

**FACTORS AFFECTING KISWAHILI LANGUAGE TEACHING AND
LEARNING AMONG GRADE ONE PUPILS IN PUBLIC PRIMARY
SCHOOLS IN MAKUENI SUB COUNTY MAKUENI COUNTY**

BY

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Moi University

2024

DECLARATION

Declaration by Candidate

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DEDICATION

I dedicate this work to my husband, Michael Odhiambo for his advice and inspiration in support while pursuing my studies. To my parents; Charles and Rhoda Onyancha and my sisters without whom I could not have managed this journey successfully.

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ABSTRACT

Kiswahili is commonly employed by educators in numerous pre-school settings as a means of elucidating various themes. Nevertheless, it is approached in an informal manner, without the effort to promote and use of grammar rules. The extent to which English is given preference results in its increased familiarity to pupils prior to their enrollment in the first grade. The study sought to assess the factors affecting Kiswahili language teaching and learning among grade one pupils in public primary schools in Makueni County. The study was guided by the specific objectives; to assess teacher perceptions; availability of teaching resources; first and second languages influence; teaching methods for learning Kiswahili language and to discuss challenges facing grade one pupils in Kiswahili language learning in public primary schools. The study was guided by socio cultural theory of language development propagated by Lev Vygostky (1896-1934). The research targeted all grade one Kiswahili teachers and head teachers in Makueni Sub County. The total targeted population was 548 from 274 public schools found in Makueni Sub County. Simple random sampling was used to select 82 schools, teachers being selected by purposive sampling from the schools selected. This was 30% of the population. 14 head teachers were then selected, 2 from each educational zone using purposive sampling. This research was guided by descriptive survey research design. The study was both quantitative and qualitative in nature. Quantitative data from grade one Kiswahili teachers was collected using self-administered questionnaires. Observation checklist was used to check the availability of teaching and learning resources in the schools under the study. Qualitative data from the head teachers on the same was collected using open ended one-on-one interviews. The data was presented by use of tables, pie charts, graphs, percentage and means. Descriptive statistics was calculated on the variables to summarize and describe the data collected. SPSS software version 26.0 aided the data analysis. The study findings; majority of teachers 87.7% had revealed that there was gaps in Kiswahili curriculum coverage; majority of the teaching resources were unavailable in most of the schools; majority of learners 62.2% of learners use mother tongue which influences Kiswahili; majority of teachers 75.6% agreed that guided learning was the most effective method of teaching Kiswahili. The head teachers noted that learning resources were inadequate and most schools did not have the finances to acquire them. The study recommends that the government in collaboration with the ministry of Education to review areas in the curriculum which are irrelevant in teaching and learning Kiswahili. These include the use of field excursions, too broad syllabus and the time allocated in teaching the Kiswahili Subject.

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ABBREVIATIONS

CDs	Compact Discs
ECE	Early Childhood Education
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Standards
MT	Mother Tongue
NACECE	National Centre for Early Childhood Education
NACOSTI	National Commission for Science, Technology and Innovation
SL	Second Language
SPSS	Statistical Package of Social Sciences
UNESCO	United Nations Educational, Scientific, and Cultural Organization

CHAPTER ONE

1.1 Introduction

This section presented the background of the study, the statement of the problem, the objectives, the significance, the scope and the conceptual framework guiding the study. Kiswahili is a language widely spoken by the people of Eastern Africa and adjacent islands. The term Waswahili refers specifically to people who speak Kiswahili language as their native language, (Mazrui, 2023). Kiswahili language is a second language that learners are introduced to academically in grade one according to the competence based curriculum used in Kenya, despite it being a language that is commonly used in communication among many children as the acquire language.

1.2 Background of the Study

The advancement of quality education is a significant objective in numerous advanced countries, such as Kenya (Omariba, 2016). The inclusion of Kiswahili language instruction in curriculum holds significant importance. The presence of obstacles in the teaching process might have a detrimental impact on the learning experience, thereby hindering the achievement of optimal performance outcomes. According to Murphy and Machin (2019), enhancing the efficacy of instructional practices would provide substantial and long-lasting effects on academic performance. Educators and learners of Kiswahili may encounter obstacles pertaining to limited resources, impeding their ability to achieve satisfactory outcomes in national examinations. Individuals may need to employ various tactics in order to effectively manage and overcome these issues.

The existing literature presents scholarly evidence that highlights the significant progress made by the Kiswahili language across various domains. The popularity of the Kiswahili language has been increasing worldwide, with its inclusion in cyberspace

technology and its adoption as a foreign language in universities around the globe. As a testament to the language's widespread popularity, particularly outside of Africa, over 100 universities in the United States offer Kiswahili as a formal course. This significant support from universities, including prestigious institutions like Harvard, Yale, and Cornell, greatly benefits the language. The Kiswahili computer language has been successfully developed and is now available (Chimera, 2020). According to Alamu (2017), Kiswahili is being taught as a foreign language at prominent universities like Osaka University in Asian countries like Japan. Njoroge and Ndirangu (2018) also confirm that Kiswahili language is taught in numerous universities worldwide, particularly in the Middle East, Europe, China, and the USA. These studies emphasize that Kiswahili is becoming increasingly popular in different regions of the world.

Kiswahili is taught as a foreign language in around 100 universities in countries such as the USA, Britain, Germany, South Korea, Ghana, and Japan. Several nations dispatch their students to Kiswahili-speaking countries, particularly Kenya and Tanzania, for an immersive language study program. The individuals enrolled in these programs are university students (Chimera, 2020). Kiswahili has gained prominence as a national language and is increasingly being considered as our future medium of instruction. Several scholars have proposed various challenges encountered in the teaching and learning of Kiswahili at different educational levels. Some factors contributing to the issue include the motivation levels of both teachers and learners, inadequate facilities, and an imbalance between the student population and the number of teachers available. Hence, it is crucial to seek methods and strategies to enhance the Kiswahili language as a means of communication by addressing any obstacles that may impede its development. Therefore, it is crucial to examine the difficulties encountered

in teaching and learning the revised Kiswahili syllabus. Kiswahili has been recognized as an official language in Kenya since 1969 (Mbaabu, 2018).

Kiswahili, as an oral language, expanded across eastern and central Africa during the 19th century as a result of influences such as colonial administrators, missionaries, traders, travelers, and explorers. Ominde Commission (1964) proposed the widespread use of the Kiswahili language. This recommendation aimed to serve as a means of national coordination and unification, as well as to facilitate international communication. The commission emphasized the importance of Kiswahili not only within East Africa, but also in the Eastern part of Congo (Zaire) and certain regions of Central Africa.

The missionaries employed Kiswahili as a means of proselytizing to the African population. The colonialists, alongside the missionaries, educated teachers with the purpose of instructing Kiswahili in schools. Kiswahili was initially limited to the lower primary level, where students were instructed in fundamental aspects of the language. The subject encountered issues such as insufficient teaching personnel and educational resources, despite the diligent training of teachers (Kanijo & Mreta, 2020).

Kiswahili is designated as a national language in Kenya. Language plays a vital role, particularly in political spheres, and it holds significant influence in social interactions and daily communication among individuals and groups. It is the preferred means of communication in both rural and urban settings, alongside English. The film *Chimera* (2018) explicitly highlights the significance of Kiswahili as a representation of national cohesion, especially in the face of diverse ethnicity. According to Barasa (2015), *Chimera* agrees that English and Kiswahili are both considered second languages in the curriculum and play important roles in learning and instruction. Kiswahili is

predominantly spoken in urban areas and less so in the homogenous rural areas. Being a national language, it serves as a unifying force in the diverse multilingual society and holds the status of the second official language, following English.

In accordance with Mackay's 1981 recommendation, Kiswahili is a subject that is taught and examined at both primary and secondary levels of education. Kiswahili is instructed and assessed at the university level. The instruction of Kiswahili in Kenyan schools originated during the colonial era, when the British government introduced the teaching of indigenous languages in educational institutions. The promotion of Kiswahili education in schools, colleges, and universities has been ongoing since Kenya gained independence in 1964. In the 1980s, Kiswahili became a subject that could be tested in schools. In 1983, approximately 100,000 candidates underwent examination in the Kiswahili language at the O-level. By 1985, the number of candidates taking the Kiswahili language examination at the primary level had reached approximately 500,000, primarily as a result of the implementation of the 8-4-4 education system. At present, Kiswahili is a mandatory subject that must be studied and tested in Primary Teachers Training Colleges. Additionally, it is available as a degree program at the university level (Masika, Ochieng & Kamau, 2023).

1.3 Statement of the Problem

Kiswahili is commonly employed by educators in numerous pre-school settings as a means of elucidating various themes (Kanjio & Mreta, 2020). Nevertheless, it is approached in an informal manner. The professors do not make a conscious effort to promote the use and mastery of grammar rules.

This calls for keenness of the teaching and learning of the language and therefore calls for early introduction of the language. Learners are supposed to start learning the language in grade one.

Despite Kiswahili being as important as English, most teachers tend to put more emphasis on English than Kiswahili. The language being spoken frequently by learners, it is assumed it is simple and they don't take it seriously. Most of the stakeholders assume that Kiswahili is supposed to be performed far much better than English. The reality is Kiswahili demands the seriousness accorded to English. This is the reason why the researcher decided to carry out a study to find out the factors that affect Kiswahili language teaching and learning among grade one learners in public school in Makueni County, Kenya.

1.4 The Purpose of the Study

The main aim of the study was to assess the factors affecting Kiswahili language teaching and learning among grade one pupils in public primary schools in Makueni County

1.5 Objectives of the Study

- i. To assess teacher perceptions on the introduction of Kiswahili language to grade one pupils in public primary schools.
- ii. To establish the availability of teaching resources for Kiswahili language to grade one pupils in public primary schools.
- iii. To determine the languages (first and second languages) influencing Kiswahili language learning by grade one pupils in public primary schools.

- iv. To evaluate the teaching methods for learning Kiswahili language by grade one pupils in public primary schools.
- v. To discuss challenges facing grade one pupils in Kiswahili language learning in public primary schools

1.6 Research Questions

- i. What are the teacher perceptions on the introduction of Kiswahili language to grade one pupils in public primary schools?
- ii. What is the level of availability of teaching resources for Kiswahili language to grade one pupils in public primary schools?
- iii. How are the languages (first and second languages) influencing Kiswahili language learning by grade one pupils in public primary schools?
- iv. What are the teaching methods for learning Kiswahili language by grade one pupils in public primary schools?
- v. What are the challenges facing grade one pupils in Kiswahili language learning in public primary schools?

1.7 Significance of the Study

The study is relevant to education stake holders: teachers, government and scholars. The research findings will provide valuable insights to the Ministry of Education in addressing the challenges faced by Kiswahili as a learning area within the curriculum. The research will additionally support head teachers and the Quality Assurance and Standards Directorate in enhancing the academic achievement of Kiswahili in the nation.

This study has the potential to assist Kiswahili teachers in critically evaluating and assessing their educational methodologies, and subsequently making any necessary

modifications. Kiswahili teachers will be able to establish the relevant learning resources to be availed during teaching that will enable the learners ease understanding.

This will assist educators in selecting suitable instructional approaches. The results of this study will provide valuable insights to curriculum developers regarding the deficiencies within the current Kiswahili syllabus. Additionally, it will aid individuals in identifying and implementing resolutions for these issues.

1.8 Justification of the Study

Learning of Kiswahili in preschool has not been given much emphasis. In most public ECD centers, Kiswahili is introduced in pre-primary two even though it's not in the curriculum design. This does not give the pre -primary teachers a clear directive on how to teach the language. Because of this, children lack a good foundation in Kiswahili which would help them learn it with ease as they join Grade One.

Grade one pupils in Makueni Sub County are taught Kiswahili as a second language. Hence, it is imperative to enhance the status of Kiswahili as a national and official language starting from the early stages of the education system. This may require a policy revision that prioritizes proficiency in Kiswahili among all Kenyans, starting from early childhood education, contrary to the current one that advocates for the use of the language of the catchment area as a medium of instruction in pre-school.

Lastly, grade one learners are transiting from pre -school to primary section. This might bring about change in the approaches of learning. The study would be able to bring forth the teaching methodology of Kiswahili language that might lay a better foundation of the language throughout the learning process of the learner in their future life.

1.9 Scope of the Study

The scope of this study mainly focused on the factors influencing the teaching and learning of Kiswahili, namely; teacher perceptions, the availability of teaching resources, influence of (first and second languages) on Kiswahili language learning, the teaching methods for learning Kiswahili language and challenges facing grade one pupils in Kiswahili language learning in public primary schools. The study covered public primary schools in Makueni Sub County in Makueni County. The focus was on grade one learners and therefore grade one Kiswahili teachers were targeted for the study since they were in a better position to give their experienced opinion on the area of the study. The study also targeted the head teachers' in order to give an administrative views and experience of teaching of Kiswahili language by grade one learners. Lastly, the study adopted a descriptive survey design to analyse the head teachers' views and quantitatively collected the data by use of questionnaires.

