kiswahili. A lot has done to address poor performance through seminars, improved training and curriculum review. This study is equally concerned with addressing poor performance in Kiswahili. Many reviews have been done especially introduction of additional areas in the Kiswahili syllabus. Curriculum planners have not addressed factors that could be affecting effective implementation of the expanded curriculum in addition to the second teaching subject which is likely to affect performance.

This researcher is aware that teachers in science, Mathematics and humanities teach two subjects. However, the case of Kiswahili is different because it is a language which requires daily practice in speaking, reading and writing skills. Teachers of Kswahili just like other languages teachers are therefore required to do a lot of marking of student's work as well as supervising students in many language skills to ensure their mastery. This implies that they may need more time in Kiswahili and should also be allocated a manageable workload unlike other subjects. Although

French and German teachers have similar training and teaching conditions like those for Kiswahili teachers, whereby they teach two subjects; their case is different because French and German are optional language subjects in schools while Kiswahili is compulsory, meaningi teachers of Kiswahili handle more students compared to teachers of the afore mentioned languages.

The issue of teacher competence in teaching areas of need in society is a factor to be considered. Mbiti (1981;pg 17) says that, "the study of languages in education is vital tool of understanding". He sees languages as an area where teaching of new skills and attitudes take place. This is because language teaching enables the learner to analyze, interpret and transfer the meanings of words they read. This therefore broadens their scope of understanding any other material they read in other subjects and any other content which they read. Kiswahili being a compulsory language in the Kenyan school curriculum needs to be enhanced in it's teaching to enable it play it's role in society. This research therefore investigates challenges of teaching the expanded Kiswahili syllabus. Factors which most likely affect performance in Kiswahili.

1.3 Purpose of the Study

The main purpose of the study was to investigate challenges of teaching the expanded Kiswahili syllabus in Trans – Nzoia West district in Trans – Nzoia county.

1.4 Objectives of the Study

To achieve the purpose of study, the research was guided by the following objectives;

1. To investigate teacher management of the increased content

2. To determine the adequacy of time allocated to the teaching of Kiswahili

3. To establish the challenges of teaching the integrated Kiswahili syllabus

4. To find out the effects of the second teaching subject on the teaching of Kiswahili

5. To investigate the teacher attitude towards teaching the expanded syllabus and the suggested solutions.

1.5 Research Questions

To address the objectives of the study, the following research questions were formulated;

1. Is the Kiswahili workload manageable?

2. Is the time allocated for the teaching of Kiswahili adequate?

3. What are the challenges of teaching the integrated syllabus?

4. Does the second teaching subject affect the teaching of Kiswahili?

5. What is the teacher attitude towards the teaching of the expanded Kiswahili syllabus and the suggested solutions?

1.6 Significance of the Study

Kiswahili is compulsory and core subject in the Kenyan secondary school curriculum. Effective teaching of Kiswahili is key to the successful implementation of the curriculum.

The study aims at investigating the challenges of teaching the expanded Kiswahili syllabus. The research findings will help curriculum planners to review the teaching conditions of Kiswahili in secondary schools. The outcome is likely to make them more efficient and therefore post good results to the benefit of their learners. Teachers may also benefit from good performance because of the new working conditions of 'performance contracts' for teachers which peg the teachers' professional growth on good results.

1.7 The Assumptions of the Study

The research was based on the following assumptions;

- Teachers of Kiswahili in the study schools were trained in Kiswahili through both pre – service and in – service training to teach expanded Kiswahili syllabus

- That all secondary school teachers of Kiswahili underwent the same conditions of training and were experiencing similar teaching conditions

- The past KCSE results in Kiswahili of each school of the study area were a reflection of future performance of the present students in a given school, the teaching approach remaining constant.

- The teachers of Kiswahili were aware of and used the integrated approach teaching as stipulated in the revised syllabus

- The respondents would be willing to participate in the study, be honest and answer all questions accurately and subsequently hand in questionnaires in time.

- The respondents would be co-operative and would be able give the required information without any reservation

1.8 The Scope and Limitations of the Study

1.8.1 Scope of the Study

The study was conducted in Trans – Nzoia west district in Trans – nzoia county. The sample included ten secondary schools out of the thirty three from the district. The target respondents were; teachers of Kiswahili and academic directors and principles from the sampled schools. The study focused on the "challenge of teaching the expanded Kiswahili syllabus".

1.8.2 Limitations of the Study

Time was a constraint to the study. It was hard to reach to all respondents and collect the filled questionnaires in time. To address this, the researcher sent them personally and to the respondents. Those which were filled immediately were collected on the spot, but for those which were not filled, an appointment was made with the respondents to collect them on a specific later date.

Lack of co-operation from some respondents was a problem. The researcher had to employ professional negotiating skills to make such respondents saw the importance of the research to their profession advantage. They were also assured of confidentiality.

Lack of funds was also a problem to the study. The researcher was limited to the sampled groups so as to cut down on printing and travel costs. Also, respondents were encouraged to fill the questionnaires on time in order to cut down the travel expenses.

1.9 Justification of the Study

The growing concern over poor performance in Kiswahili by many stakeholders in education also concerns the researcher. Kiswahili plays a unifying role as national language. It is also recognized as a co – official language with English (Barasa, 2005). Kiswahili has also grown as a Lingua franca of the East African region and therefore an important medium of communication in the integration of the East African community.

Internationally, Kiswahili has grown in many countries in Africa and outside Africa.

Being a compulsory subject, it's performance is vital in determining the academic progress of students after school. This underscores the importance of addressing the teaching conditions of the subject because it is just as important as the other compulsory subjects i.e. English and Mathematics.

Other scholars who have researched on Kiswahili education and known to the researcher may not have addressed the issue of 'challenges of teaching the expanded Kiswahili syllabus.' Namulungu (2003) says: "Waititu and Mochi (1999) examined functional writing in Kiswahili as a subject. Mbuthia and Karani (1996) Muruguru (2000) and Ipara (2003) analyzed Kiswahili Education and rotated around performance of learners and teachers in Kiswahili Education. Njogu in "Waihenya (2002) addressed Kiswahili teachers' attitude towards the teaching of grammar.' Namulungu (2003) traced the development of Kiswahili since 1900 – 2000. Mutua (2005) looked at factors affecting the performance of Kiswahili in secondary schools. This motivates the researcher to investigate challenges of teaching the expanded Kiswahili syllabus. The findings of this research should help in improving the teaching conditions for teachers of Kiswahili and their performance. They should also be an additional resource to the many researches done on Kiswahili teaching.

1.10 Theoretical Framework

This research was guided by the 'Input and Output Theory' by Krashen, (1985 pg 39) on second language acquisition. The theory states that effective language learning takes place when there is adequate interaction between the learner and the teacher. Krashen calls it 'negotiated input' which arises from conversation. This is through input of the second language material (L2), acquired by the learner through active attention being focused on what is said by the teacher.

After input, the theory advocates for a 'comprehensive output' through meaningful interaction.Based on the theory,this research is concerned with whether meaningful interaction is possible in teaching the expanded Kiswahili syllabus in Kenyan secondary schools. Adequate time is key in ensuring proper interaction between the learner and the teacher. Given the time allocated to the teaching of Kiswahili despite increase in content, the time might be inadequate. Language teaching input and learner output can be possible through questions, inquiries, doing of assignments, marking and doing of corrections and engaging in group discussions which require adequate time.

Teacher workload is another likely impediment to effective teacher – learner interaction. This is in terms of the broadened syllabus as well as handling of large classes. Kiswahili being a compulsory language implies that its teachers handle large classes. It is a likely challenge in implementing effective interaction between teachers and students – in teaching oral, reading oral, reading and writing skills.

In this regard it can be argued that an increase in the language content without regard to issues such as workload, inadequate time and lack of teaching skills for the new areas are issues likely to affect language teaching as is the case for teachers of Kiswahili.

1.11 Definition of terms

In this section operational definitions are presented as were used within the context of this thesis.

Effectiveness:- A measure of the degree to which a teaching method either achieves or does not achieve it's intended objectives

Expanded Kiswahil syllabus: Increase in content areas of Kiswahili syllabus

Perception : A cognitive process of gathering information and assigning meaning to it which is then reflected in the way the person behaves

Performance : The extent of achievement of tasks measured in terms measured in terms of academic results

Teacher experience: skills, abilities and knowledge acquired by a Kiswahili teacher as a result of teaching the Kiswahili language over a period of time.

Instructional evaluation: A systematic means of assessing the extent to which students meet specific objectives

Learning styles: Characteristic cognitive, effective and physiological traits that serve as comparative indicators of how learners respond and interact in the learning environment.

Competence: The ability, skills and techniques to enable a teacher to carry out their duties in class successfully.

Training: Systematic development of a teacher in undertaking of Kiswahili in the proficient, intellectual skills and attitudes necessary to enable them teach.

1.12 Chapter Summary

This chapter has addressed the background to the study, statement of the problem, the objectives of the study, research questions, significance of the study, assumptions underlying the study, theoretical framework and definition of terms. The review of the related literature is presented in the subsequent chapter two that follows.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents a review of literature related to the study. It deals with some of the developments of Kiswahili in the Kenyan school curriculum since independence. It also investigates some of the previous researches done on Kiswahili education and the existing gaps. The chapter is divided into the general literature review and the specific literature review.

2.2 General Literature Review

2.2.1 Development of Kiswahili education since Independence

The development of Kiswahili education was addressed by the post − independence commission of education in Kenya. The Ominde commission of (1964,pg 43) which reported the popular view of many members of the public who recognized English as the universal medium of instruction from standard 1 while Kiswahili's role as a lingua franca of the region as well as unifying language was also recognized. Mbaabu (1997 pg 83) says "that Kiswahili would play the role of uniting the pan African communication"

Much as this noble role was recognized, no serious teaching and curriculum planning for Kiswahili was addressed because the subject was not examinable. It therefore suffered a disadvantaged position. Bogonko (1992 pg 73) observes, " Kiswahili, the lingua franca, was not developed as a necessary tool for modernization endeavors".

During the early period of independence, there was lack of personnel to teach Kiswahili since there were no trained teachers to teach it. This was mostly due to the fact that the colonial government did not give much emphasis to Kiswahili (Beecher Report: 1952).

Kiswahili was viewed as a threat to English. In fact the colonial government advocated for the teaching of vernacular languages in rural schools while Kiswahili was only taught in African urban schools in standard 1-3. This dealt a blow to the development of Kiswahili even after independence. The Ominde commission (1964) addressed the problem of teacher shortage in Kiswahili by organizing at Kenyatta University College (now Kenyatta University), to train teachers with high school education to teach in primary teacher training colleges and in secondary schools.

Also arising from the Ominde commission's recommendations, the department of linguistics and African languages was introduced at Kenyatta University College, in 1969(Ominde Report;pg 43). Kiswahili was overwhelmingly agreed upon to be taught in secondary schools. The commission also reported that many people desired to have it as a second language.

In 1972 the Wamalwa Report still had seen the need for more knowledge in Kiswahili for easy governance. It therefore recommended that intensive courses in Kiswahili be introduced at the Kenya Institute of Administration (KIA) at Kabete and Maseno. However, very little was going on in teaching of Kiswahili because it was not examinable.

The Gachathi commission (1976) realized that little Kiswahili was being taught since it was not examinable. The commission recommended that Kiswahili also be taught at university and that more teachers be trained (Mbaabu, 1996;pg129). However, little was done on the training and teaching conditions of the subject. Few teachers of Kiswahili were trained. They were trained in Kiswahili and another subject. However, the Gachathi Report re – emphasized the importance of the subject; the number of teacher trainees in the subject at Kenyatta University rose from six in 1976 to 420 in 1988 (Mbaabu, 1996:129). The subject was gradually gaining ground. The significance of Kiswahili was also realized in the official affairs of government. In 1974, section 53 of the Kenya constitution changed the official language of the national assembly from English to Kiswahili (Mbaabu, 1996:131). All these factors point out to the fact that Kiswahili was playing an important role. A lot needed to be done to improve the teaching of Kiswahili in order to make it more functional especially to the people who had gone through the Kenyan school system.

As Mbaabu points out, (1996;pg 130) " Kiswahili education did not develop much before 1985." This is because the subject was not compulsory and examinable. Most schools especially the high cost schools did not teach Kiswahili but instead taught foreign languages such as French and German. Most students who studied the said foreign languages argued that those who studied foreign languages would secure jobs in international organizations. This unfortunate situations only worsened the state of Kiswahili in Kenya. Although the current state of Kiswahili in the Kenyan school curriculum is fair (Kiswahili is compulsory and examinable), the teaching conditions are still wanting

Despite the increase in the content of Kiswahili, the time allocated to it has not been increased, Kiswahili teachers' workload has not been addressed since most of them have to teach Kiswahili and a second subject. This is an issue of concern for this research.