1.10 Limitation of the Study

This section indicated the challenges faced by the researcher. It revolved around issues such as inaccessibility of data and unforeseen occurrences. The challenges faced by the researcher during the study were closely linked to policy requirements. The researcher, however, overcame this challenge by obtaining a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) as well as consent from the public primary schools in Makueni sub-county, Makueni County. The other significant challenge was the respondents declining to answer the questionnaire truthfully. The researcher immediately sought replacements for those respondents who declined to participate in the data collection process.

1.11 Assumptions of the study

The study worked with the assumption that;

- i. Kiswahili was a second language to all first graders and that teaching and learning is constrained.
- ii. Public primary schools in Makueni Sub County had grade ones who were taught and learned Kiswahili as a subject.
- iii. The responses to the data collection instruments were honest and accurate.

1.12 Theoretical Framework

Social Cultural Theory of Development

The sociocultural theory by Lev Vygotsky (1896-1934) elucidates the connection between an individual's cognitive processes and the cultural, institutional, and historical environment in which they exist. Consequently, the sociocultural perspective emphasizes the impact of engaging in social interactions and culturally structured activities on psychological growth. Murphy (2008) attributes the origins of Lev Vygotsky, a Russian psychologist known for his distinctive concept of zone of proximal development. Children are fully engaged in a social setting that exposes them to various social, cultural, and interpersonal encounters. The involvement in cultural interactions demonstrates the significant influence of the social environment as a primary catalyst for growth. First-grade students must engage with both educators and their guardians in order to acquire proficiency in the Kiswahili language. Hence, this study aimed to examine the correlation between learners' engagement with their surroundings and exposure to different languages, and its impact on language acquisition, highlighting the significance of this theory.

Wertsch (1991) identified three key elements in Vygotsky's theory that clarify the relationship between individual and social processes in learning and development. Individual development, encompassing higher cognitive abilities, is derived from social influences. This study aims to determine the instructional strategies for teaching Kiswahili to first-grade students. The research will examine how the Kiswahili curriculum is presented and explore the teachers' viewpoints on this matter. The study will also examine the correlation between the teacher and the student in the process of learning Kiswahili.

According to Wertsch (1991), the second component of Vygotskian theory is that human action, both in social and individual contexts, is influenced by tools and signs. These signs, known as semiotics, encompass various forms such as language, mnemonic techniques, writing, schemes, diagrams, and so on. Additional semiotic means refer to the supplementary resources employed in the process of teaching and learning. The study examined the accessibility of learning resources in the teaching and learning of Kiswahili. Vygotsky's theory sheds light on the importance of tools in the learning process. These semiotic means serve as tools for both facilitating the co-construction of knowledge and aiding future independent problem-solving activities through internalization.

According to Wertsch (1991), the third theme derived from Vygotsky's work suggests that the first two themes can be best understood by analyzing the learners' development over time. This can be achieved through their interactions with others and teachers, as well as through the use of different languages, particularly their native language. Through these interactions and language use, learners can enhance their language

semantics and comprehension. This theory offers a perspective on how learners can acquire proficiency in Kiswahili and effectively apply it in their future pursuits.

Vygotsky also highlighted the concept of Zone of Proximal Development (ZPD), which denotes the disparity between a learner's independent capabilities and their potential achievements with the guidance of a more knowledgeable individual. The ZPD denotes the spectrum of tasks that surpass the learner's individual capabilities but can be successfully accomplished with appropriate guidance and support. Teachers are responsible for instructing grade one students in the grammatical rules of Kiswahili. This study examined how the learners' first and second languages affect their understanding of Kiswahili. The reciprocal relationship between teachers and pupils influenced the difficulties encountered by the pupils during the language learning process.

1.13 Conceptual Framework

A conceptual framework elucidates the trajectory of a research endeavor and firmly establishes its foundation in theoretical constructs. The conceptual framework proposed by Imenda (2014) enhances the vitality of research. A study lacking a conceptual framework hinders readers in determining its academic stance. A conceptual framework, as defined by Evan (2007), is a model that researchers use to conceptualize and represent the relationships between variables in a study. This representation is typically presented in a diagram or graph. The following figure 1.1 therefore showed a model identifying the variables under this study and outlining their relationships.

Teachers' perception towards teaching and learning of Kiswahili language was expected to answer the question concerning the time allocation of the learning area, the interpretation of curriculum design and the work load, they experience during the

process. It is envisioned that time allocated for Kiswahili is limited and they are unable to allocated extra time for the learners due to the work load.

Availability of the learning /teaching resources was expected to contribute highly on understanding of the Kiswahili language. Varied and enough resources is believed to motivate the learners to learn and also be able to understand the language semantics with ease. This will evidently improve the performance of Kiswahili language among learners.

First and second language was envisioned to influence the learning of Kiswahili. First language influence affects both the teachers and the learners during pronunciation of terminologies in Kiswahili. This might influence the performance of Kiswahili language. The emphasis of English as a national language has a great impact on teaching and learning of Kiswahili since both teachers and learners concentrates in English more than Kiswahili.

The approaches used in learning process of Kiswahili played a greater role in understanding and performing in it. Varied and better methods of teaching contribute to high performance in Kiswahili. Teachers who employ different relevant teaching methods make the learning interesting and with ease of understanding the concepts in Kiswahili grade one learners.

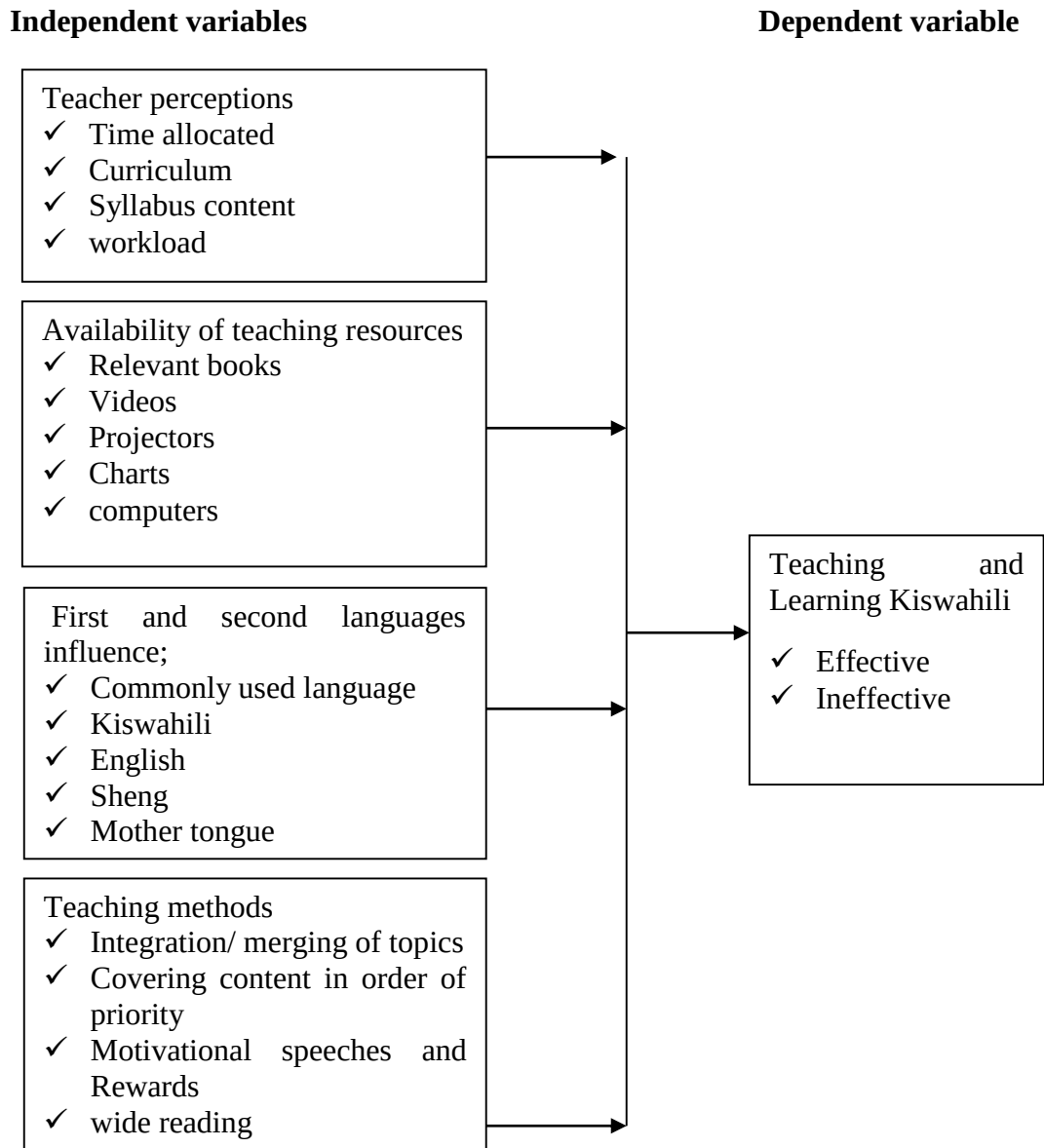


Figure 1.1 Conceptual Framework

Source: Researcher 2023

1.14 Operational Definitions of Key Terms

Factors affecting- these included teacher perception, availability of teaching and learning resources, first and second languages and teaching methods

Kiswahili-this was a learning area in the curriculum

Teaching- was the way of sharing or imparting of knowledge for intellectual growth on a specific area that is Kiswahili

Learning- was the way of acquiring of knowledge from a specific area that is Kiswahili

Grade one -was the first year of elementary school

1.15 Chapter Summary

The chapter covered the background of the study, the background reviewed Kiswahili language use in international perspective, in Africa and in Kenya. This chapter also presented the objectives guiding the study which included assessing the teacher perceptions on the introduction of Kiswahili language to grade one pupils in public primary schools, to establish the availability of teaching resources for Kiswahili language to grade one pupils in public primary schools, to determine the languages (first and second languages) influencing Kiswahili language learning by grade one pupils in public primary schools, to evaluate the teaching methods for learning Kiswahili language by grade one pupils in public primary schools and to discuss challenges facing grade one pupils in Kiswahili language learning in public primary schools. The chapter also presented the research questions the study answered, significance of the study, the theoretical framework, conceptual frame work and the definition of the key terms used in the entire research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presented a review of literature related to the study outlined under the following sub-sections derived from the objectives of the study: teacher perceptions, availability of teaching resources, influence of languages (first and second languages) on Kiswahili; teaching/learning methods and the challenges facing grade one pupils in language learning. Finally, a brief knowledge gap of the literature reviewed is outlined.

2.2 Empirical Review

2.2.1 Teacher Perceptions on Introduction of Kiswahili to Grade one pupils

According to Omah(2002) The teacher's perception about the acquisition and application of simultaneous communication skills, regardless of whether it is favorable or unfavorable, had an impact on the individual's success in the development and utilization of those talents. According to Ranklin (2021), a significant aspect to consider in the proficient use of Manual English or American Sign Language, apart from proficiency in the language itself, pertained to the matter of attitude. According to the KICD (2014), it is imperative for an English instructor to exhibit a friendly approach towards learners with hearing impairment as a primary requirement. Additionally, the teaching of English should be prioritized. The cultivation of a suitable mindset is vital in the instruction of the Kiswahili language as well. Teachers that exhibit a good attitude towards both their students and the subject matter have the ability to instill a similar attitude in their students. Similarly, it is worth noting that a teacher who holds a bad attitude about Kiswahili would inevitably transmit this perspective to the students. In order to facilitate effective language instruction and acquisition, it is imperative that both the instructor and the student possess a favorable disposition.

The attitudes of teachers towards the Kiswahili language may have an impact on students' academic performance in the subject. According to Ombui (2012), the performance of pupils in national examinations is influenced by the attitude of Kiswahili teachers.

According to Njoroge (2017), the attitude of instructors within a school system serves as a more significant indicator of the challenges to be encountered compared to any other source. According to Richards and Lockhart (2014), teachers' activities in the classroom are a manifestation of their knowledge and beliefs. The information and thinking of teachers provide a foundational framework that influences their instructional practices. According to the findings of Wallace & Leong (2020) it may be posited that teachers' behaviors are significantly shaped by their beliefs and attitudes, surpassing the impact of their knowledge. Hence, it is imperative for educators to possess a favorable disposition towards Kiswahili as a means to foster more positive attitudes within their student body.

According to Njuguna (2022), educators express a desire to observe the extent of academic advancement exhibited by their students at completion of a certain instructional program. In order to effectively fulfill their responsibilities, educators must employ the comprehensive professional training acquired during their tenure at teacher training institutions, such as colleges or universities. Additionally, they should demonstrate ingenuity and originality, as well as a strong commitment to the welfare of their students. Furthermore, teachers should allocate a significant amount of time towards assisting students in their academic growth, surpassing the mere adherence to the school's prescribed daily schedule. Motivation is thus an essential determinant in achieving this objective.

According to Ogott (2021), it was found that teachers had a favorable disposition towards the utilization of instructional resources in the instruction of Kiswahili poetry. However, it was observed that they were not employing a diverse range of instructional materials. According to O’Gorman's (2022) findings, a teacher in a specific area in Brazil expressed the opinion that the recommended book was deemed overly simplistic for a certain level, whilst another teacher in a distinct province held the belief that the same book was excessively intricate for the same level. In his research on the management of teachers by Head teachers, Ngala (2017) cites various studies that have explored the elements influencing pupils' academic achievement. This topic has been a prominent focus in educational research. One particular domain pertains to the administration of Educational Personnel, with a specific focus on instructors. In numerous instances, educators have been subject to inadequate management.

A study conducted by Miima, Ondigi, and Mavisi (2019) examined teachers' perspectives on the incorporation of ICT in the instruction and learning of the Kiswahili language in secondary schools in Kenya. The results demonstrated that the majority of Kiswahili instructors comprehend the advantages of incorporating ICT into the instruction and acquisition of the Kiswahili language. However, they exhibit reluctance to embrace it due to a multitude of obstacles. This study investigates the integration of Information and Communication Technology (ICT) into the daily classroom activities of Kiswahili language teachers. It explores their perspectives, limitations, and concerns regarding this integration. Additionally, it takes into account the utilization of ICT, as well as the impact of existing curriculum practices and policies on the willingness of Kiswahili language teachers to create innovative activities and teaching methods. The case study offers insights into the incorporation of Information and Communication Technology (ICT) in language teaching and learning across all educational levels.

A study conducted by Ajwang (2018) found a positive correlation between the attitude of Kiswahili teachers in primary schools and the academic achievement of learners. Specifically, the attitude of teachers accounted for 6.7% of the academic achievement of pupils. Abimbade (2019) asserts that teachers are considered effective when their instructional methods result in student learning. True learning occurs when a teacher is able to effectively influence a learner's behavior, indicating that the material has been truly understood and internalized. Therefore, it is crucial for the teacher to perceive teaching as a deliberate effort to impart their knowledge to students, employing the appropriate approach and attitude.

According to research conducted by Yara (2019) in Southwestern Nigeria, Bennett (2021), and Bennett et al. (2021), it was found that there is a strong connection between the positive attitude of teachers and the academic performance of students. Additionally, Ajwang' (2018) discovered that there is a positive correlation between the attitude of primary school teachers and the academic achievement of students. The teacher's attitude accounted for 6.7% of the academic achievement of pupils. In contrast, Nganga (2021) conducted a study in Siaya, Kenya, to determine the perception of teachers towards the Kiswahili curriculum. The study involved interviewing 63 secondary school Kiswahili teachers. The mean score for the items related to the Kiswahili curriculum was calculated, resulting in a mean score of 3.1, indicating a positive attitude. However, the students' performance was subpar as a result of their unfavorable attitude towards the subject of Kiswahili, as evidenced by an average score of 2.8. He determined that the attitude of the teacher does not ensure the performance of the students.

Idih and Tibategeza (2022) conducted a study on the learners' attitude towards English and Kiswahili in Tanzania. The study findings indicate that over 85% of the participants

utilize English frequently or consistently in educational settings. However, the situation shifts when considering language usage outside of the classroom. Kiswahili overwhelmingly prevails in all contexts, as it is the sole dominant language both within and beyond school settings. The study also demonstrates that the socio-linguistic conditions in Tanzania provide a rationale for the widespread use of Kiswahili as the preferred language in various contexts. Additionally, Kiswahili serves as the sole means of communication for many individuals who interact with people from diverse ethnic backgrounds. The study advocates for the simultaneous use of both languages in Tanzanian education, based on the significance of both languages to the country.

In their 2023 study, Savaco and Wambiri examined teachers' perceptions regarding the impact of Tusome Intervention strategies on the reading abilities of grade two pupils in public primary schools in Kilifi County, Kenya. The results demonstrated that instructional methods have a significant impact on the execution of the Tusome program in primary schools at the lower grade levels. Textbooks for students, guides for teachers, and storybooks were sufficiently provided. No additional information and communication technology (ICT) resources were given to the learners. The study found a strong correlation between the Tusome literacy intervention program and improved learner achievement in reading-related tasks, as well as overall learner achievement at the grade level. The study suggested that the Ministry of Education should implement literacy interventions to enhance learner achievement in other subjects. The instructional support provided should consider both the scale (number of teachers supported) and the logistical aspects of reaching schools, teachers, and head teachers.

2.2.2 Availability of teaching resources for Kiswahili language to grade one pupils

Any meaningful educational system must prioritize the provision of teaching resources. These materials include books, other forms of mass media, charts, audio-visual

materials such as radio cassettes, libraries, and programs, as well as a great deal of other resources that assist the instructor in putting the curriculum into action. According to the Ministry of Education (2003), an effective delivery of curriculum is highly dependent on the quality of the teaching and learning tools used. Lessons will be centered on the teacher because there will not be any instructional learning resources, and pupils will not be able to conduct their work independently.

It is possible that a lack of sufficient teaching and learning materials is the cause of pupils' poor performance in Kiswahili as a language. According to Scheerens and Scheerens (2016), who suggest that the availability of teaching/learning resources boosts the teaching/learning effectiveness that might bring about progress in academic success, the significance of teaching/learning resources in any topic cannot be discounted. This is evidenced by the fact that the availability of teaching/learning resources cannot be underrated. Eshiwani (2003) emphasizes further that the majority of schools have low performance because of a lack of teaching and learning materials that make learning exciting to the students. Barasa (2015) emphasizes the importance of learning materials in facilitating a better understanding of concepts. He goes on to explain that schools that have been around for a long time and have access to better resources are successful. In addition, he discovered through this research that schools with high academic achievement had a greater awareness of the utilization of modern tools for the teaching and learning of languages. According to Good (2019), which was mentioned in a recent study on the conditions and resources of teaching in the United States, it was discovered that teachers do not have access to the fundamental teaching conditions.

Mutheu (2019) found that there was a lack of curricular resources for the teaching and learning of Kiswahili. Because of this, teachers were unable to use resources on a

consistent basis when delivering lessons. In the research carried out by Mutheu, only one of the four instructors that were seen by the researcher employed the usage of a picture to demonstrate the material that was being taught. The poll found that only forty percent of teachers read newspapers and periodicals. This study looked at the issues that are presented by a lack of resources in the context of teaching and studying Kiswahili. The study by Mutheu focused on the selection and use of materials. Since the participants in Mutheu's study were only in the second year of high school, it is possible that they did not have a comprehensive understanding of the topic because they had not yet engaged with the materials necessary to finish an entire cycle of secondary education.

In his study on factors impacting usage of resources in teaching Kiswahili in selected public schools, Mogeni (2015) observed that resources aid recollect information and offer variation to a language lesson. However, these resources are insufficient and are seldom used by Kiswahili teachers. Mogeni's study was focused on selected public schools. The purpose of the study was to investigate how the availability of teaching and learning resources affected the implementation of the Kiswahili curriculum. Pavlovic (2016) found that the majority of non-projected media resources that were acceptable for the teaching and learning of English composition were not available, and that the few resources that were available were not used at all, with the exception of the chalkboard and the English class text.

Omolo (2016) conducted an investigation on the Availability of Kiswahili Instructional Resources in Kapseret Division, Uasin Gishu County, Kenya. The findings revealed that pupils' course books, teachers' reference books, chalkboards, and teachers' notes were easily accessible and commonly utilized as learning resources for teaching and learning Kiswahili. Regarding the acquisition of Kiswahili, additional resources such

as literature, visual aids, educational broadcasts, audio devices, audiovisual recordings, and printed publications were scarce and infrequently utilized. Based on the study's findings, it is imperative for instructors and school administration to work together in order to ensure the provision of instructional resources. Furthermore, the study proposed that the Ministry of Education should endorse a uniform Kiswahili textbook to be utilized in all primary schools.

A study on the subject of teaching resources and performance in the United Kingdom was conducted by Stevens and Graddy (2021). According to the findings of their research, the availability of school resources had a favorable effect on academic achievement at schools located in the United Kingdom. Students have more opportunity to participate in class thanks to the availability of resources, which also let instructors focus more on the needs of individual students. When there are not enough resources available, both teaching and learning can become difficult. Teevno et al (2020) conducted research on the difficulties encountered by both teachers and students in the process of secondary education instruction in Pakistan. According to the findings of the study, there is a problem with insufficient resources, which makes the teaching and learning of courses more difficult.

2.2.3 Influence of languages (first and second languages) on Kiswahili language learning

Kiswahili, English, and a number of other foreign languages are among the languages spoken by Kenya's multilingual population, which also speaks over 40 indigenous community languages. Since the post-independence period, the community languages have not received nearly as much recognition as they deserve. However, they are legally acknowledged as a mode of education in primary schools located in rural areas of the United States.

Kenya's community languages have limited significance beyond their own communities. They are not employed in formal settings; instead, they are exclusively employed in legal courts when some clients lack comprehension of English or Kiswahili, or at the "barazas" of chiefs, which are community gatherings. In 1953, UNESCO issued a recommendation regarding the inclusion of vernacular languages in education. The recommendation emphasized that children need to use their mother tongue in order to effectively socialize and develop their cognitive abilities.

Due to the fact that Kiswahili is a second language (SL), this indicates that there is only one norm of dialect inside the learner's inter-lingual focus of attention (Richards 2023). Learners make statements that are not identical to the set of utterances that a native speaker would be able to create if they tried to express the same meaning as the learner. This is because learners want to convey their meaning in a way that is unique to themselves. When someone makes an effort to learn a second language (SL), a number of processes that are normally dormant in their underlying psychological structure become active. Richards focuses on these five basic processes. Language transfer, transfer training, tactics for learning a second language, strategies for communicating in a second language, and the overgeneralization of linguistic content in a third language are some of these.

According to Richards (2023), language transfer is something that occurs frequently among SL students. He discusses linguistic items, norms, and subsystems that emerge in performance as a direct result of the impact of the speaker's mother tongue (MT) on their target language (TL). Musau (2023) found that students of SL often resort to switching between courses. This indicates that they speak or write Kiswahili with characteristics that may be traced back to their first language in a straightforward manner. According to him, the morpheme (hu-) is utilized for all classes in both the

singular and plural forms of the language in Kiswahili. This morpheme is used to denote the habitual tense or repeated action.

Kiswahili speakers whose home tongue is closely connected to Kiswahili and who speak Kiswahili also find that they make the same faults while writing or speaking the language. For example, according to Lado's (2017) theory of Contrastive Analysis, Bantus whose language is most similar to Kiswahili will go through a period of positive transfer. As seen in the following illustration, he claims that individuals have a propensity to transfer the forms and meanings, as well as the distribution of forms and meanings, of their native language and culture to a foreign language and culture. Take, for instance, the word *embuli-embusi*, which, when translated into Kiswahili, can be written as either *mbusi* or *mbuli*. Another illustration of this phenomenon is seen in the language *Lubukusu*, where certain sounds appear to be pronounced similarly. According to Mbaabu (2018), speakers of *Bukusu* employ [s] instead of [t] in words like *samini* and *thamini*, and *salasini* and *thelathini*, respectively. This kind of effect can be seen in the individual's written skills in Kiswahili. Lado (2017) made the observation that the most challenging domains are those that are most distinct from the L1. As a consequence of this, he proposed that instruction in a language ought to center on the distinctions between the two, but should also demand conscious comprehension and extensive practice.

In their 2018 study, Simiyu and Lwangale looked at how learning Kiswahili at public secondary schools in Kwanza Sub-County, which is part of Trans-Nzoia County, Kenya, affected students' ability to learn the language in their mother tongue. According to the findings of the study, the utilization of inter-language had a detrimental impact on the acquisition of Kiswahili language. In addition, the research found that both instructors and pupils had favorable attitudes regarding the Kiswahili language. As a

result, teachers should encourage students to keep a positive attitude in order to improve their performance in the Kiswahili topic. The study also discovered that a school's language policy had a negative impact on students' ability to do well in the Kiswahili language since the policy favored the use of English over Kiswahili. The findings of the survey also revealed that pupils had a restricted amount of time to communicate in Kiswahili. The use of Sheng' has a detrimental impact on students' abilities to acquire Kiswahili in secondary schools. In conclusion, when it came to teaching Kiswahili, the majority of teachers relied on the direct technique and the question and answer method more than any other approach.