2.2.2 Related Literature Review

Following the recommendations of the Mackay Report (1981;pg. 43), Kiswahili was made compulsory and examinable in primary and secondary schools. This came in with the introduction of the 8-4-4 system of Education after phasing out 7-4-2-3 system of Education. The Commission had recommended that Kiswahili be made compulsory at the second public university (Moi University). However, this generous recommendation was not implemented immediately. Nevertheless, the department of Kiswahili was being given a greater stake in the Kenyan post secondary education.

The 1979 – 1983 Development Plan recommended that universities introduce scholarly studies of Kiswahili to facilitate the production of adequate literature and educational materials for teaching of Kiswahili in schools (KANU Manifesto:32). This was to be introduced at the University of Nairobi. Although this was not introduced, many educational materials for teaching Kiswahili have been published. More are being researched on and produced. The area of focus now should be on the teaching conditions of Kiswahili in secondary schools to make teachers more effective in order for them to produce good results.

There are many implications which came with making Kiswahili compulsory and examinable in secondary schools. The policy led to an improved status of the subject as compared to other examinable subjects. For example, it led to an increase in the

number of lessons per week (5-6 in F3 and F4), than all the other subjects apart from mathematics and English (Mbaabu 1996: 153). However, it should be noted that the increase in time was before the introduction of the current additional content in functional writing, sociolinguistics and oral literature. The question is whether time is now adequate compared to the increased content. Another concern is whether the workload is manageable.

At the diploma level in the public colleges, Kiswahili is only taught at Kagumo Diploma College in Nyeri county and Kibabii Teachers Training College in Bungoma county. It is taught with a second teaching subject. At the university undergraduate studies, Kiswahili is taught at Egerton ,Nairobi, Kenyatta,Moi, Masinde Muliro and Maseno universities and at their constituent colleges. Recently Jomo Kenyatta University of science and Technology introduced a course in Kiswahili. Kiswahili is also offered at some private universities such as Catholic University of East Africa and Baraton University and Mount Kenya University. The language is also pursued at the postgraduate level, they teach two subjects. This research is also concerned with the mode of training for teachers of Kiswahili; whether they need to specialize in Kiswahili language and literature in Kiswahili alone, or train in Kiswahili language, Kiswahili literature and a second teaching subject.

When the first batch of 8-4-4 candidates sat for their KCSE Kiswahili examinations as a compulsory subject in 1989, the results analyzed were amazingly good (Daily Nation, march 11,1990:6). In fact it was the best among all subjects. This led to many applicants wishing to study Kiswahili. After 1989, the performance in Kiswahili has been dwindling year in year out; for example the 2008 KNEC report on KCSE

performance showed a big drop in Kiswahili with a national mean score of 37.27 (KCSE). It is likely that since many changes have affected the Kiswahili syllabus since 1989 and a few changes done on the teaching conditions of the subject, may be the reasons for the poor performance after 1989. This therefore calls for the need to address teaching conditions such as time, workload and other challenges faced in the teaching of the integrated Kiswahili syllabus.

2.2.3 The Integrated Kiswahili Syllabus

The 2002 integrated syllabus was introduced to address gaps that existed in the 1995 syllabus. The Koech Report, (1999) highlights some of the gaps as: Overload of the content which led to the learners' failure to master the expected skills, content beyond the learners' scope and unnecessary overlaps within the subjects. The report therefore advocated for the Totally Integrated Quality and Educational Training.

Therefore the Kenya Institute of Education (KIE) undertook the revision of the syllabus (KIE 2002 syllabus:103). The integrated syllabus entails teaching of the language using both structural and communicative approach to pedagogy. Content is arranged following the spiral approach. According to Kitito, (2006), "The syllabus guides the teacher on the type and ways of using instructional methods in three stages;

i) Language skills

ii) Language and literature

iii) Kiswahili and other disciplines

Critics of the integrated syllabus feel that " Literature and language should be taught as distinct subjects"

Bagunywa: (2009;pg 67) says African secondary school language courses should have the following common objectives

i) The preservation and promotion of African cultural values

ii) A systematic study of the structure of language i.e. it's grammar and lexis

iii) The development of style in its native idiom and effective communication

iv) The encouragement of creative expression (oral or written) and literary appreciation.

v) The standardization of orthography or spelling

vi) The improvement of reading ability and comprehension

vii) The training in accurate translation or cultural, philosophical and scientific material from the official language into an African language whenever this is applicable.

In order to achieve the above objectives, the integrated approach is the most appropriate method which will lead to whole learning to help achieve the desired objectives.

Kiswahili being an African language plays a socio – cultural role in promoting the African culture. The Kenyan secondary school curriculum reviewers are appreciated for introducing oral literature as an area of study in the secondary schools' Kiswahili syllabus. Therefore the language is playing the role of promoting the African culture which is also among the goals of education.

Apart from promoting African culture, the language through the integrated approach is promoting language skills such as listening, speaking, reading and writing; Kitito, (2006). This enhances the other objectives highlighted above by Bagunywa (2009).

Examples are study of grammar and lexis, effective communication, creative expression and literary appreciation, orthography and improvement of reading ability and comprehension.

Kiswahili as an African language has the role of promoting scientific and technological advancement. English, which is a foreign language, is more advanced in scientific and technological terminology (Bagunywa, 2009 pg. 64). Kiswahili has a challenge of rising to the occasion in the area of science and technology. This will be made possible by the suggestion given by Bagunywa (2009 pg 61). "The training in accurate translation of cultural, philosophical and scientific material from the official language into an African language whenever this is applicable." This can be done through integration of technological vocabulary into the syllabus.

Therefore teachers of Kiswahili need to be conversant with the requirements of the integrated syllabus. According to Dressel (1958 pg 45), the planned learning experiences in the integrative curriculum, provide the learners with a unified view of commonly held knowledge (learning the models, systems, structure of the culture) and also motivate and develop learners' power to perceive new relationships and thus to create new models, systems and structures. This has been done in order to create a convergence of knowledge, which will enable students to relate what they have learnt in one subject, such as Kiswahili, to what they are learning in other subjects. In this way, the overall educational experience will be more relevant to the students, making it easier for them to recall what they have been taught.

These arguments challenge the critics of the integrated syllabus since it promotes whole learning. Nevertheless, there are bound to be obstacles in implementing any new policy.

This study therefore seeks to investigate challenges faced by teachers in teaching the expanded Kiswahili syllabus using the integrated approach.

2.3 Language Policy

In Kenya, Kiswahili was the National language while English is regarded as official language. This was as a result of recommendations of the Ominde Commission (1964). Kiswahili and English have a more functional status compared to other languages spoken in Kenya (Ogechi 2006). This therefore places Kiswahili at a position that requires better teaching to play its role better. However, it should be noted that Kiswahili is not in competition with English because each has its distinct role in society (Barasa, 2005 pg 4).

This study addresses the teaching conditions for teachers of Kiswahili. The study wishes to examine the challenges faced in teaching the expanded Kiswahili syllabus. Is it enough to just introduce new content areas and not address factors that can promote effective implementation of the new curriculum?

The language policy in South Africa is more democratic. The Language in Education policy (LIEP) allows the Native African languages, Afrikaans and English to be taught in school. However, English has been given preference by most parents. The consequence of this ineffective policy is blamed for creating social inequalities in the country. Among the solutions offered is "periodical evaluation of the effectiveness of

language planning" (Ogechi: 2006). Just as it is with the South African case, the Kenyan case is not at its best because Kiswahili is still being viewed by some as 'the language for those who did not go to school enough.' The teaching needs of the subject need to be addressed because in Kenya Kiswahili is a language that bridges the gap between people of different social status, ethnic groups as well as races.

In Cameroon, English and French are co-official languages. The set – up is nearly the same as that of Kenya where we have official bilingualism with English and Kiswahili. A research done by authors and Ministry of education officials found out that the policy was a failure (Ogechi, 2006). To address the problem, recommendations were made in order to make the second language (French) be better trained in and more weight given to the subject. In Kenya al though we appreciate what has been done for Kiswahili, more needs to be done so that the subject is given more weight in terms of time, manageable workload for the teacher and improvement of other teaching conditions.

Mwita (2001 pg 130-131) sees Kiswahili as a language of hope which will lead to development in rural areas because of the role it performs in communication. The scholar suggests that Kiswahili be used as the main medium of instruction at all levels of instruction. In case the scholar's views are considered then the teaching needs of the subject have to be addressed in order for it to carry out the enormous task. This will make the language to be more effectively used at a wider scope to enhance rural development Mukuria also feels that the language will be " a bridge in communication between the holders of knowledge and production skills and those

who need the knowledge and skills for production of goods and services," This can be attained by according the language better teaching conditions

The use of Kiswahili has grown in literary works by various scholars who feel that by writing in Kiswahili, their work will capture a wider audience (Roscoe quoted by Chimera 1998 pg 4). The scholar says since making Kiswahili compulsory and examinable in the Kenya school curriculum, the readership of Kiswahili works has grown and more efforts need to be done to improve the teaching conditions of the subject.

Teachers of Kiswahili may need more time to adequately cover the expanded syllabus. They may also have to specialize in Kiswahili alone to be able to manage their workload. This will enable them to produce students who can do more in Kiswahili written works. The teachers will also research more in the language since it has broadened its areas of need such as the written works.

2.4 Manageability of the increased workload

The Kiswahili syllabus has undergone major changes especially in the 2002 syllabus Review KIE (2002). Paper One (101/ 1) which covers composition writing (Insha) had more areas of content added in functional writing (insha za kiuamilifu) and creative writing (Insha za kawaida). According to the KIE Syllabus (2002 pg 28), the reason behind this development was to equip students with skills in writing more current type of compositions in the language related to modern science and technology.

Another development was realized in Kiswahili paper Two (102/2). The paper which covers comprehension, summary and language use (Ufahamu, muhtasari na matumizi ya lugha) had a new area of sociolinguistics (isimu - jamii) added. Accoording to the curriculum planners, the rationale behind this was to enable students acquire skills in language use in different contexts (2002 K.I.E syllabus pg 28).

Paper three 102/ 3 covers play (Tamthilia) and poetry (Ushairi), and two novels with one removed and replaced with a new study area of short stories (Hadithi fupi). A more broad area of Oral literature (Fasihi simulizi) was also introduced.

The expansion of the new syllabus obviously led to increase in the workload for teachers of Kiswahili. There's need to establish if the new workload is manageable. Barasa (2005) says that English teachers have a problem of huge classes and many lessons Barasa (2006), when addressing factors which affect teaching and learning of English in Kenyan secondary schools says that among the factors are " caused by the desire to produce quantity rather than quality." He observes that teachers of English handle too many classes and which are filled by too many students. As it is case with teachers of English, teachers of Kiswahili encounter the same problems observed by the scholar. Kiswahili teachers handle the same number of students as teachers of English and also teach an expanded syllabus. There is a need of investigating if the workload for teachers of Kiswahili is manageable given the large number of students they handle.

One of the characteristics of the integrated approach is one in which children broadly explore knowledge in various subjects related to certain aspects of their environment. This is further described by Humphreys , (1981 pg 41) who states that there is a link among the humanities, communication arts, natural sciences. Mathematics, social studies, music and art. The skills and knowledge are developed and applied in more than one area of study. If languages fall under the humanities group, the most obvious link between all of the aforementioned subjects is that they have to be taught through the use of language. Since English is the medium of instruction in Kenyan secondary schools, the integrated English syllabus has been used to apply the knowledge acquired in other subjects to facilitate the learning of English. The aim of the integrated Kiswahili syllabus is to enhance the learning and use of Kiswahili through similar methods; by making the content of Kiswahili lessons relevant to what students are learning and to their everyday lives. In keeping with the thematic definition elucidated by Humphreys , (1981 pg 51), Shoemaker (1989, 67 -71) defined an integrated curriculum as education that is organized in such a way that it cuts across subjects – matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon areas of study. The author emphasizes that an integrated curriculum views learning and teaching in a holistic way and reflects the real world, which is interactive.

Some of the integrative practices which are recommended by Humphreys (1991 ,pg 65) include developing cross – curriculum, sub – objectives within a given curriculum guide, and developing model lessons that include cross – curricular activities and assessments. For the purposes of the integrated Kiswahili curriculum, this would mean looking at other subjects and including some of their topics in the Kiswahili

course work, especially through comprehension exercises (ufahamu), and even teaching a topic from a different subject in Kiswahili. The author also recommends the development of enrichment or enhancement activities with a cross subject focus, including suggestions for cross curricular " contacts" following each study objective, and the development of cross – curricular assessment activities. However, such a level of integration will require a great deal of coordination between teachers of different subjects, even more that is spelled out in the new integrated curriculum. Therefore teachers will have to overcome their traditional tendency to focus exclusively in one ' territory' and their reluctance to 'interfere' in the subjects that they teach. One positive aspect in the case of Kiswahili is that it is generally understood by teachers and students, thus the decision by a Kiswahili teacher, for example, to include information from a Chemistry lesson could even enhance students' understanding of both subjects.

Finally, the increased workload on teachers in an integrated curriculum would create problems, which is why the author recommends that teachers should develop plans which define staffing, equipment, and other resource requirements, and lay out timetables and other planning considerations.

2.5 Adequacy of time

Time is an essential aspect that affects curriculum implementation. Among the many reviews done on Kiswahili teaching, time has been given an insignificant position, except for the 1995 syllabus review whereby the number of lessons in forms three and four were increased from five to six respectively.

Despite the broadening of content areas especially in 2002, little has been done to increase the number of lessons to make time commensurate with the content areas..Many teachers argue that the integrated approach requires time which is not available given the expansive nature of the language syllabus.

Otunga (2001 pg 146), addresses the issue of time as a major weakness of the 8-4-4 System of education; " The Mismatch between the curriculum and time allocated within each level of the structure leads to stretching of learning time to evenings, weekends and school holidays." Kiswahili teachers are not spared the stress of trying to get extra time to cover the expensive syllabus.

Chiemi, (2001 pg 105) feels that there should be equal time given to Kiswahili and English within the school system. The scholar may be correct but time allocated to Kiswahili should not be pegged on that allocated to English. Research needs to be done in Kiswahili and if the need for more time is ascertained, then more time should be added to Kiswahili based on its own right.

The fact that teachers of Kiswahili also teach a second subject could be affecting their preparation for lessons in both subjects. This may lead to inadequate time for lesson preparation as well as marking of students' work.

Jacob (1989, pg 35-38) says that the reasons for a move towards an integrated curriculum are the "explosion of knowledge, the increase of state mandates related to myriad issues, fragmented teaching schedules, concerns about curriculum relevancy, and a lack of connections and relationship among disciplines". However, the lumping

together of so many different subjects under an integrated syllabus may strain teachers to the extent that they have no time to teach all that is required. This may lead teachers to take shortcuts; either by skipping items or by glossing over material, which in the context of Kiswahili will mean that students' competence in the language will not improve, which negates the purpose of teaching Kiswahili in the first place. This is confirmed by Kathy (2002 pg 54-57) who says that " there just isn't enough time to get it all in or the school day isn't long enough for what I'm supposed to do it seems that every year there are more things added to the curriculum."

One aspect of the importance of time in the teaching of Kiswahili in secondary schools that is frequently overlooked is the inadequate command of the language. Because most students are not used to either reading or articulating themselves in Kiswahili, teachers need more lessons in order to improve students' competence in the language. However students' ability to speak and write correct Kiswahili is hindered by Kenya's language policy in education, which is biased towards English .

There are some areas in Kenya where primary school pupils are taught in indigenous languages, including Kiswahili , for the first three years of primary school. In spite of this, nationally speaking, English is a subject of instruction from Standard 1, while in the aforementioned areas (usually rural areas) English takes over as the medium of instruction from standard 4 and beyond, while Swahili (since 1985) remains a taught and examined subject up to form 4 level. This policy has a negative influence on Swahili reading. Neither primary nor secondary school leavers, especially the great majority of university graduates, have a sufficient command of Kiswahili that would

enable them to enjoy reading in the language; (Republic of Kenya 1981, Mackay Report).

As a consequence of this state of affairs, teachers of Kiswahili in secondary school need more time to improve the reading and writing skills of their students, who have been habituated to reading and writing in English from childhood, due to the relative dearth of published material in Kiswahili, in contrast to the wide variety of publications in English. However, due to the bias in favr of English in the Kenya Educational system, teachers are unlikely to be given more time to teach Kiswahili. In addition, teachers of Kiswahili find it hard to give homework or extra assignments, as their students do not see Kiswahili as important to their future career prospects, and they are likely to be already burdened with extra work in Mathematics, English and Sciences which agree are considered to be key to a students future success. Thus Kiswahili teachers face an uphill.

However, one positive aspect of the integrated Kiswahili curriculum is the emphasis given to Kiswahili literature (fasihi), in which students are required to read Kiswahili set books, which they will be tested on in the national examination. However, due to the time constraints mentioned earlier, the available lessons are insufficient to cover both Kiswahili grammar and literature. Therefore teachers focus on grammar in the classroom, leaving students to study the set texts in their free time. Due to the vast amount of assignments from other subjects, students are likely to neglect Kiswahili literature. Thus the teaching of Kiswahili literature, which is intended to improve students' competence in Kiswahili may not be achieving its intended purpose due to

time constraints. Therefore the current study suggests ways in which the challenges of teaching the integrated Kiswahili syllabus can be overcome.

2.6 Challenges of teaching the Integrated Kiswahili syllabus

Roy – Campbell and Qorro (1997 pg 111-112) claimed that students thrive in Kiswahili where they under- perform in English. However, due to the importance that is attached to English by teachers and students alike, it is fair to say that although many students may do better in Kiswahili in their lower primary school years, by the time they reach secondary school, they are so used to reading and writing in English that their competence in Kiswahili suffers as a result. This makes it even harder for teachers of Kiswahili to fulfill their objectives under the integrated Kiswahili curriculum

According to the Kenya Institute of Education (KIE syllabus pg 32) teachers have the obligation of being innovative so as to reduce the cost of education. They can do this by using available instruments in the school environment to meet the curricular objectives.

Among the major instruments to be used by the teacher are books. Because the new syllabus is based on the integrated approach (KIE, 2002), fasihi (Kiswahili literature) books in school can be used to teach emerging issues in social studies, and other sources of emerging issues can be found in newspapers (Hayes, 2005). A teacher should be ready to use them. After use of these materials, they should be carefully stored for later use.

The challenge of linking fasihi to current affairs is that the subject matter in the set books will not always match what is going on in the real world. In addition, not every school is able to buy newspapers regularly, which may force teachers to dig into their own pockets to provide them, which is unlikely to be popular with teachers of Kiswahili.

The history of Kiswahili text book publication in Kenya also works against the objectives of teachers of Kiswahili. Until 1997 the Ministry of education used to release a list of recommended books and their sourcing every year (Mwita ,1998 pg 130-131). Usually, these books were developed By KIE, using the services of subject panelists to author and produce school textbooks cheaply. Because these books were recommended by the Ministry of Education, it was mandatory for everybody to buy them. Hence, no efforts were made either to market them or to improve their quality. With the introduction of the integrated curriculum (for all subjects, including Kiswahili) in 2002, it took some time before text books for the new syllabus could be published. In the mean time, teachers had to make do with the textbooks from the old curriculum, which made their work harder, as the old textbooks did not have much of the course content of the new curriculum. Although public secondary schools are subsidized by the government, it still took some time for the new publications to reach schools, which made teachers' work more challenging. However it is a recognized fact that such books cannot be rendered irrelevant but they can still be used as back – up materials to the recommended texts for the new syllabus.

Although there are plenty of textbook publishers who produce Kiswahili textbooks, unfortunately the situation in the publication of Kiswahili fiction is not as flourishing. This is because, until the 1980s there were few books for children published in Kenya and so children had little opportunity to learn to read and develop a reading habit from an early age (Callaghan 1997 pg 42-43). This situation still prevails toady, which makes it even harder for teachers of Kiswahili to improve their students' mastery of the language, as they are not used to reading in Kiswahili, due to the lack of appropriate reading materials in their childhood. This is compounded by the fact that most private publishers are only interested in publishing school textbooks in Kiswahili. Despite the integrated curriculum requiring that Kiswahili lessons should discuss aspects of other subjects, this is next to impossible because, at present, there are no Kiswahili books in other subjects apart from those for Kiswahili language and literature, as English is the medium of instruction. Thus in order to fully integrate the curriculum, more textbooks for other subjects, such as the sciences, need to be published in Kiswahili. However, this is a tall order, as some aspects of vocabulary, particularly in the sciences, have not been standardized. In this respect, the integrated syllabus is a head of the linguists, but the lack of proper vocabulary is adversely affecting the efforts of Kiswahili teachers. This is an issue which calls for further research.

Okwanya, (1990 pg 57-60) explains that Kiswahili readership outside the classroom is minimal as most books in Kiswahili are either school text books, fiction that has the potential to be selected as set book, or children literature. Therefore publishers lack the motivation to accept Kiswahili manuscripts.

Chakava, (1995 pg384-396) further observes that Kiswahili in East Africa is spoken by a lot of people and that if it is given more support at every level of its usage – social, economic, cultural and educational, it can play an immense role in education. The author also recognizes that teachers are crucial in maintaining the standard of Kiswahili as a language. Nevertheless, the author is under no illusions as to the pre – eminence enjoyed by English in the educational system. Chakava states English enjoys a special advantage over Kiswahili as it is the medium of instruction in many subjects apart from Kiswahili and the foreign languages, consequently books in English stand a better chance of commercial success (Chakava, 1996). This is another reason for the poor reading standards in Kiswahili which were cited earlier.

Mulokozi, (2002 pg 58- 59) states that the extent of the problem goes even further that the lack of books in Kiswahili, as the publication of newspapers and magazines in Kiswahili falls far short of the comparative field in English. The author correctly observes that the Kenyan Kiswahili print media (newspapers) has not expanded. Only two newspapers have a national circulation, namely Taifa Leo and Kenya Leo. In the recent past, this number has been reduced to one as Taifa Leo is the only Kiswahili daily that is still in circulation. Thus, when discussing teaching materials earlier, it was not taken into account that there are hardly many newspapers in Kiswahili, and that their content is not substantive as that of English dailies. For instance, the Kiswahili dailies do not have financial news with stock market reports. Thus it will be difficult for a teacher to integrate commercial studies into Kiswahili classes by using Kiswahili newspapers as teaching materials.

2.7 Effects of the second teaching subject

Teacher preparation for teachers of Kiswahili who teach in secondary schools requires that they train in Kiswahili and another teaching subject. In schools these teachers either teach both subjects or one depending on the needs in their respective schools. This is an issue of concern to this researcher who wishes to investigate effects of the second subjects on the teaching of the expanded Kiswahili syllabus. There's need for addressing the effects from the training down to teaching in the field (schools).

Bogonko, (1992 pg 74) says the goals of teacher education are :-

(i)   To develop in the teacher the basic theoretical and practical knowledge about teaching, professional commitment and competence

(ii)   To develop in the teacher the ability to communicate effectively.

(iii)   To prepare teachers who, in the context of the child can;

(a) Provide suitable learning opportunities

(b) Develop the individual child's potential abilities to his / her maximum through a variety of creative learning experiences /

(c) Develop the child's sense of citizenship and national attitude

(d) To create in very teacher a consciousness for excellence in education

(e) To provide opportunities for teachers to develop special interests and skills that promote initiative

(f) To develop in the teacher the ability to adapt to change or new situations.

(g) To develop in the teacher an awareness, appreciation and usefulness of innovations in the field of education

(h) To develop an awareness of the principles which underline good human relationship and use these in their dealings with the children and the community.

In view of the above highlighted objectives there is concern about teacher preparation for teachers of Kiswahili. It is notable that they are prepared in two distinct subjects areas. A research done by Mbaabu (1978 pg 83) shows that teacher preparation for teachers o Kiswahili in universities as having problems right from staff establishments and departmental organizations. Kiswahili departments were found to be teaching other subjects. For example at the University (Mbaabu 1978 pg 65). It was found that lectures in the said departments were overworked. The same affects the undergraduate trainees. A part from learning in the Kiswahili department they also attend lectures in the departments of their second subjects as well as educational courses. The mode of training for teachers of Kiswahili is a factor affecting their performance in schools because they have to prepare, teach and mark students work in two subjects.

The same could be affecting the teacher's in – depth coverage of content required for quality training. Kitito (2006 pg 18) says that studies carried out in developed countries indicate that there is a significant relationship between the approach to teachers' training and classroom teaching. The studies advocate for improved quality of intake and longer training programs. The same could be proposed for teachers of Kiswahili to enable them cover more Kiswahili language areas and also specialize in Kiswahili language and Kiswahili literature alone and do away with their second subjects. Kitito defines integration to be occurring between Kiswahili and other disciplines. For teachers of Kiswahili, integration between subjects occurs mostly

between Kiswahili and their second teaching subjects. The aspect that mostly affects integration between disciplines is that one of preference for either language or literature or between Kiswahili and the second teaching subject. Barasa (2005) says that teachers of English have preferences either for literature or language. This is seen as challenge especially for teachers of English in teaching the integrated syllabus. The scholar suggests that trainee teachers can register to train in either of the two.