Wagikondi (2014) conducted research into the factors that contribute to low achievement in English in the Kirinyaga District of Kenya. They found that when the language of communication at home and school is the mother tongue, then the acquisition of English skills is inhibited, which in turn causes the performance in English to be affected. Wagikondi (2014) suggested that there is a need to do study to investigate the influence of a student's mother language on their performance in Kiswahili. This was one of the author's recommendations.

The use of sheng' may also have a negative impact on one's ability to execute Kiswahili. Kiswahili, like other languages, has been seeing a surge of speakers known as "Sheng" in recent years. The majority of these speakers are young people and teenagers. According to Chomba (2013), Sheng is an emerging hybrid language that demonstrates an incredible amount of originality, innovativeness, and coinages in its vocabulary. The majority of the Sheng' words are disseminated throughout the many communities and schools thanks to the widespread exposure provided by music artists who include them into the lyrics of their songs. According to Jaika (2017), Sheng' has a negative effect on

students' ability to study Kiswahili and English, and as a result, the practice ought to be discouraged. The classroom is the ideal setting for doing anything like this.

The prevalence of one's mother tongue has shown to have an effect on one's performance in both English and Kiswahili, according to a number of research findings. In addition to Atetwe (2015), Adebayo (2018), Kembo (2016), and Lauri 2020. Other academics, on the other hand, do not share this viewpoint and have instead stated that a learner's mother tongue is still an essential component of their educational foundation. According to Sanader (2016), the use of one's mother tongue in education is necessary for effective communication, maintenance of cultural identity, and preservation of cultural heritage. According to Krashen (2014), the view that many talents learned in the first language can be transferred to the English language has support, and he states that this can be the case. Brown (2016) argues further in favor of the group by pointing out that when we learn to think, learn to communicate, and gain an intuitive understanding of grammar through the use of our mother tongue.

In contrast to other research, the utilization of the native language as a means of teaching is a prevalent practice in several nations. In Brazil, all public schools employ Brazilian Portuguese as the primary language of instruction. The official language of Brazil is Brazilian Portuguese, which is extensively spoken by the majority of the population. Brazilian sign language is recognized as an official language in Brazil. Minority languages encompass both indigenous languages and languages spoken by recent European and Asian immigrants. The population communicates in or uses approximately 210 languages, out of which 180 are native to the region. Brazilian private schools predominantly employ European languages, namely English, German, Italian, or French, owing to the country's European lineage (Ball, 2022).

According to Benson (2022), the majority of public schools in Canada utilize either English or French as the primary language for teaching. Most schools in the Republic of China utilize standard Chinese as the primary language of instruction. Minority languages, such as Mongolian, Tibetan, and Korean, are employed in elementary and secondary schools that cater to ethnic minorities (Nyika 2019).

In India, the language used for teaching varies between English, Hindi, and the official languages of the respective states. Private schools typically prioritize the use of English, whereas government primary schools commonly employ either Hindi or the official languages of their respective states. The choice of language for instruction in India varies depending on the state and its designated official language. In the Philippines, the Filipino language, which is the native language, is employed alongside English as the primary means of teaching from early childhood education to higher education (Gobana, 2018).

Most schools in Malaysia use Malay as the primary language for instruction. Nevertheless, there are Chinese and Indian schools catering to their respective communities, where Mandarin and Tamil, their native languages, are permitted as the medium of instruction. However, Malay is still mandatory as a subject in these schools (Kuper, 2017).

In Australia, the majority of schools employ English as the primary language of instruction, as it is the native language of the country (Mebratu, 2018). However, in the State of Victoria, renowned for its significant Greek and Italian immigrant populations, there exist several schools that offer instruction in Greek and Italian, the respective mother tongues. Australia does not have an officially designated language, however, English is widely recognized as the de facto national language and is spoken by the

entire population. A de facto language is a language that is commonly spoken by the majority of people in a country, but it is not officially recognized or regulated by any laws (UNESCO, 2018). It is noteworthy that Australia is a linguistically and culturally diverse nation, with influences from over 160 spoken languages. The indigenous languages in Australia were nearly wiped out by the early European settlers, but a small number of these aboriginal languages have managed to endure to the present day (Kuper, 2017).

In Finland, the primary language used for teaching is Finnish. However, in certain schools located along the coast, Swedish is also used as an official language for instruction. These two languages are used as the medium of instruction because they are the official languages of Finland (Foley, 2017). Slovene is the primary language used for instruction in Slovenia. Bilingual instruction in Slovene and Hungarian is mandatory in regions with a Hungarian ethnic minority. Within the Italian ethnic community area, primary education is available in either Slovene or Italian (Mebratu, 2019).

According to Jacqueline (2014), English is predominantly utilized as the primary language of instruction in the United Kingdom. In Scotland, English is the main language used for teaching, but Gaelic medium education is also an option. Gaelic medium education (G.M.E. or G.M.E.; Scottish Gaelic: Foghlamtro Mheadhanna Gàidhlig) is a type of education in Scotland where students are primarily taught in Scottish Gaelic, with English being taught as a secondary language (Foley, 2017).

The situation in the United States of America is distinct. The United States of America is a developed nation and one of the world's leading and economically stable countries. However, despite gaining independence on July 4th, 1776, the use of the colonial

language still dominates various sectors of the government, including the education system. English-only policies have garnered significant public support in the country since its colonization by the British (Macedo, 2000, as cited by Shongwe, 2018). The English-only movement has achieved notable success at both the state level and within the education system. Over the last twenty years, numerous states in the United States have embraced English as the designated language and curtailed the utilization of alternative languages in governmental and public sectors, including educational institutions. The instructional materials and books are exclusively in the English language. Proficiency in English is a prerequisite for teachers, while familiarity with students' mother tongue is not obligatory. Although it is permissible to integrate students from various age groups, language groups, and grade levels for English instruction, it is strictly forbidden to utilize students' native language for teaching subject matter. According to Shongwe (2018), this initiative allows parents to take legal action against teachers who use languages other than English in the classroom, as stated by Macedo (2000).

It is evident that in the majority of Asian and European countries, the native language is employed as the primary language for teaching. In the Philippines, the mother tongue, Filipino, is utilized alongside English as a means of instruction. This is due to the implementation of Mother Tongue – Based Multilingual Education in the country. The United States of America also experiences the persistence of the colonial language. This can be attributed to the English-only movement, which has achieved success at both the state level and within the education system.

In Africa, the decision to use these languages as a means of teaching is rooted in the belief that foreign or second languages offer significant educational and economic advantages to African nations. These languages allow Africans to effectively

communicate with individuals from other countries worldwide (UNESCO, 2018). Contrary to popular belief, research indicates that education delivered in these languages often lacks quality due to the learners' dual challenge of comprehending both the new subject matter and the language used to present it. UNESCO (2018) suggests utilizing African languages as the primary means of teaching and as the languages used for exams in schools.

Within the region of Sub-Saharan Africa, Ouane (2018) reports a range of 1,250 to 2,100 languages. Regrettably, educational opportunities for school children in this area to learn in their native language are exceedingly scarce. Several African nations continue to utilize colonial languages as the primary mode of instruction across various educational levels. According to Kuper (2017), in 22 out of 39 African countries, primary education continues to utilize one of the languages inherited from the colonial era. Only three countries, namely Ethiopia, Eritrea, and Tanzania, exclusively utilize the native language throughout the entirety of primary education.

According to Mebratu (2018), the use of the mother tongue for learning is not a recent occurrence in Ethiopia. The issuance of an interim education and language policy by the Transitional Government of Ethiopia (TGE) can be traced back to the early 1990s. The Transitional Government of Ethiopia (TGE) governed the nation according to a transitional charter that acknowledged the entitlements of individuals, ethnic groups, and nationalities to exercise self-determination. This included their rights to foster and safeguard their cultural heritage, history, and linguistic traditions. In 1992, the TGE implemented new policies regarding primary education in ethno-national languages. The policy mandated that starting from the 1991-1992 school year, the Afaan Oromo, Wolaita, Sidama, and Tigrinya languages should be utilized as the primary means of instruction.

In South Africa, students receive instruction predominantly in their native language from Grade 0 through Grade 3. Starting from Grade 4, English is the primary medium of instruction in most schools, with the exception of a few where Afrikaans is utilized. According to the national curriculum, students are obligated to study a minimum of two official languages as distinct subjects. One of these languages must be studied at the level of the student's native language, while the other must be studied at least at the level of a first additional language. According to Foley (2017), isiZulu is the predominant language spoken by the majority of students at the school.

2.2.4 Teaching methods for learning Kiswahili language by grade one pupils in public primary schools

According to Ministry of Education (2016), the term "teaching methods" refers to many ways and means that can be employed to accomplish a particular goal. These include the techniques that are used to teaching the topic, the instructional methods and activities that are used for teaching and learning, as well as the manner in which the necessary abilities are acquired. Depending on the teaching and learning circumstances of a particular session, a good teacher will employ a variety of instructional strategies within the same lesson.

According to Berry (2019), it appears that teachers are more likely to instruct using methods that are centered on the teacher rather than approaches that are centered on the learners. The Bloom's taxonomy classifies learning into three primary categories: cognitive, emotional, and psychomotor, and each of these categories can be used as a basis for determining the style of instruction that a teacher can utilize with their students. Learning can take place in the cognitive domain through the utilization of any and all instructional strategies; learning in the emotive domain can be accomplished through the utilization of methods such as discussion, case study, and role play; and

psychomotor learning can be best obtained by active physical engagement, such as demonstration, experimentation, or project work.

According to the findings of a study that Hasindu (2019) carried out on teachers' instructional strategies on students' performance in English in KCSE in Samia District, Kenya, it was discovered that classroom talk was encouraged in English because the policy in the majority of the schools in the district is that students must communicate in English. The study was carried out in Kenya. As a result of this, he advised that additional research into the use of students' mother tongues in educational settings as a factor that effects students' performance in the languages English and Kiswahili be carried out.

According to the Kenyan Ministry of Education (2019), the student should be placed at the center of the teaching and learning process through the use of approaches that actively and meaningfully engage learners in the activities that comprise the learning process. In order to make learning Kiswahili entertaining for the students, the lesson needs to make use of the most up-to-date and relevant teaching strategies, such as learner-centered strategies including role playing, group discussions, and demonstrations. According to Kamau (2013), instructors of Kiswahili tend to favor the lecture method of instruction because it requires less preparation both in terms of time and resources.

According to Farrant (2016), resource-based learning inspires the sense of pride in the teacher over the extent to which the pupils can learn. It shifts the focus of teaching and learning from being concentrated on the instructor to being centered on the learner. Learners have an increased number of possibilities to participate in class thanks to the materials. In classrooms when there is a lack of suitable teaching and learning materials,

teachers are more prone to resort to teacher-centered strategies like lecturing. Students are expected to sit quietly and pay attention during lectures; as a result, practically little can be gleaned from observing their behavior. According to Farrant (2016), systems that emphasize on the instructor have a propensity to see students as uniform groups of learners rather than individuals with varying requirements and abilities. According to Arends (2017), this presents a significant obstacle for educators due to the fact that students have varying levels of capability. Utilizing a wide array of teaching and learning resources can help make it easier to provide instruction and instruction that is centered on the learner.

According to the KICD syllabus (2018), it is recommended that teachers place an emphasis on language skills in order to help students improve their capacity to communicate in Kiswahili. In addition to this, it places a strong emphasis on the utilization of various educational materials and encourages improvisation in situations where such materials are unavailable. This would ensure that concepts are comprehended to a greater degree. According to Mayer (2019), visual resources play a crucial part in helping education since they help clarify, define, and explain the associated teaching point. Therefore, it is acceptable to claim that the simultaneous presentation of word and visuals is necessary in order to establish an atmosphere conducive to meaningful learning and to provide an input that can be comprehended.

Speaking, listening, reading, and writing are the four aspects of linguistic competence that are emphasized in the Kiswahili curriculum for secondary school, as outlined in the KICD (2012) curriculum. Using a variety of resources would ensure that the skills are effectively taught because it would appeal to more senses than using just one type of instructional material. As a result, this would lead to increased retention. According to Effiong, Ekpo, and Igiri (2015), instructional materials have a significant impact on

students' levels of memorization, which in turn has a positive impact on the overall teaching and learning process. Additionally, this would take into account additional individual variances. According to Plakans (2011), it is crucial for a teacher to be able to watch pupils when they are using language in context or while they are engaged in activities that demand performance of languages. These include activities involving both listening and speaking.