As it is the case of teachers of English the same is a challenge to the teachers of Kiswahili since they are both languages and teachers of kiswahili also use the integrated approach in teaching. Other scholars who share Barasa's view include Njogu in Waihenya (2002) feels that teachers have a negative attitude towards poetry and marking of essay assignment they give to the learners. Namulungu (2003) concurs that this could be a problem in effective language teaching. This is a challenge to the teacher of because apart form having preference for subject areas within Kiswahili, they might be having preference between Kiswahili and their second teaching subjects. This coupled with the broadened syllabus is likely to affect their performance.

Although a lot has done to improve the status and conditions of Kiswahili teaching in Kenyan secondary schools, There is still more to be done. Changes that take place in the curriculum such as expansion of the syllabus need to go hand in hand with other prerequisites that enhance proper teaching. Such factors that need to be addressed are workload, teaching facilities, time as well as teaching methodologies. It is generally accepted that change is the only permanent phenomenon. Kafu, (2006) posits, "Education and by extension teacher, is a dynamic process. It is usually influenced by

changes in society which tend to create new demands on it." Regina and Jacinta as quoted by Kafu, (2006 pg 58), share the same views. They say " The new teacher education curriculum should be designed to address the new demands of society and those of the teaching profession".

In researching to establish whether Kiswahili teachers were adequately trained in teaching the integrated syllabus, Kitito, (2006 pg 17) established that those who were before 2002 were ill prepared to teach the integrated syllabus. This is a challenge for teachers in teaching the new broadened Kiswahili syllabus. There is need to enable teachers to cope with changes in teaching the integrated syllabus. A part from other interventions such as in – service training of teachers, teachers of Kiswahili may have to shed off their second teaching subjects to concentrate on Kiswahili alone which needs daily practice and a lot of marking of class assignments and students' homework.

It may be argued by those who wish to maintain the status quo that if teachers of Kiswahili will only teach one subject, then more teachers will have to be trained and recruited in their second subject areas. This will have cost implications especially on training and teachers' wage bill. However to get quality products we have to invest. Aringo, (1985) says that the government and the public have to invest adequately in the teacher education program. This will lead to production of quality teachers of Kiswahili. The language will play its role better and we are likely to have positive returns.

The teaching of more than one subject by teachers of Kiswahili can be beneficial. For example, a teacher of Kiswahili and business education can integrate information from one class to another. This is supported by the findings of Cromwell (1989 pg 60-67) who states that the brain organizes new knowledge on the basis of previous experiences and the meaning that has developed from those experiences. Therefore, if students have covered a topic in another subject, and the teacher happens to be same one who teaches Kiswahili, it will be fairly straight forward for him / her to include such information in the Kiswahili lesson. The author also states that the brain processes many things at the same time, and holistic experiences are recalled quickly and easily. According to Shoemaker (1989 pg 67-71), the human brain actively seeks patterns and searches for meaning through these patterns. The process of developing these patterns can be facilitated by a teacher who teaches Kiswahili and another subject, as he/she will be bale to use the knowledge gained in one subject to advance the acquisition of knowledge in another.

The search for meaning and patterns is a basic process in the human brain, and that the brain, and that the brain may resist learning fragmented facts that are presented in isolation. This is confirmed by students who memorize isolated facts for the purpose of passing exams, only to discover that they forget what they have memorized soon after the examination. Learning is believed to occur faster and more thoroughly when it is presented in meaningful contexts, and the best way to achieve this is to allow teachers to build links between different subjects studied by students. Therefore the teaching of different subjects by teachers of Kiswahili can be enhance the learning of Kiswahili, provided that adequate time is provided for the subject.

2.8 Teacher attitude towards the expanded Kiswahili syllabus

Teacher quality and commitment appears to be the single most important ingredient that can make a huge difference in the successful teaching of any subject. The teaching of languages, including Kiswahili, therefore requires teachers whose command of the language of the language enables them to be models for the children who reproduce the accent of their teacher with deadly accuracy" (Cameron 2003 pg 105 -112). However, as the social attitude towards Kiswahili is not as positive as it is towards English, teachers are unlikely to have the same amount of enthusiasm towards the subject, especially if the teaching conditions for the subject are not favorable.

Indeed many teachers have not been adequately trained in how to implement the major aspects of the integrated curriculum. Furthermore, it is often the case that teachers are not involved in curriculum planning. This leaves them feeling powerless and alienated from their work, thereby disabling the implementation process. The sense of frustration is heightened when some teachers receive in service training and some do not. Therefore, teachers of Kiswahili should be taken through a more rigorous course on curricular integration and become more involved in the process.

Fullan, (1982; pg 391- 400) states that the effectiveness and efficiency of teaching is determined by teachers' academic and professional characteristics as well as their experience. Lack of proper in – service training and seminars may be some of the reasons why teachers feel inadequate in this area. Fullan, (1982   pg 400-420) recognizes the importance of in – service training for teachers when he says that the process of curricular implementation is accompanied by anxiety, fear and doubt. This

is largely due to the significant differences between the old curriculum and the new integrated curriculum. Thus, teachers should have no problem in principle with teaching Kiswahili alongside other subjects, but requiring teachers to teach Kiswahili in the absence of teaching materials and adequate lesson time is what produces dissatisfaction among teachers.

2.9 Chapter Summary

The general and specific literature related to the research topic has been discussed. The development of Kiswahili as a subject in the Kenyan school curriculum since independence has been highlighted. The most remarkable change in Kiswahili education in Kenya secondary schools was realized from recommendations of the Mackay Report (1981) which made Kiswahili examinable and compulsory in schools.

Some other developments which came about after making the subject compulsory and examinable were addressed. Issues of languages policy have also been discussed. The current state of Kiswahili teaching was highlighted, especially, the integrated syllabus, the broadened syllabus as well as time allocation factor and teacher preparation.

The literature review has also discussed the manageability of the increased Kiswahili content, the adequacy of time allocated to the teaching of Kiswahili, the challenges of teaching the integrated Kiswahili syllabus, the effects of the second teaching subjects on the teaching of Kiswahili, and the attitude of teachers towards teaching the expanded syllabus.

In conclusion, with reference to the studies done and available literature on teaching of Kiswahili, there is reason for the study to be carried out to establish if the broadened Kiswahili syllabus affects the teaching of Kiswahili. The research findings are likely to help in improving the performance in Kiswahili in Kenyan secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focused on the design and methodology employed in the study. It focuses on: the study area, the research design, the study population, sample size, the sampling procedures, the instruments for data collection, reliability and validity of research instruments, sources of data, methods of data collection and methods of analyzing the data.

3.2 Research design

The research adopted a descriptive survey design. According to Cohen and Manion, (1983; pg 85), the purpose of survey is to "descriptive specific characteristics of persons, objects or institutions." Kombo and Tromp,(2006; pg 34) say " Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals." Kerlinger, (1993; pg 187) says the descriptive surveys are useful for educational fact finding and provide a great deal of information that is accurate. He says that " Descriptive surveys can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues." Kothari, (2009 ;pg 34); says " Descriptive studies are concerned with describing the characteristics of a particular individual or of a group." Koul, (1986 26) says descriptive surveys is good in obtaining opinions, attitudes and suggestions for improvements of education practices." Deceptive survey was suitable and relevant in the investigation of the study because it seeks to establish opinions and attitudes of teachers of Kiswahili on challenges of teaching the expanded Kiswahili

syllabus in Kenyan secondary schools. Therefore, descriptive survey research design was adopted in this study because the independent factors were studied after it had exerted relationship between the dependents variables. The possible relationship of independent variables in retrospect on the dependent variables was analyzed. The research findings are likely to improve teaching conditions of Kiswahili language which may lead to improve performance in the subject.

3.3 The study area

The study carried out in selected secondary schools in Trans – Nzoia West District in Trans – Nzoia County, Kenya. The district is bordered by Trans – Nzoia East district to the East, Mount Elgon to the West, Bungoma North district to the South West, Lugari district to the South and Kwanza district to the North. The district which is cosmopolitan is inhabited by people from most communities of Kenya such as the Luhyia, Kikuyu, Kalenjin, Luo, Akamba, and Abagusii among others. It is also host to a number of refugees from Southern Sudan who also comprise the student population in schools within the district. The district's main economic activity is farming and livestock keeping practiced on small and large scales. It is among the North Rift – districts popularly known as the "Grain basket of Kenya" because of maize farming. Tran – Nzoia west district has a total of thirty three registered public secondary school: five for girls only, three for boys only and twenty five mixed schools.

This district was also selected because performance in Kiswahili language subject has been inconsistently attaining low mean grades in K.C.S.E in the past years. The researcher has been a teacher of Kiswahili language in the district for the last ten

years and therefore, familiar with the challenges of teaching the expanded Kiswahili syllabus in secondary schools within the district.

3.4 Study Population

The target population in the study involved all public secondary schools within the district. There are thirty three registered public secondary schools in Trans – Nzoia West district comprising of five for girls only, three for boys only and twenty five mixed. The study targeted eighty teachers of Kiswahili as per the record from the district's staffing office of Trans – Nzoia West district and thirty three principals. Therefore it was expected that this target population could provide the required sample size for the study. This is shown in table 3.1 below

Table 3.1 Target population

Target population	Frequency
Principles	33
Kiswahili teachers	80
Teachers in charge of academic programs	33
Total	146

Source : Survey data, (2010)

3.5 Sampling Technique and sample size

3.5.1 Sampling procedure

Sampling is a process of selecting a part of population on which research will be conducted, in order to ensure that conclusions form the study may be generalized to

the entire population. Simple random sampling procedure was used in selecting the required sample for this study. In order to achieve the objective of this study, the researcher made use of stratified random and simple random sampling. Stratified random sampling allowed for the subdivision of the secondary schools into strata of girls only, boys only and mixed school. And at the same time allowed for subjects within each stratum to have equal chance of participation through random sampling Fraenkel and Wallen,(2000; pg 77). According to Saunders,(2007; pg 33) " to ensure that a sample will be representative of a population about which there is a fair amount of information available, the population can be divided into sub – groups based on predetermined criteria. Ten secondary schools were selected out of thirty three secondary schools. These formed 33 % of the total population, According to Mugenda and Mugenda (1999; pg 42), "30% of the population is representative sample size." The 33 % used by this study is within the recommended range. Simple random sampling was then used to get samples from each stratum. The size from each group as selected according to the proportion of each stratum to the total population thus: One for boy's schools only, two for girl's only and seven mixed schools. This led to a ratio of 1: 2 :7 leading to a total of ten secondary schools. However gender was not part of this study. As such, teachers of Kiswahili, teachers in charge of academic programs and principals were selected from each stratum proportion of schools in the district as shown in the table below.

Table 3.2 Sample size

		Proportion	Sample size
Boys only	3	10	1
Girls only	5	15	2
Mixed	25	75	7
Total	**33**	**100**	**10**

3.5.2 Sample size

A very important issue in sampling is to determine the most adequate size of the sample. The major criterion to use when deciding on the sample size in the extent to which the sample's size is representative of the population. The study made use of simple random and stratified random sampling technique to obtain the sample size of 44 respondents. Kerlinger (1973; pg 187) states that a sample size of at least 10 - 30 would be adequate so long as it is large enough to allow for reliable analysis of cross – tabulation. This is shown in table 3.2 below

Table 3.3 sample size of respondents

Target population	Frequency	Proportion	Sample size
Principals	33	22.6%	10
Kiswahili teachers	80	54.8%	24
Teachers in charge of academic programs	33	22.6%	10
Total	146	100	44

Source: Survey data, (2010)

3.6 The data collection methods

Data collection is a precise, systematic method of gathering information relevant to research purpose, or of addressing research objectives, and research questions or hypotheses (Burns and Grove 1i993; pg 50). This involves the techniques adopted by the researcher in the data gathering phase of the work. In order to meet the objectives of the study, the following instruments namely; questionnaires, interview schedules and personal observations were used to collect the data

3.6.1 Questionnaires

Questionnaires are appropriate for gathering the views of ma large number of people about a particular phenomenon (Cochran 1997; pg 17-18). Questionnaires were used to gain a general picture of challenges of teaching the expanded Kiswahili syllabus in Tran − Nzoia West District. Participants in this study comprised of teachers of Kiswahili and teachers in charge of academics in schools in the selected schools. The questionnaires contained a number of items which were basically to solicit for responses pertaining to the research variables, such as: the challenges of teaching the integrated Kiswahili syllabus, whether the increased Kiswahili content is manageable, and teacher attitude towards teaching the expanded syllabus, adequacy of the time allocated to the teaching of Kiswahili and the effects of the second teaching subject on the teaching of Kiswahili.

Questionnaires of both open and closed ended questions were used in this study. The questionnaire schedule comprised of questions on personal data (age, gender, and their level of education). Some structured questions had either Yes or No or True or False alternatives. The instruments also contained unstructured items that captured opinions, feelings and suggestions of the respondents in the spaces provided. All the

questions in the questionnaires were related to the objective and the research question of the study.

The questionnaires were preferred because of their ability to reach a large number of respondents within a short time and to elicit personal ideas from the respondents due to openness of some questions (Kothari, 2009 ;pg 44). Pre- testing of questionnaires in the field was used as means of improving the quality of questions before the main study.

The research assistant was an undergraduate a university student was on along holiday. His area of specialization was the same as that of the researcher .He was paid for the work. The assistant was trained by the researcher on how to handle the respondents and how to handle unforeseen circumstances in the field.

The questionnaire was discussed by the researcher and the research assistant through demonstrations and later pre-tested on respondents who were not in the study's sample group. Some adjustments were made on the questionnaire where it was deemed necessary to ascertain the validity and reliability of the research questions in addressing the research objectives.

Later on the researcher and the research assistant administered the questionnaires to the sample respondents by hand delivery ,those which were filled immediately by the respondents were collected there and then For the respondents who were unable to fill them immediately ,an appointment was made to have them picked on a specific later date. .The researcher maintained contact with the research assistant to monitor

his work ..After the field work, the researcher and the research assistant brought together the filled questionnaires for data analysis. The response rate was 69% which falls within the recommended range of success Mugenda and Mugenda (19999,pg 81).

3.6.2 Interview schedule

The study used personal interview schedules to collect information from the respondents in order to verify the reliability of the information gathered by the questionnaires. To obtain detailed information on the respondents, the researcher was assisted by a research assistant. At the end of every interview, the responses were checked to ensure all the questions were attended to.

The advantages of an interview method is that respondents provide in – depth data which is not possible to get using a questionnaire. In the interviews, confusing questions will be clarified. It is also possible to probe for more information ;(Mugenda and Mugenda 1999 pg 89). This technique was useful in seeking in– depth information that could not be provided for in the questionnaires. The personal interview approach created confidence on the part of the respondents and as they gained interest in the subject, more reliable, valid and objective results were realized. The interviews were informally conducted through discussions using a set of structured questions. The semi- structured interview was preferred to other interview techniques, because it created a more relaxed atmosphere and therefore encouraged more complete and unplanned response from the interviewees.

In the semi structured interview, the researcher administered questionnaires containing structured and open ended questions. The same questions used in the questionnaire method were used in the interview method.

During the interviews, the researcher and the research assistant used note taking to record the respondents' responses. However the researcher and the research assistant tried to make the note taking not to interfere with the communication with the correspondents.   By only noting down the key points of the respondents and not over-concentrating on writing down everything.

3.7 Pilot study of research instruments

 The researcher carried out a pilot study in three schools neighboring Kwanza district. The pilot study area had similar demographic characteristics with the target population area of the study. The pilot study was done before the main study was carried out. The results obtained filled the gap that had been discovered in the research instruments. After piloting, necessary adjustments and modifications were made on the questionnaires.

The purpose of the pilot was to determine the adequacy of the research questions in addressing the   research   objectives .Questions which appeared inadequate in answering the research questions or ambiguous were discussed by the researcher and the research assistant with help of the supervisors. Corrections were made on them before the actual presentation to the study sample population.

3.7.1 Validity and Reliability of the Research Instruments

Research questions were designed in such a way that they were not ambiguous. This was ensured through careful design of the research questions which was then subjected to security by colleagues through discussions. The researcher also sought guidance from lecturers in the field of research, curriculum and instructional media, supervisors and other experts. The instruments where then subjected to a pilot study in other schools which were not to be included in the sample group. Corrections were made on comments deemed appropriate before the actual presentation to the sample groups.

3.8 Research variables

The study was based on the hypothetical association between the independent variable and the dependent variable. This association was based on the assumption that the teaching of the expanded Kiswahili syllabus largely determines how the Kiswahili teacher manages the curriculum content of the syllabus.

3.9 Data analysis

Data as collected by means of questionnaires, semi – structured interviews and document examination (triangulation approach). Triangulation approach was chosen because it offers the use of different research technique giving many advantages. Denzin and Lincoln (1970; pg 38-42), for example, suggested that the use of triangulation approach offers greater validity and reliability than a single methodological approach. Dixon and Bouna.(1988 ;pg 55) states that most hypothesis and research objectives can be about the phenomenon being investigated. The study utilized descriptive analysis techniques such as frequency distribution, mean, median

and standard deviation. Quantitative data was collected using the statically packages for social science (SPSS),while qualitative data was sorted, summarized and interpreted in line with the research questions and objectives. Data analysis results were presented both quantitatively in form of percentages, tables and figures, while qualitatively as descriptive text. In addition,qualitative data obtained from interview schedules were tallied and tabulated as frequency distribution and percentages.

3.10 Ethical Considerations

Permission to carry out the study was sought after   presentation of study proposal from the Department of Curriculum, Instruction and Educational Media of Moi University and the respondents who participated in the study. The purpose of the research was explained to the respondents by the researcher. The researcher respected the individuals' rights to safeguard their personal integrity. The respondents were assured of anonymity and confidentiality. No names or personal identification numbers were reflected on the questionnaires except the numbering for questionnaires which was done mainly for purpose of identification of data during data edition.

3.11 Outcome

From the study findings, it was hoped that the results would give an understanding to the challenges of teaching the expanded Kiswahili syllabus. It is also hoped that the education would take into consideration the findings in policy formulation towards the challenges of teaching the expended Kiswahili syllabus in Kenya. Therefore, these study findings will provide crucial information to all stakeholders of education for Kiswahili languages developers, Kiswahili language course designers both at the Kenya institute of education (K.I.E), Ministry of Education ,Kenya National Examinations Council (KNEC), subject implementers and the numerous foreign languages learning institutions in Kenya. Also to benefit are Kiswahili language

teachers, students and all other individuals and organizations interested in the advancement of the Kiswahili language in Kenya Through improved teaching conditions and good performance in the subject.

3.12 Summary of the Chapter

In this chapter, the methodology adopted for this research has been discussed. The different phases that constitute the study were discussed . The samples for the study were described together with various research tools used. The chapter has also covered the pilot study, validity and reliability of the research instruments, research variables, classification of research variables data analysis, ethical consideration, expected outcome and summary of the chapter. The next chapter lays out the findings, the data analysis and interpretation.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION.,

4.1 Discussion

This chapter includes the analyses of this study. The statistical package for social sciences (SPSS).13.0 for widows was used to derive the descriptive statistics relevant to this study. The data was presented in non-linear form beginning with the respondents' demographic followed by more specific information answering the objectives of the study. The collected data was classified into meaningful categories otherwise called codes. This was necessary so as to carry out the subsequent operations of tabulating and analyzing the primary data. The study came up with two sets of results. The first set, focuses on the demographic data of respondents. The second set was basesd on specific questions. It investigates challenges of teaching the expanded Kiswahili syllabus in secondary schools within Tran-Nzoia West district.

4.2 Demographic Information of the Respondents

This section provides the findings of demographic questions found in the questionnaire.It focuses on the participants' gender, age distribution, qualifications and teaching experiences. Demographic information is crucial, as demographic phenomena effect respondents' social and economic behavior.The information is also vital as it shows a cross section of respondents that participated in the survey.

4.2.1 Gender of participants

The study found it necessary to determine the gender of the respondent involved in the study. Gender as a variable was categorically operationalized as male or female. After operationalizing gender the respective frequency and percentage for each category was calculated and tabulated in tables 4.1 below

Table 4.1: Gender

Sex	Frequency	Percentage %
Male	21	48
Female	23	52
Total	**44**	**100.00**

Source: Survey data, 2010

It implies from table 4.1, 52 % o f the respondents were female. This finding agreed with the Kenya National Examination Council's report that girls performed better in English and Kiswahili than boys. It is likely that more females trained to teach languages in secondary schools. However, gender was not factored in the implied conclusions

4.2.2 Age of respondents

The study sought to establish the most predominant age for the respondents sampled in the study. Age as a variable was operationalized using age brackets. Age was deemed relevant to the study to investigate challenges of teaching the expanded Kiswahili syllabus in secondary within the study area. The respective frequency and percentages were calculated and the results tabulated as shown in the table 4.2

Table 4.2 Age of the respondents

AGE	FREQUENCY	PERCENTAGE %
20-25 years	4	10
26-35years	15	32
36-45 years	19	44
45 and above	6	14
Total	44	100.00

Source: Survey data 2010

The distribution age of respondents shown in table 4.2 revealed that 44% were in the age brackets 36-45 yrears,32% were in the brackets 26-35 years,10% were between 20 and 25 years old and 14% were aged 46 and above years. The results show that the research was conducted on teachers whom we may conclude, were mature enough to handle the teaching of expanded Kiswahili syllabus in secondary schools. Besides they would also enhance the judgment on the appropriate teaching aids.

4.2.3 Level of education

The study sought to establish the level of education of teachers.The participants' levels of education were necessary in order to establish the relationship between the personnel skills and knowledge and the teaching of the expanded Kiswahili syllabus in secondary schools. The variable level of education was categorically operationalized using the categories as Diploma in Education, Bachelor of Education, Bachelor of Arts with PGDE ,Masters of Education, masters of philosophy and others. The variable participant academic ranks were relevant to the study so as to ascertain whether the level of education had any relationship with teaching the expanded Kiswahili syllabus. An examination of the questionnaire responses pertaining to the

participant level of education revealed the results shown in the table 4.3.The respective frequency and percentages were calculated for each category and the results tabulated as shown in table 4.3.

Table 4.3 Level of Education

QUALIFICATIONS	FREQUENCY	PERCENTAGE %
Diploma in education	7	15
Bachelor of education	18	40
BA.PGDE	9	20
Master of Education	4	10
M. Phil	3	7
Other	3	8
Total	44	100.00

Source: survey data 2010

As shown in the table above, the sample included individuals in a range of professional qualifications including Bachelor of Education (40%), Bachelor of Arts with Post Graduate Diploma in Education (PGDE) :(20%), Masters of Education (40%), and Master of Philosophy (7%) and other (8%).The results show that most of them had professional qualifications of at least a first degree. This indicates that the respondents had the necessary education to understand the teaching of expanded Kiswahili syllabus in secondary schools.

4.2.4 Teaching experiences

It was essential to find out the number of years the respondents had worked as teachers. This was meant to assist the researcher to determine the connection between levels of experience they have in teaching of expanded Kiswahili syllabus in secondary schools. An examination of the results of the participants' teaching experiences ;20% of the responded have been in the teaching job for between 0-5 years, 35% had a teaching experience between 6-15 years ,15% have been in the teaching job between 21-25 years while 10% of respondents have been in the teaching job from 26 years and above.

These results are presented in Table 4.4

Table 4.4 years of Experience

Years in service	FREQUENCY	PERCENTAGE %
0-5 years	9	20
6-15 years	15	35
16-20 years	9	20
21-25 years	7	15
26 and above	4	10
Total	44	100.000

Source : Survey Data, 2010

The results reveal that most of the respondents in the study area have worked from 6 and above years and understand the various challenges of teaching the expanded Kiswahili syllabus in secondary schools within the study area and a result they were able to respond to the problems that affect them and the barriers. Besides they would

also augment their opinion on the selection of appropriate teaching support for teaching expanded Kiswahili syllabus in secondary schools.

4.3 teacher management of increased Kiswahili content

The first research objective was to investigate teacher management of the increased Kiswahili content in secondary schools. To address this objective Kiswahili teachers and teachers in charge of academic programs in schools were asked the question. Is the Kiswahili workload manageable? To answer this question the respondents were asked to respond to the first item on the questionnaire and interview schedule. Their responses were scored and the results presented in Table 4.5

Table 4.5 Teacher management of increased Kiswahili content

Category	Frequency	Percentage%	Means	Sd
Not manageable	26	60.1	60.1	14
Fairly manageable	14	30.3	30.3	1.04
Manageable	4	9.1	9.1	2.6
TOTAL	**N=44**	**100.00**		

Source: Survey data, 2010

The results of descriptive characteristics in table 4.5 indicate that most respondents felt that the expanded Kiswahili workload was not manageable 60%,compared to those who said it was fairly manageable 30.3% against those who said was manageable 9.1%. The respondents who felt that the expanded workload was fairly manageable and those who said it was manageable could have come from schools with low students' enrollment where the workload was low or from schools' with the

required teacher student ratio. For each category of teachers, the workload was either manageable or fairly manageable.

The higher standard deviation value for respondents who felt the Kiswahili workload was manageable (S.D=2..6) suggests an abnormal distribution of responses and therefore could have exaggerated on the situation in their schools. This trend could be attributed to the respondents who did not want to reveal the real situation regarding their schools' status concerning the Kiswahili teacher management of workload. This could be due to wanting to be protective of the positive image of their schools.