A study conducted by Ndwiga et al (2020) examined the effectiveness of explicit teaching methods on learners' achievement in Kiswahili composition writing. The study revealed that the control school rated explicit methods more favorably, with a mean score of 3.75, compared to the experimental school, which had a mean score of 3.22. However, the question and answer method received high ratings in teaching *ratiba* and *insha za mdokezo* in both the experimental and control schools, respectively. The experimental school had a p value of 0.919, indicating a lack of significant relationship between the variables. In contrast, the control school had a p value of 0.007, signifying a significant linear relationship between the variables. The study suggests that Kiswahili teachers should be equipped with additional pedagogical skills in order to proficiently and suitably employ explicit methods for teaching different Kiswahili compositions.

Sika and Ochieng (2023) investigated challenges related to the availability of Kiswahili teaching and learning resources and proposes strategies for academic improvement. Findings indicate that most secondary schools have a low book ratio of 1:3, and all other resources scored poorly, with a mean of 2.92, highlighting resource inadequacy as a significant challenge. The study recommends implementing strategies like donations, fundraising, and parental involvement to enhance resource availability. In

conclusion, it emphasizes the need for government and stakeholder collaboration to improve Kiswahili's performance as a subject.

In their research, Nyaki et al (2022) examined the utilization of Learner-Centered Methods (LCM) to enhance the development of reading skills in Standard I and II students in Hanang District, Tanzania. The study revealed that the Language-Context Method (LCM) was utilized in the development of reading skills. The majority of teachers, school heads, and district education officers acknowledged that teachers employ LCM in the teaching and learning process. However, certain methods were not implemented due to various challenges. For instance, some teachers lacked sufficient proficiency in certain methods, such as distinguishing between simple word cards and wall words. Additionally, a number of teachers did not utilize LCM due to limited resources and facilities, particularly the absence of electricity in many schools within the Hanang district. The study determined that LCM is utilized for the enhancement of reading abilities. However, certain challenges must be taken into account to ensure the effective implementation of LCM by teachers in the development of reading skills. A study suggests increasing the number of classrooms to achieve a balanced pupil-to-classroom ratio, which would facilitate the effective implementation of LCM. Additionally, the study recommends providing in-service training to teachers to enhance their skills in applying LCM.

In Finland, the Finnish Board of Education (2018) conducted a survey evaluating the pre-primary curriculum, emphasizing the structure of content and the methods of teaching literacy for pre-primary pupils. The study used questionnaires to collect data from head teachers and observation guides to observe the teaching and learning activities. Convenient and purposive sampling techniques were used to sample the head teachers. The study found that the use of game-like methods in Finland had proven to

be most effective for pre-primary children, especially for children starting to learn to read. Further, the study found that teachers were highly educated and had the competencies to develop their teaching by using approaches and methods of scientific inquiry. Besides, the study recommended that teachers teaching reading skills at pre-primary level adopt teaching methods that promote peaceful work, play, learning and doing together, meaningfulness of learning, peace and quietness, experiencing joy and other activities such that pupils interact and cooperate with each other actively. However, despite being very specific and accurate in stating the research problem, this survey's attention was diverted in the presentation of the findings. The study only explored the most effective teaching methods.

In South Africa, Masalesa (2019) examined methods of teaching to influence reading abilities. The study targeted teachers teaching reading in standard I, with observations, interviews, and document reviews being used to collect data in public primary schools. The study focused on the methods used to teach reading and writing in Standard One. The study findings showed that teachers had no specific teaching methods; instead, they adopted methods depending on the subject content, the nature of the pupils, and the availability of the teaching and learning resources. The study was very comprehensive methodologically in terms of data collection instruments used as well as on the target population. However, it showed that teachers were liberal in choosing the teaching and learning methodologies that were effective for developing reading skills among pupils in standard one.

Junior (2020) conducted the study on use of learner centered teaching methods towards improving pupil performance in secondary school physics in Migori County, Kenya. A one-shot cross sectional survey design was used in the study. Data was gathered through semi-structured interviews, focus group discussions, and document analytic

assessments. The study did not specify the sample size or the target population, which could have jeopardised the findings' trustworthiness. While the survey design was justified, the study included qualitative data collection methods such as focus group discussions and documentary analytic evaluations, which incorporated the qualitative part into the quantitative investigation. The study found that the use of child centred methods in Kenya had proven to be most effective for pre-primary children, especially for children starting to learn to read. However the schools were lacking supportive materials for effective development of reading skills.

Kewaza and Welch (2018) conducted a study on how child centred method is used in developing reading skills among primary school pupils in Uganda in Kampala, Uganda. Surveys, interviews, and questionnaires were used to collect quantitative and qualitative information. The study was guided by three data collection approaches: examining the impact of class size on the teaching methods used to teach reading skills in primary classes, the effect of large classes on the teaching resources used to teach reading skills in large classes, and the effect of enrollment on teachers' attitudes toward teaching reading in large classes. In the 16 primary schools chosen for the study, data were collected from 48 instructors of reading skills in lower primary classes, 16 primary head teachers, and 16 heads of lower sections. The majority of respondents indicated that the most prevalent instructional approaches utilised by reading teachers in packed classes were those that tended to raise choral reading. Such strategies aided teachers in engaging all pupils in reading. Furthermore, such strategies indirectly allowed teachers to have better class control.

In Tanzania, Anney, Mmasa, and Ndunguru (2016) explored literacy and numeracy teaching in pre-primary school classrooms through mixed approaches. The study targeted the head teachers, teachers, and pupils sampled using both probability and non-

probability techniques. The study findings indicated that the dominant approach used by the teachers in teaching literacy was a didactic approach, which was too bookish and had no participation from the pupils. The study further indicated that there was very little LCA in the process of teaching and learning. Instead, data from observation guides indicated that teachers dominantly used lecturing methods and that pupils were required to re-produce whatever the teachers delivered in the classrooms. The study examined teachers' fidelity in implementing the competence-based curriculum through the use of LCA as stipulated in the CBC.

In a study conducted by Mafoli (2021), the impact of instructional methodology on the performance of poetry in Kiswahili was examined in secondary schools in Lugari Sub-County, Kenya. The predominant methods used in teaching poetry in Kiswahili lessons were found to be Oral Questioning and Lecture. Furthermore, it was determined that Kiswahili teachers were deficient in fundamental planning resources. The researcher recommended that teachers of Kiswahili utilize student-centered methods and receive training on the influence of planning on students' achievement in poetry. School administrators should ensure that teachers utilize instructional tools to thoroughly prepare for lessons and then follow up on their implementation. The researcher also suggested that additional investigation should be undertaken to ascertain the reasons behind teachers' underutilization of planning tools, as well as the significance of the Kiswahili teachers' guide book in the instruction and comprehension of poetry.

According to Kithinji et al. in Wamokhela (2018), teachers should consider certain factors when selecting a teaching method. For example, certain educators adopt a profound approach to learning. These teachers possess confidence and diligently prepare for their lessons. Conversely, certain individuals may choose to engage in superficial learning, such as relying on expository teaching methods. The choice of

teaching method is always contingent upon factors such as time, resources, and class size. Furthermore, the importance of considering the objectives of a lesson should not be underestimated when selecting a teaching method. Certain instructional approaches are more suitable than others, depending on the specific objectives being pursued. The entry behavior of learners, along with their interests and social and cultural background, must not be disregarded. Furthermore, it is important to emphasize that learner engagement plays a crucial role in facilitating the process of learning. Consequently, a teacher selects a pedagogical approach that facilitates engagement with the student. The aforementioned factors are equally applicable to the instruction of poetry in Kiswahili. For example, the instruction of poetry should involve active participation in order to generate enthusiasm from students. In a study conducted by Wamokhela (2018), it was discovered that the majority of learners concurred that group discussion had a positive impact on their learning. Opponents of the method argued that teachers' lack of active involvement in the discussion led to a negative perception of the teaching method. Consequently, it is crucial for a teacher to adequately prepare in order to provide a learner with the chance to derive pleasure from the process of teaching and learning.

Murunga (2019) noted that the instruction of poetry in Kiswahili was primarily led by the teacher's speech. Kiswahili teachers failed to provide contextual information for the questions and disregarded students' ideas during lessons. Teachers of Kiswahili must recognize the significance of learner-centered instruction. Recommended methods for instructing poetry in Kiswahili encompass dramatization, role-play, recitation, discussions, and composition of various poetic forms. According to Wasike (2019), the utilization of dramatization and role-play in teaching incorporates visual, auditory, and kinesthetic elements into the learning material. This altered the learners' pessimistic perception of learning. Utilizing role-play as a method of teaching

Kiswahili necessitates the allocation of distinct roles to learners, based on the content that needs to be acquired. When executed proficiently, learners can comprehend the emotions conveyed in the story as well as their cultural context. Dramatization entails the portrayal of characters grappling with challenges and engaging in conflicts. As an instructional approach for teaching poetry, it incorporates real-world scenarios that learners can actively engage with (Vodickova, 2019). According to Wasike (2019), learners have a higher ability to remember information when dramatization is employed.

In their study, Wamokhela (2018) examined the use of discussion as a highly effective method for teaching literature in Kiswahili. Wamokhela suggests that in order to utilize group discussions effectively, it is important to make thorough preparations beforehand. This entails taking into account previously mentioned factors such as time, resources, and class size. The teacher can effectively group learners by comprehending their aptitude and preferences. While Wamokhela (2018) focuses on the instruction of literature in Kiswahili, the content is applicable to teaching Kiswahili. Kiswahili is intricately linked to the cultural heritage of the Swahili people. According to Wasike (2019), Kiswahili is universally present in all cultures. Learners must identify the meaning in order to comprehend. Consequently, learner-centered activities facilitate learners in visualizing and comprehending these emotions. If the teacher exercises excessive control over the lesson, it is probable that learners will struggle to comprehend the intended meaning, resulting in their persistent underachievement in Kiswahili. Efficient instruction entails equipping learners with the necessary skills to enable independent learning. This is accomplished through consistent and ongoing practice.

2.2.5 Challenges facing grade one pupil in Kiswahili language learning

In spite of all of Kiswahili's achievements, the language still had a great deal of room for improvement. For example, Molenje (2018) argued that the language dynamics in Kenya, similar to other nations, are intricate due to the presence of numerous African languages and the language of the former colonizers, which in Kenya is English. This is the case due to the presence of numerous African languages as well as languages inherited from former colonizers. In Kenya, there is a prevailing colonial mindset that considers English as the dominant language for official communication. Consequently, the English language is given an excessive amount of importance (Gichuru & Amimo, 2019). Because of this, everyone, including students and teachers, incorrectly uses Kiswahili, which is our native language. There is no exception to this rule. The study of English is becoming increasingly important to a lot of people. They make the assumption that the listeners are conversant in Kiswahili and, as a result, they do not place a significant amount of stress on the language.

KICD (1976) by way of the National Centre for Early Childhood Education (NACECE), implemented a language policy in Early Childhood Education (ECE), which recommended that the language spoken in ECE centers should be the language spoken in the catchment area. In communities where people speak the same language, utilizing one's mother tongue is encouraged. In the first grade, students are given their first taste of Kiswahili as a subject option. According to the findings of the researcher, the majority of preschools introduce the English language first, followed by Kiswahili, regardless of the type of curriculum that they follow. None of the education commissions mentioned above that were concerned with the promotion of Kiswahili made any mention of the significance of teaching the language to young children. Because of this, the teaching of Kiswahili in preschool does not receive a lot of attention

or priority. As a consequence of this, children do not have a solid foundation in Kiswahili, which would make it easier for them to learn the language when they start class one (Mose, 2017).

Children in the first class, in communities where Kiswahili is taught as a second language, are more likely to struggle with the language's acquisition than children in the classes that come after them due to the fact that many of them do not have any prior knowledge of the language. According to Krashen (2017), a person's prior knowledge and foundation are extremely important for further acquisition of new information. According to Krashen's natural order theory of learning a second language, he suggests that if a learner is exposed to the target language in a constant and consistent manner, it may become an easy process for them to complete.

The learning of a second language can be hindered by anxiety brought on by a feeling of incompetence with the first language. An anxious learner or instructor is less likely to speak in the target language during class or engage speakers of the target language in informal interaction. According to Mitchell et al (2019) this factor has a negative relationship with successful learning. Learning a second language is impacted by a person's role in their first language. Acquisition of a second language is impacted by cross-linguistic influences that come from the first language. Some people have a good transfer to their second language, while others have a poor transfer, which can make it more difficult to learn that language successfully.

There are four Kiswahili skills that are required to be taught in accordance with the KICD class one syllabus (2012). These are the skills of reading, writing, speaking, and listening. The overarching objective is for children to demonstrate mastery of these skills at a level equivalent to that of class one. A typical week of learning Kiswahili

consists of five classes. Every single lesson lasts for half an hour. According to the curriculum, each of the four competencies ought to be covered on a weekly basis. As was mentioned above, Kiswahili is typically taught as a subject beginning in the first grade at many schools, while English is typically taught beginning in preschool. subject at that early stage, despite the fact that we are aware that starting early with language learning is likely to lead to better long term results provided that early learning is maintained and reinforced as the child gets older.

According to Long (2020), it is much simpler to inspire a younger child to learn a language than it is to do the same with an older child. Therefore, it would appear that the teaching of Kiswahili as a subject in preschool would have better outcomes than when it was initially introduced in class one.

2.3 Summary

The above reviewed literature showed that many scholars had found out that there were many factors and challenges that affected teaching and learning of Kiswahili language. Majority of these studies are majorly focused to secondary schools, others majored on upper primary schools. Moreover, those related studies done in Kenya were conducted in other counties. There was no single study done in Makueni County. This study sought to fill this gap and assessed the factors affecting Kiswahili language teaching and learning among grade one pupils in public primary schools in Makueni Sub County, Makueni County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

According to Kothari (2004), research methodology refers to a systematic approach for resolving research problems. Within this field, we examine the typical procedures employed by researchers to investigate a research problem, as well as the underlying rationale behind these steps. This chapter provided a comprehensive explanation of the methodology employed to carry out the study and the research design. Additionally, it provided information about the specific group of individuals being studied, the method used to select participants, and a detailed description of the tools or measures used in the research. The chapter primarily addressed pilot testing, the validity of research instruments, reliability, data analysis, and ethical considerations.

3.2 Research Design

This research study used the descriptive survey research design. The study used both quantitative and qualitative research design. This design allowed the study to generate a lot of new and specific information about the area under study, increasing the study's ability to develop more practical insights that lead to the development of more actionable and sustainable recommendations (Gatara, 2010).

Fraenkel & Wallen (2014) defined the descriptive survey research method as a technique that involves posing questions to a large sample of individuals regarding a specific topic. The primary objective is to obtain an accurate portrayal of the characteristics of the subject being studied and determine its frequency of occurrence. As stated by Creswell and Clark (2007), this type of design allows for cost-effective collection of data from a large geographic area and yields accurate and dependable

generalizations. The study aimed to determine the factors that affect the instruction and acquisition of Kiswahili among first-grade students in Makueni sub County, Makueni County.

3.3 Location of the study

The research study was conducted in public primary schools in Makueni Sub County, Makueni County. Makueni County is a County in the former Eastern Province of Kenya.

Makueni Sub County has seven educational zones namely: Wote, Nzau, Kathonzweni, Mbitini, Kitise, Mavindini and Kikumini zones. Makueni Sub County was selected as the area of study because of its cosmopolitan nature. Its residents especially pupils use Kiswahili as a major language of communication despite Kamba being the native language. Even though Kiswahili was being spoken in the area, the researcher was keen to establish the factors affecting the teaching and learning of Kiswahili in grade one pupils. Its easy accessibility to the researcher was another reason being selected. Its population was a true representation of Makueni County and therefore the data collected was used generalize the situation in Makueni County.

3.4 Target Population

To determine the research sample, the initial step was to precisely and accurately define the research population of interest. Kumar (2005) defines population as a collection of all entities that share a specific set of predetermined characteristics relevant to a particular research problem. According to Osso and Onen (2008), the target population is defined as the complete set of individuals or the entire context that a researcher aims to apply the findings of the study to.

According to the County Education records, there was one head teacher and one Grade one Kiswahili teacher in each school. There were seven educational zones in Makueni Sub County. The educational zone had the following distribution of public schools; Wote had 44, Nzau had 32, Kathonzweni had 32, Mbitini had 50, Kitise had 28, Mavindini had 36 and Kikumini had 26 public schools. This totaled to 274 public primary schools. Therefore, the target population for the study was all head teachers and Kiswahili grade one teachers of the schools in Makueni sub county, Makueni County. This summed up to 548 respondents; 274 head teachers and 274 grade one Kiswahili teachers. The study focused on grade one Kiswahili teachers to establish the factors influencing the teaching and learning of Kiswahili to grade one pupils, since they are in a better position to provide the anticipated data.

3.5 Sample Size and Sampling Procedure

A sample refers to a substantial proportion of the study population that is adequate for research purposes (Creswell, 2017). The attributes of the sample can be extrapolated to accurately depict the entire population from which it was selected (Best & Kahn, 2016). Studies are often constrained by factors such as time, expenses, and the availability of respondents. Consequently, researchers must rely on representative samples to account for the entire population (Cohen, Morrison, & Manion, 2017). The study collected data from public primary schools located in Makueni Sub County.

The study sampled 82 public primary schools from the total 274, using simple random sampling representing 30% of the target population in line with Mugenda and Mugenda's (2003) who recommended that a good sample size should range between 10%-30% of the population. The teachers were then automatically selected from the sampled schools. The study sampled 14 head teachers 2 from each educational zone.

Orodho (2012) deems purposive sampling is the most appropriate when seeking an expert opinion from participants with information on the study problem.

Table 3.1: Population and Sample Size

Category	Population	Sample	Percentage	Sampling technique
Schools	274	82	30%	Simple random
Head teachers	274	14	5%	Purposive
Teachers	274	82	30%	Simple random

Source: Researcher, 2024

3.6 Data Collection Instruments

Data collection, as defined by Burns and Grove (2005), refers to the meticulous and methodical gathering of information that is pertinent to the research purpose or the specific objectives, questions, or hypotheses of a study. The study employed questionnaires and interviews as means of data collection.

3.6.1 Questionnaire

Data was collected from the respondents using a questionnaire, which was a convenient and efficient method. The questionnaires allowed respondents sufficient time to consider their answers and save time. Additionally, this method enabled the collection of information from a large sample size. The study employed questionnaires as a means of gathering data from Kiswahili teachers in grade one of the chosen public primary schools.

The questionnaire for the teachers was divided into two sections. The initial segment comprised contextual details emphasizing gender, highest educational attainment, teaching experience, and the mean number of Kiswahili lessons taught per week. The second section comprised inquiries pertaining to the teachers' perception, accessibility of instructional materials, impact of primary and secondary languages on the

acquisition of Kiswahili, pedagogical approaches, and obstacles encountered by grade one students in learning Kiswahili.

3.6.2 Head teachers' interview

The collection of qualitative data from the head teachers involved conducting open-ended one-on-one interviews. This section addressed the difficulties encountered by first-grade students in learning the Kiswahili language in public primary schools. The one-on-one interview is a widely used method in educational research. It involves the researcher asking questions and recording answers from a single participant at a time. This data collection process is described by Creswell (2012). One-on-one interviews are most suitable for interviewing participants who are confident in expressing themselves, possess good communication skills, and feel at ease in sharing their ideas (Creswell, 2012). Although individual interviews are the most time-consuming and expensive method, they are preferred because they gather data from all the head teachers who manage the public primary schools in the study.

3.7 Pilot Testing of the Research Instruments.

Prior to collecting data, it is crucial to assess the feasibility, dependability, and accuracy of the data collection tools (Creswell, 2012). To ensure clarity and comprehensibility of the instruments' language, piloting was conducted. Additionally, the layout and length of the tool were designed to optimize the efficiency of respondents in answering the questions. A preliminary investigation was carried out at Ngutwa primary school in the Wote zone and Kilili primary school in the Nzau zone. Subsequently, these schools were excluded from the primary investigation while gathering data.

3.8 Reliability and Validity

Reliability and validity are concepts rooted in a positivist/post-positivist epistemology, as discussed by Watling (as cited in Winter, 2000). The validity of an instrument or any data collection and measurement procedure is contingent upon its ability to accurately measure the intended target. However, this condition can only be met if the instrument is initially reasonably reliable. Validity checks should ideally be conducted after reliability checks, but only for instruments that demonstrate satisfactory reliability.

3.8.1 Validity

Validity refers to the extent to which the results and analyzed data accurately represent the phenomenon being studied (Orodho, 2009). Validity pertains to the suitability, significance, accuracy, and utility of any conclusions that a researcher derives from data acquired through the utilization of an instrument. A measuring instrument is considered valid if it accurately measures the specific quantity or characteristic it is intended to measure and effectively fulfills its intended purpose, as per Patten (2004). The validity of a research instrument is determined by the extent to which the collected data effectively samples the significant aspects of the study's purpose. The research instrument should sufficiently cover the topic being studied. The research instrument's content validity can be improved by employing expert judgment (Best & Kahn, 2011). Patten (2004) highlights that validity is a matter of varying degrees, and the discussion should revolve around the extent to which a test is valid, rather than whether it is valid or not, as no test instrument can achieve perfect validity. A preliminary study was conducted to enhance the credibility of the assessment, subsequently, the responses to each question were examined to identify any instances of misinterpretation or contradictions.

The validity of this study was contingent upon the degree of accuracy rather than being an absolute condition. However, content validity was attained by incorporating the expert assessment of the supervisors from Moi University, who identified the flaws in the instruments and made necessary adjustments. This was confirmed through a pilot study conducted in two randomly selected schools, where two teachers and two head teachers were specifically chosen to respond to the research questions.

3.8.1.1 External validity

According to Burns and Grove (1993), external validity is the degree to which the results of a study can be applied to a larger population beyond the specific sample that was studied. Put simply, generalizability refers to the extent to which the findings of a study can be applied to different individuals, settings, and time periods (Polit & Beck, 2008). The researcher aimed to enhance external validity in this study by securing a substantial participant response rate through effectively communicating the significance of the study to them. The selected survey design will guarantee that respondents complete all questionnaire items. If individuals who were chosen do not ultimately take part in the study, this will be documented in order to assess potential risks to external validity.

3.8.1.2 Internal validity

Internal validity refers to the extent to which alterations in an independent variable can be directly linked to changes in a dependent variable. Internal validity is a matter that can vary in degree, such as being high, medium, or low, rather than simply being present or absent. The level of certainty that a researcher has in their findings is directly related to the degree of internal validity in the research design (Finger & Rand, 2003). Therefore, the validity of the study is compromised due to the absence of control over

extraneous variables that could potentially disrupt the results and the experimental design. Augmenting the sample size will enhance internal validity.

3.8.2 Reliability

Reliability, as defined by Polit and Beck (2008), pertains to the precision and consistency of an instrument in measuring the intended attribute. It is commonly linked to the technique employed for measuring the research variables. According to Burns and Grove (2005), reliability refers to the consistency of measurements obtained when using a specific instrument. If a study is highly reliable, consistent results should be obtained every time the study is conducted, assuming that the variable being measured remains unchanged. Dependable instruments amplify the effectiveness of the study in identifying significant disparities or connections that are truly happening in the target population. Reliability is measured on a scale and is typically represented by a correlation coefficient. A value of ± 1.00 indicates perfect reliability, while a value of $.00$ indicates no reliability. The most commonly used method for assessing internal consistency is the Cronbach alpha coefficient (Pallant 2007). The study utilized Cronbach's alpha coefficient to assess reliability, with a recommended threshold of 0.7 or higher. Reliability was ensured through the reduction of measurement error sources, such as data collector bias, during the administration of questionnaires. Additionally, standardized conditions were implemented, including the display of consistent personal attributes, such as friendliness, to all respondents. The data collection environment was optimized for comfort by ensuring privacy, confidentiality, and overall physical well-being.

Table 3.2: Reliability Coefficients for the Study

Variables	Reliability Coefficient
Teachers' perception	0.702
Availability of resources	0.708
First and second languages influence	0.717
Teaching methods	0.753

Source: Field Data (2024)

The statistical values for the Cronbach's Alpha coefficient, displayed in Table 3.2, ranged from 0.702 to 0.753. These values exceeded the threshold of 0.7, indicating that the instrument used in the study was acceptable in terms of scale and measurement.

3.8 Data Collection procedures

Data collection is imperative in research, as it is intended to enhance comprehension of a theoretical framework (Bernard, 2002). It is crucial to exercise sound judgment when choosing the method of data collection and the source from which the data will be obtained. This is because no amount of analysis can compensate for data that has been collected improperly (Bernard, 1986).

The researcher obtained an introductory letter from the Board of Postgraduate Studies at Moi University in order to establish their identity and acquire a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher is requesting permission to gather data from the head teachers and Grade one Kiswahili teachers. After receiving the necessary approvals, the researcher personally hired two research assistants who were trainee teachers completing their internships in local schools. The assistants were then trained on the formalities, ethical considerations, and procedures of the data collection before starting the actual data collection process. The researcher, accompanied by assistants, subsequently visited the designated schools and formally introduced themselves to the head teachers. They requested an interview

and provided the schools with the questionnaires on the agreed-upon day. A week later, they returned to collect the completed questionnaires.