The teachers who reported that their Kiswahili workload was not manageable gave a number of reasons to support their case .They cited reasons such as wider syllabus content, they were inadequately prepared for teaching the new syllabus; there was limited time allocation on the timetable for the subject and overall teacher burnout as a result of unmanageable workload. Teacher management of the increased content is crucial in instruction. As shown from the respondents many of who felt that the content was unmanageable are most likely affected in the teaching methodology. In to using a teaching methodology that is less interactive with the learners such as the lecture method to rush over the syllabus. The teacher may not give room for questions and answers or discussion methods which are more interactive. In such a case, students who are slow learners may be on the receiving end because little attention is given to them because of the unmanageable workload and limited time. The more active students as well as the average may equally not benefit because of limited room for making inquiries.

To make matters worse, there's a biting teacher shortage in schools leading to a heavy teacher workload. As at September 2011,the national teacher shortage stood at seventy five thousands (75,000) which culminated into the teachers' union of post primary education Teachers (KUPPET) To call for a nation wide teachers' strike. The teachers' unions were in agitation to force the government to hire more teachers (Sunday Nation 4th September 201;,pg 2-15).Therefore teachers of Kiswahili which is a compulsory subject in the school curriculum are not spared the stress of handling many lessons.

In this situation, an overworked teacher focuses more on syllabus coverage regardless of whether the learner understands or not. This is caused by the demands that teachers have to complete the syllabus. The learner is left disadvantaged and inadequate. In discussing effects of overload on the English language teachers, the National council of teachers of English (NCTE) in the USA made observations that effective language learning demands opportunities for students in order for them to become actively involved in their education and demands many roles for their teachers as facilitators, enablers and empowerers but not only as transmitters of knowledge.

This can be achieved when there's adequate interaction between the teachers and the individual learner. As mentioned earlier language learning should lead to the acquisition of many skills. These include listening, speaking and reading. A teacher handling a large class may not be able to attend to the individual learner in the various language areas.

The teacher may not be able to mark the students' work. Effective language learning demands that the teacher assesses each learner's work and identifies his/her areas of need and arranges for remedial sessions in those areas. This may not be possible in cases of teachers who handle many lessons as well as large classes. The same teachers of Kiswahili have to prepare lessons in their second teaching subjects as well as implementation of co-curriculum and extra curriculum activities in their respective schools. Most of them who were interviewed observed that they had very little room for remedial lessons due to overwork..Those who acknowledged having extra lessons either in the evenings, early morning sessions, weekends or even during the holidays rarely did a recap of what was learned in the earlier lessons to address the learner's weaknesses, instead they concentrated more on syllabus coverage. The reasons advanced by the teachers for the scenario ranged from handling of large classes to the wide Kiswahili syllabus. Any language expert will acknowledge that for effective language teaching to take place, learners need to have time with teachers to guide them through the areas not properly mastered. As pointed out earlier, teachers are no longer playing the role of facilitation of knowledge but rather transmission of knowledge due to heavy workload. Most of them admitted to resorting mostly to the use of lecture method instead of learners centered approaches such as discussion groups or question and answer method. This leaves the learners unable to develop a creative mind to discover anything on their own. The unfortunate eventuality is the promotion of rote learning in our education system.

In relation to effects of teachers workload the NCTE came up with the following recommendations following the outcome of a research done on reducing class size.

i)   Smaller classes result in increased teacher –student ratio.

ii)   Students in smaller classes show more appreciation for one another and more desire to participate in classroom activities.

iii)   Smaller classes foster greater interaction among students, helping them understand one another and increasing their desire to assist one another.

iv)   The greater the number of students in a classroom the greater the amount of time devoted to classroom management rather than instruction.

v)   The larger the class size, the less likely teachers are to develop lessons encouraging higher level of thinking.

vi)   Teachers of larger classes are more likely to spend less time with each student paper and to concentrate on mechanism rather than style and content.

In concurrence with the above findings, smaller classes enhance a closer student-teacher interaction. This can be realized during lesson instruction; the teacher can catch the attention of each student through eye contact carry out random checks of the individual learner's work as well as student participation in the lesson. Student appreciation of one another is enhanced through activities such as the question and answer sessions, reading sessions and short tests on specific topics. It is easier for the teacher to mark the students' work in smaller classes than in larger classes. Discussion groups are effective in smaller classes because teachers end up with fewer groups which enable easy supervision by the teacher. This encourages an all inclusive participation of the students in the groups. Slow learners are also given a chance to participate in the groups' hence encouraging appreciation for one another in the groups. It is challenging to have such activities in larger classes and in circumstances where the teachers are under pressure to complete the syllabus. Teachers handling

small classes have it easier in classroom management./Some of the factors which affect classroom management is poor sitting arrangement caused by congestions. Some of the teachers interviewed pointed cases of congested classroom where the teacher movements in the classroom were restricted to the chalkboard are only. In such classes ,cases of noise making, students dozing off or even doing unrelated activities to the lesson are likely to occur. This hampers teacher achievement of the intended objectives.

Teachers' assessment of the students' work is also limited in large classes. Most of the teachers interviewed admitted to spending very little time on each individual student's work. The reason given was wide syllabus and large Kiswahili classes. Most teachers acknowledged doing less testing of students in Kiswahili composition and literature because they required a lot of concentration during marking and yet the teachers claimed to be having a lot of work in the other language areas. Such teachers cited cases of using the students in marking their fellow student's work. The unfortunate state is that such a method compromises the quality of evaluation because it is likely that students may not notice errors in their fellow student's work ranging from spelling, grammar as well as content. Teacher workload is an issue that requires serious consideration.It ranges from large classes as well as wide syllabus. Policy makers need to address the issue to ensure effective teaching of Kiswahili. There is need for a close student-teacher interaction, learner appreciation of each other and student participation in the lessons

Commenting on class size, J.C Maxwell says " No football coach in his right mind would try to teach 150 players one hour per day and hope to win the game on Friday night. No, the team is limited to 40 to 50 highly motivated players and the coach has three or four assistants to work on the many skills needed to play the game. The student teacher ratio may be 15:1.but the English teacher all alone has 150 players of composition, not to mention literature, language and teaching of other matters dropped into the curriculum by unthinking enthusiasts: It is notable that the student-teacher ratio needs to be small to enable a closer student-teacher interaction. What the author says about the heavy workload for teachers of English in America is most likely affecting teachers of English and Kiswahili in Kenya .Most of those interviewed said that at times they would find themselves teaching for sometime before realizing that they had either forgotten or overlooked some areas of the syllabus. Some of the most disadvantaged areas included composition writing (uandishi wa insha) and summary (muhtasari).the reasons advanced ranged from inadequate time for lesson preparation, marking as well as large class sizes.

However the author's suggested ratio of 15:1 may not realistic in Kenya case because of lack of facilities, teachers and other logistical factors. It cannot also be flatly concluded that some areas of the language curriculum were introduced without critical thinking by the planners may not be true because curriciculum planners usually do a lot of research and scrutiny before introducing new content areas to the syllabus. This may be subjected to further research in order to justify the relevance of the content areas.

Some of the suggested solutions to the problem of heavy workload are:

- Employ more teachers of Kiswahili to reduce on their workload

- Teachers of Kiswahili to use other teaching methods that are not entirely teacher centered such as group discussions to relieve the teachers from the burden of being the only source of knowledge.

- Teachers of Kiswahili are encouraged to apply the use I.C.T in lesson preparation of lesson plans, teaching schemes of work as well as analysis of students' tests..This is less burdensome as compared to the teacher's use of manual preparations.

4.4 Time Allocation To The Teaching Of The Expanded Kiswahili Language

The second objectives in the study was establish the adequacy of the time allocated to the teaching of Kiswahili, the objective was guided by the research questions; Is the time allocated for teaching of Kiswahili adequate? To answer this question, the teachers of Kiswahili and teachers in charge of academic programs in schools were asked to respond to the item on the questionnaire and interview schedule concerning time allocated to the teaching of the expanded Kiswahili syllabus. The responses were recorded and summarized in the Table 4.6

Table 4.6 Time Allocated to the Teaching of the Expanded Kiswahili Syllabus

Category	Frequency	Percentage%
Adequate	4	9.1
Inadequate	40	90.9
Total	**N=44**	**100.00**

Source: Survey Data, 2010

The results of descriptive statistics summarized in the table 4.6 indicate that a majority of the respondents felt that the time allocated to the teaching of Kiswahili was inadequate (90.9%)compared to 9.1 who felt the time was adequate. The teachers who felt that the time was adequate could have been from schools with low enrolments, or in schools that were staffed to the expected teacher-student ratio.

The difference in standard deviations between the two categories shows that there is a huge discrepancy between the responses from respondents concerning the time allocated to the teaching of Kiswahili. The respondents who felt that time allocated to Kiswahili was inadequate gave a number of reasons to support the situation. The reasons advanced were that when the Kiswahili syllabus was expanded ,the workload does not match with the time allocated to the teaching of the subject.

It is important for concerned experts to note the need for allocating more time to the teaching of Kiswahili in order to address these challenges of the inadequacy of time. Time is a key aspect to effective delivery of lesson content. For teachers of Kiswahili to effectively embrace the use of modern technology such as ICT, adequacy of time is a key factor. The use of the library is also hampered by inadequacy of time. This leaves the teacher and to small extent the; learner as the main resources of learning.

Teacher and learner interaction is key to effective language learning and teaching. As mentioned earlier, more content areas were added to the syllabus without adding more time to accommodate the added areas. Teachers are therefore compelled to complete the syllabus without considering the time allocated to the teaching of Kiswahili. Most of the teachers interviewed admitted "rushing" through the syllabus regardless of

whether the students understood or not. The case in point is the teaching of set of books where some teachers said that they told the students to read through on their own then the teachers lectured to them the analysis of the book. in turn this limited the learner's understanding of the texts due to lack of a comprehensive interaction with the teacher and the fellow students through group discussions, question and answer sessions as well as other interactive teaching methods . such as situation denies opportunity to negotiate for meaning in the set books. The teacher in turn lacks opportunity to provide a more comprehensive feedback to the learner. Feedback can be through group discussions and presentations, students could also stage live performances on the set books and other interactive activities. Because the poor grasp of the set texts, some teachers pointed out that students had problems in answering questions on extracts from the set books because of inadequate grasp of the plots of the set book since they do not read and discuss them with the teachers. This negative outcome not only affects the teaching of literature but also the other language areas such as composition writing which requires a lot of guidance in the writing skills as well as marking of the students work by the teacher.

A research done by a national council for the teachers of English in America made the following observation " A teacher who faces 25 students in class period of 50 minutes has no more than 2 minutes at best per pupil for one-to-one interaction during any period." This could also be affecting the teachers of Kiswahili in Kenya. In fact their situation could be worse since they handle very large classes of say between 40-70 in a lesson period of 40 minutes. This is likely to limit the one to one interaction to as low as a few seconds or even none at all. There is need to create conditions that may

necessitate adequate interaction between the teacher and the learner by considering increase of time allocated to the teaching of Kiswahili.

More time can be created by:

- Giving the free lessons for the teaching of Kiswahili (most teachers gave this suggestion)

- Use learner centered approaches to curb the wastage of time ,when learners are involved in the learning process e.g. through discussion groups. Apart from it being interesting and more learner centered , it saves on time because the teacher only facilitates the learning situation and he/she is not the only source of knowledge.

The teacher gets feedback from the learners to gauge their level of understanding instead of the learners expecting to get feedback from the teacher.

4.5 Challenges in teaching the integrated Kiswahili syllabus

The third research objective in the study was to investigate the challenges of teaching the integrated Kiswahili syllabus. The research question asked was; what are the challenges of teaching the integrated Kiswahili syllabus? To answer this question, the respondents were asked to respond to the item on the questionnaire and interview schedule concerning the challenges in teaching the integrated Kiswahili syllabus. Their responses were recorded and the results summarized in table 4.7.

Table 4.7 Challenges in teaching the integrated Kiswahili syllabus

Category	Frequency	Percentage %
Inadequate teaching skills	13	30.3
Limited interaction with students	7	15.2
Limited time for research	4	9.1
Stretch teaching to evening and weekends	7	15.2
Preparing for the teaching of Kiswahili and another subject	13	30.3
Total	**N = 44**	**100.0**

Source: Survey data, 2010

The results of descriptive statistics in table 4.7 shows that the challenges teachers faced in teaching integrated Kiswahili syllabus were various. However, a majority of the respondents felt that the challenges lie in their inadequacy of teaching skills on the expanded syllabus [30.3%], and so is the preparation to teach Kiswahili and another subject (30.3%).Further, the teachers felt it was a challenge interacting with students since there was hardly any time for this (15.2%)and that the teachers were forced to stretch teaching to weekends and evenings in order to cover the syllabus content (15.2%).Besides, there was little time for teachers to research on the content of the expanded Kiswahili syllabus before going to teach (9.1%). The challenges the teachers faced are likely to impact negatively on the students' performance in national examination and their overall competence in Kiswahili language skills

Though noble, integration requires adequate interaction between the teacher and the learner. In order to introduce the components of other subjects in Kiswahili lessons, other factors have to be put into consideration. Factors such as teacher workload and time have to be addressed. Apart from that, teaching of emerging issues is an

important aspect of the integrated syllabus. This requires that teachers embrace the use of modern technology in order to capture emerging issues in the environment. In some schools provision if ICT is a challenge due to lack of funds and infrastructure such as computer laboratories and electricity.