The study utilized a questionnaire, observation schedule, and interview schedule to gather data due to their ease of analysis.

3.9 Data Analysis techniques

As per Burns and Grove (2005), data analysis refers to the systematic procedure of reducing, organizing, and assigning significance to the gathered data. If reality consists of distinct elements and events, it is presumed that reality can be deconstructed into its constituent parts, which can then be isolated and examined to ascertain their interrelationships. The data analysis process involved computing descriptive statistics to provide a concise and informative summary of the collected data. The responses to the survey items were coded based on their respective importance. The statements were then aggregated to create a composite score for each category, which would later be utilized for statistical analysis.

The data analysis was facilitated by the utilization of SPSS software version 26.0. The qualitative data provided by the head teachers was analyzed through the examination of narratives and identification of recurring themes. The presentation utilized frequency tables, charts, and graphs.

3.10 Ethical Considerations for the Study

Irrespective of the research paradigm employed, it is imperative that ethics in research are considered as a fundamental aspect of the research planning and implementation process, rather than being perceived as an afterthought or a hindrance. Borg and Gall (1989) propose that ethics encompass principles and guidelines that assist us in maintaining the aspects we hold dear. For researchers, ethics is a crucial factor and has

thus become a fundamental aspect of conducting efficient and significant research. The significance of research is determined not only by the originality of its findings, but also by the ethical integrity with which it is conducted (Walliman, 2011). In order to ensure the ethical nature of this study, we will adhere to principles such as maintaining anonymity and confidentiality, minimizing harm and risk, and obtaining informed consent from participants.

The study implemented measures to safeguard the data collected from the participants against unauthorized intrusion. The participants were guaranteed anonymity, and the collected data was utilized for research objectives. The University issued a written letter providing the information obtained through informed consent. The researcher maintained objectivity throughout the process of collecting data and valued the diverse perspectives expressed by the respondents.

The initial stage involved seeking voluntary participation, wherein individuals were informed of their right to decide whether or not to participate. In the event that an individual chose not to participate, the researcher then sought a suitable replacement. Furthermore, the researcher obtained informed consent from the prospective participants. In step three, the researcher ensures the confidentiality of both the research participant and the information being provided. Additionally, the researcher provides full disclosure to the research participants.

3.11 Summary

This chapter elucidated and deliberated upon the research design and methodology employed in the study, encompassing aspects such as the population, sample and sampling technique, data collection instrument, validity and reliability, data collection, data analysis, and ethical considerations.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The chapter discussed the bio data of the respondents including; gender distribution, age distribution, professional qualifications and Kiswahili teaching experience. The chapter also presented findings in the relation to the study objectives for example; to assess teacher perceptions on the introduction of Kiswahili language to grade one pupils in public primary schools; to establish the availability of teaching resources for Kiswahili language to grade one pupils in public primary schools; to determine the languages (first and second languages) influencing Kiswahili language learning by grade one pupils in public primary schools; to evaluate the teaching methods for learning Kiswahili language by grade one pupils in public primary schools and to discuss challenges facing grade one pupils in Kiswahili language learning in public primary schools.

4.2 Response Rate

The researcher managed to collect data from all the grade one teachers, giving a response rate of 100%, however, the response rate for head teachers was 73.1% whereby out of 14 head teachers from the schools, the researcher managed to interview 10 of them giving a response rate of 73.1% which is excellent for an equitable analysis (Peil, 2005). According to Peil, (2005), a response rate of 50% is good for making generalizations for a study.

4.3 Background information of the Respondents

4.3.1 Professional Qualification

Table 4.1 Professional Qualification

Professional Qualification	Frequency	Percent
Certificate	16	19.5
Diploma in ECDE	35	42.7
Bachelor of education Degree	10	12.2
P1 certificate	21	25.6
Total	82	100.0

The study indicated that majority of the teachers had a diploma in ECDE 42.7% (35) 25.6% (21) had a P1 certificate, 19.5% (16) had a certificate and 12.2% had a Bachelor's degree. This implied that the respondents had the knowledge, skills, attitudes and philosophy on the factors affecting Kiswahili language teaching and learning in their respective schools.

4.3.2 Gender of the Respondents

The proportion of males and females in the study was about 23.2% and 76.8%% in all the age groups. The gender distribution is summarized in Figure 4.1

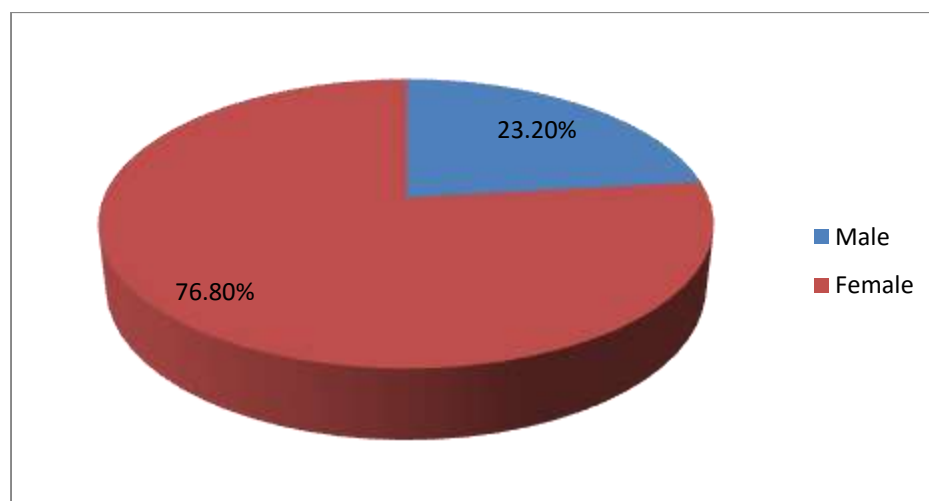


Figure 4.1 Gender of the Respondents

The study established a difference in gender. This implied that the gender gap has been attributed by the gender roles played in most African Countries. Most females are believed to handle well matters of young children such as those in grade one. It is well portrayed in the study that majority of the respondents were female. According to Wozney, Venkatesh, and Abrami (2016), female teachers dedicate a greater amount of time to the teaching and learning processes for young children compared to their male counterparts. In a similar vein, Markauskaite (2016) observes notable disparities between males and females in their ability to care for young children, as well as in their capacity to handle various situations and maintain long-term sustainability.

4.3.3 Age Distribution

Table 4.2 Age Distribution of the Respondents

Age Distribution	Frequency	Percent
Below 26 years	7	8.5
26-35 years	20	24.4
36-55 Years	55	67.1
Total	82	100.0

Respondents of all ages (below 26 through to 55 years) were represented, with slightly larger numbers in the middle age brackets 36-55 and 26-35 categories accounting for 55(67.1%) and 20 (24.4%) of the respondents, respectively (Table 4.2). The majority of the teachers were between the ages brackets of 36-55, (67.1). This implied that elderly teachers had the experience and the patience to handle young learners.

4.3.4 Number of years in teaching Kiswahili

The Study indicated that majority (80.5%) of the teachers had taught Kiswahili subject for more than 5 years, 12.2% had taught for 1-2 years, 3.7% had taught for 3-4 years and below one year respectively (Figure 4.2)

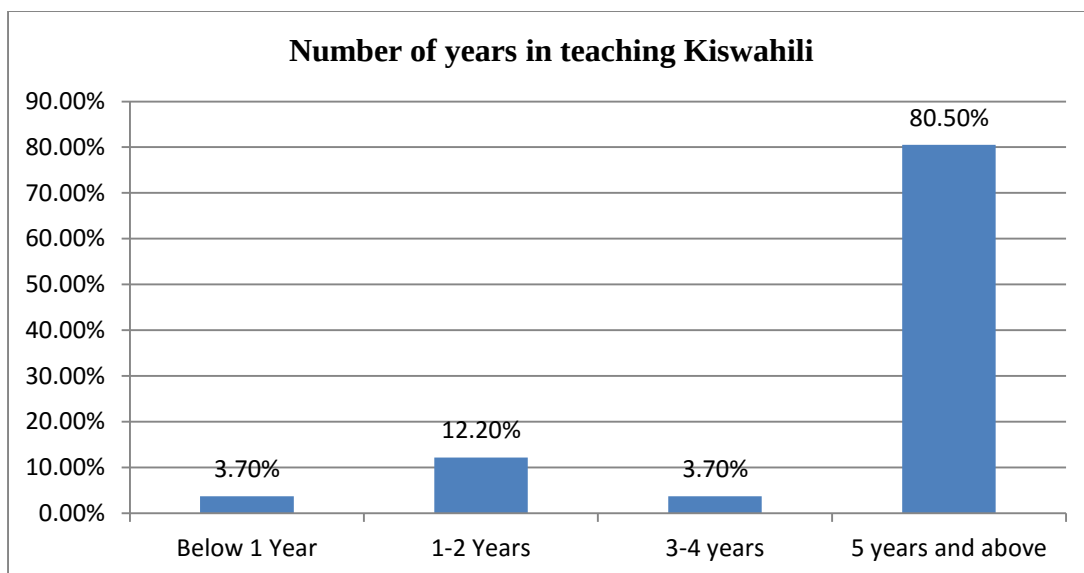


Figure 4.2 Years of Experience in teaching Kiswahili

This implied that people's experience with teaching Kiswahili depends on the amount and the type of skills someone received overtime, in this study majority of the respondents had experience of 5 years and above, and therefore correlates with the level of teaching experience. Teachers with limited teaching experience exhibit less enthusiasm in their instruction compared to their more experienced counterparts, as stated by the National Centre for Education Statistics (2000). As per the report, teachers with greater teaching experience allocate 48% of their time to providing additional instruction to students who have lower proficiency in their subject.

4.4 Teacher Perceptions in teaching and learning Kiswahili subject.

The first objective was to assess the teacher perceptions on the teaching and learning of Kiswahili language among grade one learners. The findings are depicted in Table 4.3

Table 4.3 Teacher Perceptions in teaching and learning Kiswahili subject.

Teacher perceptions	5		4		3		2		1		Mean
	Freq	%	Fre	%	Fre	%	Freq	%	Fre	%	
I enjoy teaching Kiswahili language	20	24.4	52	63.4	0	0	10	12.2	0	0	4.00
My pupils don't like learning Kiswahili language	11	13.4	31	37.8	0	0	20	24.4	20	24.4	2.9146
Time allocated for us to teach Kiswahili is not enough	20	24.4	31	37.8	0	0	31	37.8	0	0	3.4878
The curriculum wants us to use field excursions which is not applicable	10	12.2	20	24.4	32	39	20	24.4	0	0	3.2439
The syllabus content for Kiswahili is irrelevant to the learners	0	0	21	25.6	41	50	0	0	20	24.4	2.2683
To teach Kiswahili effectively, pupils have to do much work	20	24.4	31	37.8	21	25.6	10	12.2	0	0	3.7439
Teachers need more seminars on teaching Kiswahili	30	36.6	31	37.8	0	0	10	12.2	11	13.4	3.7195
The syllabus is too broad	20	24.4	10	12.2	32	39	20	24.4	0	0	3.3659
Kiswahili is one of the hardest subjects	0	0	20	24.4	22	26.8	20	24.4	20	24.4	2.5122
I cannot get along perfectly with my pupils while teaching Kiswahili	0	0	0	0	0	0	41	50	41	50	1.5
The reduction in lessons from five to four per week during the 2019 school year led to gaps in coverage of Tusome instructional content	20	24.4	52	63.4	0	0	10	12.2	0	0	4.0000

The study as depicted in Table 4.3 revealed that majority of the teachers enjoyed teaching Kiswahili language 87.8%, 72 (mean= 4.00), however their pupils don't like learning Kiswahili language 51.2%, 42 (mean= 2.9146).

Majority of the teachers noted that the time allocated for them to teach Kiswahili was not enough 62.2%, 51 (mean=3.4878). Majority of the teachers further noted that the curriculum wants them to use field excursions which is not applicable 36.6, 30 (mean=3.2439). On the other hand, 39%, 32 teachers had no idea whether field excursions included in the curriculum had any impact. Swain (1985, 1993) posited that language acquisition could also take place through the production of language, whether it be through speaking or writing. Teachers are expected to organize ample speaking and writing opportunities for students to practice, as suggested by Swain. The time allocated for classroom instruction or language acquisition is finite, and dedicating additional time and effort to input activities results in a reduction of time available for

output activities. The teachers have proposed that certain concepts, such as field excursions, should be given more time to enhance practice and learning of Kiswahili.