There is need for school managers to provide the necessary skills and facilities to enable teachers to integrate emerging issues in the integrated syllabus through the use of modern technology. It is also important to note that having a manageable workload and sufficient time are key factors that enable the use of modern technology in teaching the integrated syllabus.

A part from enhancing the use of modern technology in integrated teaching, the other aspects of integrated teaching have positive effects on the learners. This is through integration within the subjects areas for example application of the aspects of literature in a language lesson. It can also be achieved through integration between the subjects. This is especially convenient for teachers who teach more than one subject like the case of teachers of Kiswahili who are able to integrate information from one subject with another subject.

There is need for more training of teachers of Kiswahili on the skills of teaching the integrated syllabus. Most teachers who graduated from college before 2005 acknowledged to have limitation on the skills of teaching the integrated syllabus. This is because they trained before introduction of the integrated syllabus . Such teachers can be assisted through in – service training.

4.6 Effects of second teaching subject on the teaching of Kiswahili

The fourth research objective was to investigate effects of the second teaching subject on the teaching of Kiswahili, the research question was; does the second teaching subject affect the teaching of Kiswahili? To answer the question, the respondents were asked to respond to this item on the questionnaire and interview schedule. The results were recorded and summarized in the to table 4.8.

Table 4.8 effects of second teaching subject on the teaching of Kiswahili

Category	Frequency	Percentage %
Increased Kiswahili teacher workload	10	22.7
Poor lesson preparation	7	15.2
Inadequate time for Kiswahili teachers to research	3	7.8
Inadequate time for making students work	7	15.2
Teacher burnout due to increased workload	10	22.7
Reduced motivation in teaching due to increased workload	4	9.1
Poor teaching coordination	3	7.8
Total	**N = 44**	**100.0**

From the descriptive statistics results, the second teaching subject has profound effects on the teaching of Kiswahili. These effects are incased Kiswahili teacher workload (22.7) teacher burnout due to increased workload (22.7), poor lesson preparation by the teacher of Kiswahili (15.2), inadequate time for marking students' work (15.2 %), inadequate time for Kiswahili teachers to research on the content in the integrated syllabus (7.8%), poor teaching coordination (7.8 %), and a reduction of motivation among the teachers of Kiswahili (9.1%). The gravity of these effects is more likely to be felt by the students who are the recipients of the syllabus skills and knowledge. Since teachers of Kiswahili are trained in two teaching subjects, they are

expected to effectively teach the two subjects in the schools. However, some teachers may have preference for one of the subjects. In most schools however, teachers have no choice depending on the needs in their individual schools, in other cases they teach the two subjects. Though this is good for integration, it most likely affects their performance. They may be affected in terms of inadequate time for lesson preparation, overload in the two subjects and other constraints.

A part from that, at times the school time table is arranged in away that the two subjects for the same teacher follow one another in the same class. The change over can be challenging for the teacher since he /she has to change the language of instruction because the subjects are taught in different languages. Also the same teacher may have the temptation of 'eating' into the time of the succeeding subject or not teaching the incoming lesson altogether because the teacher is in charge of the two subjects . It therefore calls for a lot of professional discipline on the part of the teacher.

One of the notable challenges of teaching the intergraded Kiswahili syllabus is the heavy workload for the teacher in Kiswahili. This comes about as a result of lesson preparation in the broad content areas, marking of the students' assignments, teaching as well as performance of the other school responsibilities. In addition to this the teacher of Kiswahili has to carry out the teaching responsibilities in the second teaching subject.

Most of the respondents cited poor lesson preparation as affecting their teaching of Kiswahili. Most of the respondents attributed poor lesson preparation especially in Kiswahili which is taught on a daily basis to the many lessons in Kiswahili and their second teaching subjects, large class size, inadequate time as well as other responsibilities in schools. The effect which such a teacher suffers is teaching of un – prepared lessons or they end up resorting to areas such as comprehension (ufahamu) with no regard for preparing and imparting of the required skills in those areas.

Research by the teacher and the students is essential in keeping the teacher and student more informed. Most teachers who were interviewed attributed the insufficient or lack of research to several factors ranging from heavy workload, inadequate time as well as lack of facilities. In such cases some teachers are likely to be left out on the current trends and changes in the curriculum. There is need for the school managers to provide conditions which can enhance research in schools.

Evaluation of the students' work by the teachers enables the teachers to get feedback on various aspects such as the student's grasp of the content and effectiveness of the teaching methodology. Most of the respondents admitted to inadequately assessing the students' work. The most vulnerable areas were composition (insha) and literature (fasihi) in Kiswahili. The reasons given for poor assessment in these areas were heavy workload and insufficient time. Such teachers ended up marking the students' work only during exams but rarely marked the students' class assignments which enable evaluation within short intervals. There is need for the concerned experts to address the challenges that would enable evaluation of the students work in all the areas of the subject.

It is to be appreciated that the second teaching subject is good for integration..This is because the teacher can apply knowledge in the other subject in teaching Kiswahili. Much as the second teaching subject adds more work to the teacher during preparation and marking ,a teacher who has knowledge in more than one subject and has an advantage in teaching the ,integrated syllabus. This applies to the teachers of Kiswahili because they teach two subjects.

4.7 Teacher attitude teaching of the expanded Kiswahili syllabus

The last research objective was to investigate the teacher attitude towards the teaching of the expanded Kiswahili syllabus, to address this objective, the research question was; what is the attitude of the teacher of Kiswahili towards teaching the expanded Kiswahili syllabus? To answer this question, the respondents were asked to respond to the item on the questionnaire and interview schedule. The results are summarized in table 4.9

Table 4.9 teacher attitude towards the teaching of expanded Kiswahili Syllabus

Category	Frequency	Percentage %
Negative	41	92.4
Positive	3	7.6
Total	**N = 44**	**100.0**

Source: Survey data, 2010

From the results of descriptive statistics many respondents had a negative attitude towards teaching the expanded Kiswahili syllabus (92.4%) compared to (7.6 %) who had a positive attitude. The positive attitude is attributed to the teachers teaching in

schools with low student population and where there are adequate teachers of Kiswahili meeting the teacher – students ratio.

The teachers' negative attitude is attributed to high workload assigned, ever-increasing class size, little time allocated to teaching Kiswahili and little or no support from the head teachers and quality assurance officers who always demand for good performance from the teachers regardless of the constraints they face.

Teacher attitude may not be empirically measured but can be assessed through the questions asked on their opinions on whether they had a positive or negative attitude towards the teaching of the expanded Kiswahili syllabus. Most of them said that their attitude was negative owing to heavy workload, lack of sufficient time and pressure on them to produce good results from the school managers, education officials and other stakeholders. If these constraints are addressed, we are likely to have teachers who will enjoy their work and this is likely to be extended to the students who are the beneficiaries.

For the teachers of Kiswahili to be able to cope with the challenge of heavy workload, little time allocated for the teaching of Kiswahili, inadequate skills to teach the integrated syllabus, they need to be encouraged in the following ways

- Some of them felt that the free lessons which appear on the timetables especially the schools which teach nine lessons a day be allocated to Kiswahili in order to help clear the syllabus

- An effort to be made to employ teachers of Kiswahili to enable them have manageable workloads. This would improve the teacher-student ratio in Kiswahili.

- A deliberate program by the ministry of education be put in place in-service training for the teachers of Kiswahili on teaching the integrated syllabus.

- School managers and other stakeholders in education to hold frequent sessions on the teaching conditions of Kiswahili. This would help the teachers to share their experiences and come up with solutions. This can be motivating to the teachers

- Schools are encouraged to use ICT in the teaching programs. This can start from preparation of schemes of work, lesson plans and analysis of students evaluation results. This is interesting to the teacher, time saving and also less burdensome since the teacher will just click the button and update their records

- The use of team teaching is also to be encouraged as teachers share their various teaching areas across the subject and also evaluation of the students' work. This makes the learning experiences more interesting to the learners and the teachers removing the problem of demotivation to the teacher and the learner.

4.10   Summary of the Chapter

This chapter has discussed the data presentation analysis, interpretation and discussion. The questionnaire instrument included the demographic information of the respondents then questions on specific research objectives. Outcomes of the responses were shown in form of percentages, frequencies and standard deviations, then they were interpreted and discussed.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The findings of chapter four are further summarized here with a view to crystallize the specific findings in relation to the research objectives. The findings are presented complete with their statistics. The conclusions are then drawn based on the findings and in order to answer the research objectives. The research then provides recommendations on what needs to be done to improve the effective teaching of expanded Kiswahili syllabus in secondary schools.

5.2   Summary of the findings

5.2.1 General Information

The findings of this work have been derived from the objectives and answer to the research questions. The study sought to answer the following research objectives:-

1. To investigate whether the increased Kiswahili content is manageable

2. To investigate the adequacy of time allocated to the teaching of Kiswahili

3. To find out from teachers of Kiswahili the challenges of teaching the integrated Kiswahili syllabus

4. To investigate effects of the second teaching subject on the teaching of Kiswahili

5. To investigate the teacher attitude towards teaching the expanded Kiswahili syllabus and the suggested solutions

5.2.2   Whether the increased Kiswahili content is manageable

Regarding the teachers of Kiswahilis ' manageability of the Kiswahili content, the study established that most respondents felt that the expanded Kiswahili workload was not manageable (60.1%) compared to those who said it was fairly manageable (30.3%) against those who said it was manageable (9.1%). The respondents cited reasons such as wider syllabus content, they were inadequately prepared for teaching the new syllabus, there was limited time allocation on the timetable for the subject and overall teacher – burnout as a result of unmanageable workload. These findings are in agreement with (Palmer 1991), who states that there are varied levels of integration and that, the increased workload for teachers in an integrated curriculum would create problems, which is why the scholar recommends that teachers should develop plans which define staffing equipment, and other resource requirements; and lay out timetable and other planning considerations.

5.2.3   Adequacy of time allocated to the teaching of Kiswahili

Regarding the adequacy of time allocated to the teaching of Kiswahili, the findings of the study also indicated that a majority of the respondents felt that the time allocated to the teaching of Kiswahili was inadequate (90.9%) compared to 9.1 % who felt the time was adequate. The difference in standard deviations between the two categories shows that there is a huge discrepancy between the responses concerning the time allocated to the teaching of Kiswahili. The respondents cited reasons to support the situation. The reasons advanced were that when the Kiswahili syllabus was expanded, this was not followed by an increase in the time allocated to the subject on the timetable. Thus the expanded workload does not match with the time allocated to the teaching of the teaching of the subject. The findings regarding the adequacy of time allocated to the teaching of Kiswahili are consistent with others (Njeri, 2002; Kathy,

Otunga and Kutto (2002) as quoted by Kafu. They argued that " the integrated approach requires time which is not available given the expansive nature of the language syllabus, that mismatch between the curriculum and time allocated within each level of the structure leads to stretching of learning time to evenings, weekends and school holidays." The authors feel that there should be equal time given to Kiswahili and English within the school system.

5.2.4 Challenges of teaching the integrated Kiswahili Syllabus

Regarding the challenges of teaching the integrated Kiswahili syllabus, the findings of the study shows that the challenges teachers faced in teaching integrated Kiswahili syllabus were various. The study also established through majority of the respondents who comprised of 30.3 percent claimed that the challenges lie in their inadequacy of teaching skills on the expanded syllabus and inadequate preparation to teach Kiswahili and another subject. The challenges the teachers faced f are more likely to impact negatively on the students' performance in national examinations and their overall competence in Kiswahili learning skills. These findings are in agreement with Roy – Campbell and Qorro,(1997); Callaghan, (1997) Chakava; (1995); Okwanya, (1990), Mulokozi (2002) who assert that students thrive in Kiswahili where they under – perform in English due to the importance that is attached to English by teachers and students alike. Lack of resource materials was identified by the authors as being responsible for lack of effectiveness. It has been reported that teachers continuously depend on traditional KIE course books which were used under the old curriculum rather than books that are currently recommended for the new integrated course. The above authors agreed that there are plenty of textbook publishers who produce Kiswahili textbooks, unfortunately, the situation in the publication of

Kiswahili fiction is not as flourishing and so children had little opportunity to learn to read and develop a reading habit from an early age.

This finding was confirmed by Mwita (1998), who reports that history of Kiswahili textbook publication in Kenya also works against the objectives of Kiswahili teachers. According to Mwita (1998), books were recommended by the Ministry of Education, it was mandatory for everybody to buy them. Hence, no efforts were made either to market them or to improve the quality. This finding is similar to that of Mulokozi (2002) who states that the extent of the problem goes even further than the lack of books in Kiswahili, as the publication of newspaper and magazines in Kiswahili falls far the Kenyan Kiswahili print media (newspapers) has not expanded. Thus it will be difficult for a teacher to integrate commercial studies into Kiswahili classes by using Kiswahili newspapers as materials.

5.2.5   Effects of the second teaching subject on the teaching of Kiswahili

Regarding whether the second teaching subject affects the teaching of Kiswahili, the findings of the study shows that effects have increased for the teacher of Kiswahili , teacher burnout due to increased workload, poor lesson preparation by the Kiswahili teacher and inadequate time for teachers of Kiswahili to research on the content in the integrated syllabus. According to the findings, the gravity of these effects is more likely to be felt by the students who are the recipients of the syllabus skills and knowledge. It has been pointed out by Bogonko (1992) that the mode of training for teachers of Kiswahili is a factor affecting their performance in schools because they have to prepare, teach and mark students' work in two subjects. This findings were confirmed by Kitito (2006); defines integration to be occurring between Kiswahili and other subjects.

According to him, for teachers of Kiswahili, integration between subjects occurs mostly between Kiswahili and their second subjects. The aspect that mostly affects integration between disciplines is that one of preference for either language or literature or between Kiswahili and the second subject.

Therefore integration is good for the teachers of Kiswahili .

5.2.6   Teacher attitude towards teaching the expanded syllabus and the suggested solutions

Regarding the attitude of the attitude of the teachers of Kiswahili towards teaching the expanded Kiswahili syllabus, the finding of the study shows that majority of respondents had a negative attitude towards teaching the expanded Kiswahili syllabus (92.4 %), compared to (7.6%) who had a positive attitude. The teachers' negative attitude is attributed to the high workload assigned, ever – increasing class size, little time allocated to teaching Kiswahili and little or no support from the head teachers and quality assurance officers. These findings are in agreement with Cameron (2003) who states teacher quality and commitment appears to be the single most important ingredient that can make a huge difference in the successful teaching of any subject. This finding corroborates (Cameron 2003), who reports that the teaching of languages, including Kiswahili, therefore requires teachers whose command of the languages enables them to be models for the children " who reproduce the accent of their teacher with deadly accuracy".

The negative attitude towards teaching the expanded Kiswahili syllabus is supported by Fullan (1982); who states that the efficiency of teaching is determined by

teacher's academic and professionals characteristics as well as their experiences. Lack of proper in -service training and seminars may be some of reasons why teachers why teachers feel inadequate in this area. Fullan (1982) recognizes the importance of in-service training   for teachers when he says that the process of curricular implementation is accompanied by anxiety, fear and doubt. This is largely due to the significant differences between the old curriculum and the new integrated curriculum.

5.3 Conclusions

The study sought to investigate challenges of teaching the expanded Kiswahili syllabus in public secondary schools in Trans-Nzoia West district in Trans-Nzoia county . From the findings of the study, the researcher arrived at the following conclusions:

- The findings suggest that the Kiswahili worked load is not manageable. However, some teachers felt it was manageable, thus the manageability of the subject, the number of students and the amount of time available for teaching the subject.

- There is evidence to suggest that time allocated to the teaching of Kiswahili has been found to be inadequate most secondary schools in Trans-Nzoia West district.

- Concerning the challenges faced in teaching the new Kiswahili syllabus, the teachers found it challenging to interact with students and sometimes teachers could teach in the evenings and during weekends due to inadequacy of time and heavy workload to be hectic the teachers also subjects.

- The Kiswahili teachers in the district also handle other subjects. These other subjects affects the teachers of Kiswahili in terms of increased workload, lesson preparation, having no time for researcher nor making of the students' work. Furthermore the other subjects and Kiswahili workloads led to increased teachers burnout and consequently low motivation among teachers of Kiswahili.

- Due to increased workload for teachers of Kiswahili, inadequate skills to teach the integrated syllabus, enlarging class size and little or no support from the head teacher ,the has developed a negative attitude towards teaching the integrated Kiswahili syllabus;92.4% said they had a negative attitude.

5.4   Recommendations

Arising from the research findings, the following recommendations were given;

i)   There is need for Kiswahili teachers to teach Kiswahili only. More importantly, the teachers need to teach either Kiswahili language or Kiswahili literature.

ii)   Teachers who graduated from institutions of higher learning prior to implementation of the new syllabus need to be instructed on skills and methodology of handling the expanded Kiswahili syllabus. This can be done through in service training.

iii) More time needs to be allocated to the teaching of Kiswahili. This will help for the increased content in the syllabus throughout there were to register for Kiswahili and largely and these to be treated as two subjects.

iv)   During training, the trainee teachers should register either for Kiswahili and literature in Kiswahili as two teaching subjects and not in Kiswahili language and literature in Kiswahili plus another subject. This will help in having more teachers in both areas of the Kiswahili language.

v)   Integration should be cross-curricula and a course on its own rights in the universities and teacher training colleges so as to train the Kiswahili teachers in either language and teacher training colleges so as to train the Kiswahili teachers in either language or literature with the necessary skills for the implementations of the integrated approach.

vi) There is need for government to employ, train and recruit more teachers of Kiswahili for an effective, responsive, proactive professional national education service There is need for Government to continue providing enough teachers to all public secondary schools.

vii) The study advocates for improved quality of intake and longer training programs. The same could be proposed for teachers of Kiswahilii to enable them cover more Kiswahili language areas and also specialize in Kiswahili language and Literature in Kiswahili alone and do away with their second subjects.

viii) However to get quality products we have to invest. Aringo (1985) says that the government and the public have to invest adequately in the teacher education program. This will lead to production of quality Kiswahili teachers].The language will play its role better and we are likely to have positive returns.

5.5   Suggestions for further research

Since the reach focused on the challenges of teaching the expected Kiswahili syllabus in secondary   schools ,the research has been restricted to secondary schools in Trans-Nzoia West district in Trans-Nzoia county. Therefore, it is necessary to carry out a further research on the following.

(i) It is advisable that further research should be conducted in other districts in Kenya to fully gain more insight into the topic in order to assess the challenges of teaching the expanded Kiswahili Syllabus.

(ii) Research needs to be done and if the need for more time is ascertained, then more time should be added to Kiswahili based on its own right.

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APPENDICES

APPENDIX A: INTRODUCTION LETTER

I am a Masters student at Moi University in the school of Education, carrying out a research thesis to fulfill the requirement for award of Master of Philosophy degree. The topic of research: "Challenges of teaching the expanded Kiswahili syllabus in Secondary schools: A study of selected secondary schools in Trans-Nzoia West district,Trans-Nzoia County" Kindly fill in this questionnaire whose information will be treated with confidentiality and used purely for academic purposes. Your assistance will be highly appreciated. For any question call:

0729541687

Thanks in advance

Hellen Nafula Malilo

APPENDIX B: QUESTIONNAIRE FOR TEACHERS OF KISWAHILI

This questionnaire is about the challenges of teaching the expanded Kiswahili syllabus in secondary schools. Please give genuine and sincere responses, there is no answer that is right or wrong. Please do not write your name or institution anywhere in this questionnaire.

Matters to note

{i} The information given in this questionnaire will be held in strict confidentiality and will be

   used only for the purpose of study.

{ii} If any of the questions may not be appropriate to your circumstances, you are under no

   obligation to answer

PART A : Background information

Kindly   indicate your responses to the questions below using tick {   } where appropriate in brackets provided

1. What is your age bracket

   20-25   ☐

   26-35   ☐

   36-45   ☐

   45 and above ☐

2. What is your gender

   Male   ☐

   Female   ☐

3. Level of Education

       [   ] Master of Education

       [   ] Bachelor of Education

       [   ] Master of philosophy

       [   ] Diploma in Education

       [   ] Others, specify

4. Teaching experience

       [   ] 0-5 years

       [   ] 6- 15 years

       [   ] 16-20 years

       [   ] 21-25 Years

       [   ] 26 and above years

SECTION B SPECIFIC RESEARCH QUESTIONS

A} MANAGEMENT OF INCREASED KISWAHILI CONTENT

1} As a teacher of Kiswahili, how manageable is the expanded Kiswahili syllabus?

       [   ] Not manageable

       [   ] Fairly manageable

       [   ] Manageable

2} What particular factors account for teacher difficulty in managing the expanded Kiswahili

  syllabus?

       [   ] Wider syllabus content

       [   ] Teachers inadequately prepared for teaching

       [   ] Limited teaching skills in new areas of the syllabus

       [   ] Teacher burn out due to workload

3} Do you use any modern technology in teaching Kiswahili?

[   ] Yes

[   ] No

4} If yes, which constraints do you face in using modern technology in teaching Kiswahili?

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5} Please suggest any solutions to the constraints in question 4 above .

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6} What do you suggest as a teacher to improve the management of the new syllabus?

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B} TIME ALLOCATED TO TEACHING OF KISWAHILI

1} What, as a teacher, can you say about the adequacy of time allocated to the teaching of

Kiswahili?

{   }   Adequate

{   } Inadequate

2} If inadequate at what level do you experience the inadequacy?

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3} What in your opinion should be done to improve the adequacy of time in Kiswahili

teaching?

　　　{   } Reduce the Kiswahili syllabus content

　　　{   } Extend teachings to weekends and evenings

　　　{   } Kiswahili teachers to teach Kiswahili only

　　　 {   } Having all the students taught together irrespective of the class size any

other

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C} CHALLENGES FACED IN TEAHCING INTEGRATED KISWAHILI

SYLLABUS

1} As a teacher of Kiswahili, what challenges do you face in teaching the integrated

Kiswahili syllabus?

　　　 {   } Inadequate teaching skills in new areas of the syllabus

　　　{   } Limited interaction with students

　　　 {   } Limited time for research

　　　{   } Unmanageable workload leading to burn – out

{   } Stretching teaching to evenings and weekends

Any other?

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2} What do you suggest be done to address the challenges above?

{   } More teachers of Kiswahili be recruited

{   }Teachers of Kiswahili be trained either in language or literature but not both

{   } Kiswahili literature and language be taught separately

{   } More time be allocated for teaching the new Kiswahili syllabus

{   } Teachers of Kiswahili to handle Kiswahili only

Any other?

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D} EFFECTS OF SECOND SUBJECT TEACHING ON KISWAHILI

1} Do you teach Kiswahili with any other subject?

{   } Yes

{   } No

2} What are the effects of handling Kiswahili with another subject?

{   } Increased work load

{   } Poor lesson preparation

{   } Inadequate time for research

{   } Inadequate time for marking students' work

{   } Increased teacher burnout due to high workload

{   } Reduced motivation in teaching due to overloading

{   } Increased poor teaching coordination

3} What is your suggested solution to the effects in question 2 above?

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E} TEACHER ATTITUDE TOWARDS TEACHING THE EXPANDED KISWAHILI SYLLABUS

1} How can you summarize your attitude towards teaching the expanded Kiswahili syllabus?

{   } Negative

{   } Positive

{   } Not sure

2} What factors account for your attitude {1} above ?

{   } Workload assigned

{   } Time allocated for teaching

{   } Class size

{   } Level of support from concerned authorities

{   } Time for preparation of lessons

{   } Current level of skills

Any other reason?

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END OF QUESTIONNAIRE

Thank you very much for taking your time to fill this questionnaire

APPENDIX C: INTERVIEW GUIDE FOR PRINCIPALS AND ACADEMIC DIRECTORS

1} From your supervision of teachers of Kiswahili, what can you say about the teacher's manageability of the expanded Kiswahili syllabus?

      {   } Manageable

      {   } Fairly manageable

      {   } Not manageable

2} Have the Kiswahili teachers complained about their difficulties in managing the expanded   Kiswahili syllabus

      {   } Yes

      {   } No

      If yes, what do the complaints relate to?

      {   } Workload

      {   } Time allocated to the subject

      {   } Skills for teaching the new syllabus

      {   } Teaching more than one subject

      {   } Motivation

Any other

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3} What in your opinion should be done to improve the time allocated to teaching of

new   Kiswahili syllabus in your school?

{   } Employ more teachers

{   } Extend teaching to evenings and weekends

{   } Kiswahili teacher to teach Kiswahili only

{   } Having all students taught in one stream irrespective of the class size

{   } Increasing the pay for Kiswahili teachers

4} How do you handle the challenges the teachers of Kiswahili face at school level?

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5} {i} How can you explain the working mood of teachers of Kiswahili?

{   } Negative

{   } Positive

{ii} What contributes to the working mood above?

{   } Workload

{   } Time allocated for teaching

{   } Classroom size

{   } Their skills in teaching Kiswahili

{   } Time for preparation

Any other?

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