The study revealed that majority of the teachers did not have an opinion that the syllabus content for Kiswahili is irrelevant to the learners, 50% 41 (mean=2.2683). Further results indicated that majority of the teachers agreed that to teach Kiswahili effectively, pupils have to do much work 62.2%, 51 (mean=3.7439).

It was further established that majority of the teachers agreed that teachers need more seminars on teaching Kiswahili, 74.4% 61 (mean=3.7195). Majority further noted that the syllabus is too broad, 36.6%, 30 (mean=3.3659), even though almost the same number of teachers had neutral opinion on the syllabus being too broad. However, half of the teachers agreed that Kiswahili is one of the hardest subjects (mean=2.5122).

On the opinion that teachers cannot get along perfectly with their pupils while teaching Kiswahili, all of the teachers were not in agreement with this (mean= 1.5). However majority of the teachers highlighted that the reduction in lessons from five to four per week during the 2019 school year led to gaps in coverage of Tusome instructional content, 87.8%, 72 (mean=4.00).

From the findings it can be interpreted to mean that there were still gaps in teaching and learning of Kiswahili. It is noted that time allocated to teach Kiswahili was not enough, the curriculum wants teachers to use field excursions which was not applicable and that teachers need more seminars on teaching Kiswahili. Also the reduction in lessons from five to four per week during the 2019 school year led to gaps in coverage of Tusome instructional content may be a problem in delivery of services to the pupils.

4.5 Availability of Teaching Resources for Kiswahili language

The study assessed the availability of Kiswahili teaching resources in the schools as the second objective of the study. The teaching resources highlighted are the required recommendations from the ministry of education in teaching and learning Kiswahili. The findings are depicted in Table 4.4.

Table 4.4 Availability of Teaching Resources

Teaching resources for Kiswahili	Available		Not available	
	Freq	%	Freq	%
Kamusi ya Kiswahili Sanifu	52	63.4	30	36.6
Nyota ya Kiswahili (JKF Publishers)	0	0	82	100
Kiswahili Dadisi Mazoezi ya Lugha (Oxford University Press)	10	12.2	72	87.8
Longhorn Primary Kiswahili Activities (Longhorn)	11	13.4	71	86.6
Kiswahili Angaza Grade 1 (EAEP Publishers)	0	0	82	100
KLB Visionary Kiswahili Activities Grade 1 (by KLB)	30	36.6	52	63.4
Utamu Wa Kiswahili G1 (Herald Education Publishers)	0	0	82	100
Kusoma na Kuandika Katika Kiswahili (Longhorn)	0	0	82	100
Soma Nasi Kusoma na Kuandika (Oxford University Press)	61	74.4	21	25.6
Stadi Za Kiswahili Shughuli za Lugha (Moran)	0	0	82	100
Kurunzi ya Kiswahili (Spotlight Publishers)	0	0	82	100
Know More Kiswahili (Storymoja)	0	0	82	100
Hatua Za Kiswahili Rasmi (Phoenix Publishers)	0	0	82	100
Videos	50	61	32	39
Projectors	51	62.2	31	37.8
Charts	62	75.6	20	24.4
Computers	61	74.4	21	25.6
Kiswahili newspapers	7	8.5	75	91.5
Timetable	82	100	0	0

The study established that the availability of majority of the teaching resources was low in majority of the schools as presented in Table 4.4. teaching resources such as Kiswahili Angaza Grade 1 (EAEP Publishers), Utamu Wa Kiswahili G1 (Herald Education Publishers), Kusoma na Kuandika Katika Kiswahili (Longhorn), Stadi Za Kiswahili Shughuli za Lugha (Moran), Hatua Za Kiswahili Rasmi (Phoenix Publishers, Kurunzi ya Kiswahili (Spotlight Publishers) and Know More Kiswahili (Storymoja) were completely unavailable in all the schools under the study. However only a few

which were present were not available in other schools, these included Kamusi ya Kiswahili Sanifu 63.4%, Kiswahili Dadisi Mazoezi ya Lugha (Oxford University Press) 12.2%, Longhorn Primary Kiswahili Activities (Longhorn) 13.4%, KLB Visionary Kiswahili Activities Grade 1 (by KLB) 36.6%, Soma Nasi Kusoma na Kuandika (Oxford University Press) 74.4%. Other teaching resources like Videos, Projectors, Charts, Computers and Kiswahili newspapers were available in some schools. Timetable was found in all the schools under the study.

Existing studies showed that availability of teaching resources greatly influenced teaching and learning of specific subjects among pupils or students (Mutheu et al., 2019). This however indicated a contradiction from our findings whereby most of the important teaching resources were not available in various schools. Additionally, Kaggia (2016) in his study asserts that textbooks help in making the subject less abstract. Hence there was need to take care of course books and to buy more supplementary textbooks so that learners can have enough sources of exercises that will help them learn Kiswahili.

4.5.1 Pupil text book ratio

The study further assessed the ratio of pupils using the available grade one Kiswahili books in class. Figure 4.3 depicts the findings

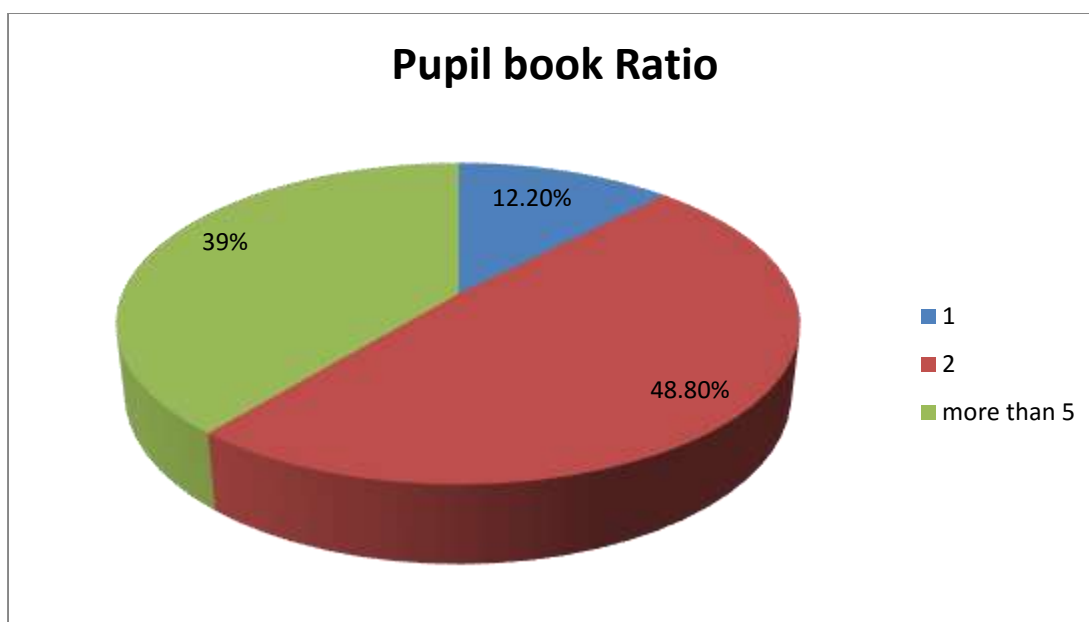


Figure 4.3 Pupil book ratio

It was evident that 48.8% of the schools two pupils were sharing a book, another majority of 39% of the schools had more than five pupils sharing a book and only 12.2% of the schools had a pupil using own book. This was an indication that there were limited teaching and learning resources in the schools under investigation. As per the 2016 National Assessment Survey report in Zambia, a significant number of students had to share textbooks among 3 to 4 students, resulting in a notable negative impact on their overall academic performance. In the study conducted in 2019, Chuck identified several factors that have led to inadequate academic performance in schools. These factors encompassed the significant turnover of teachers, large ratios of students to teachers and students to books, and suboptimal utilization of classroom space.

4.6 Influence of First and Second Languages on Teaching and Learning Kiswahili

The study assessed the influence of first and second languages in teaching and learning of Kiswahili among grade one pupils. The findings are presented below;

4.6.1 Language Commonly Used by pupils in class

The study indicated that majority 50% of the pupils used mother tongue in class, 25.6% used Kiswahili, 12.2% used English and Sheng Respectively (see figure 4.4).

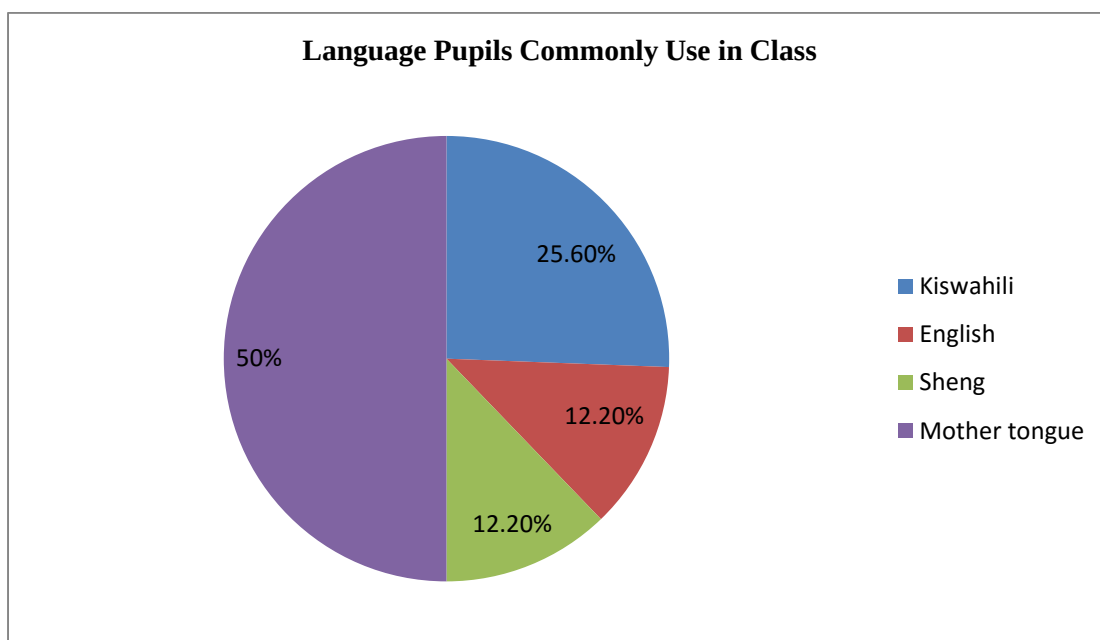


Figure 4.4 Language Commonly Used by pupils in class

4.6.2 Language Commonly Used outside Class

The study found that Mother-tongue 62.2% was commonly used by pupils while outside class while only 37.8% used Kiswahili (see figure 4.5)

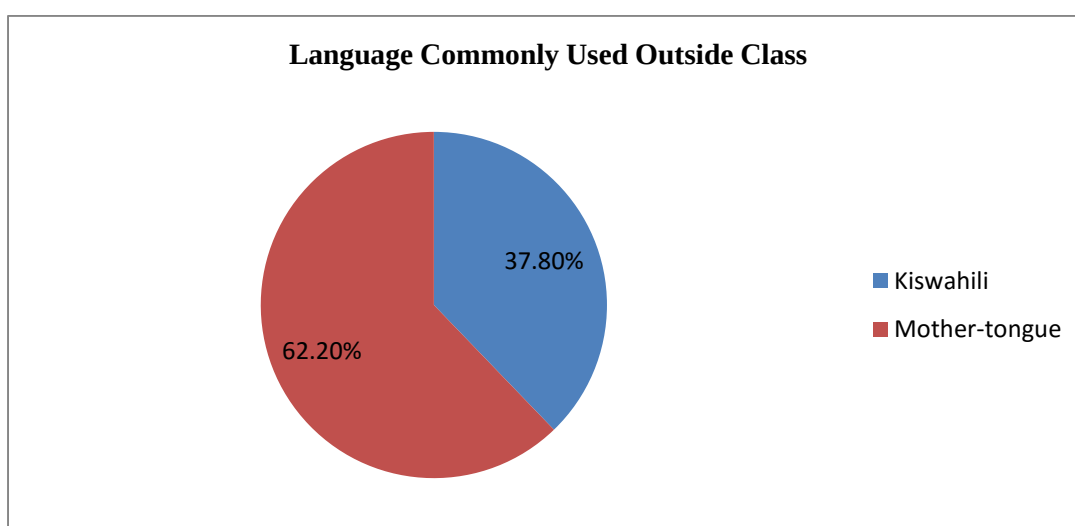


Figure 4.5 Language Commonly Used outside Class

4.6.3 Specific Days for pupils to speak Kiswahili

The study found that most of the schools 87.8% got specific days pupils to speak Kiswahili while only 12.2% of the schools did not have (see figure 4.7).

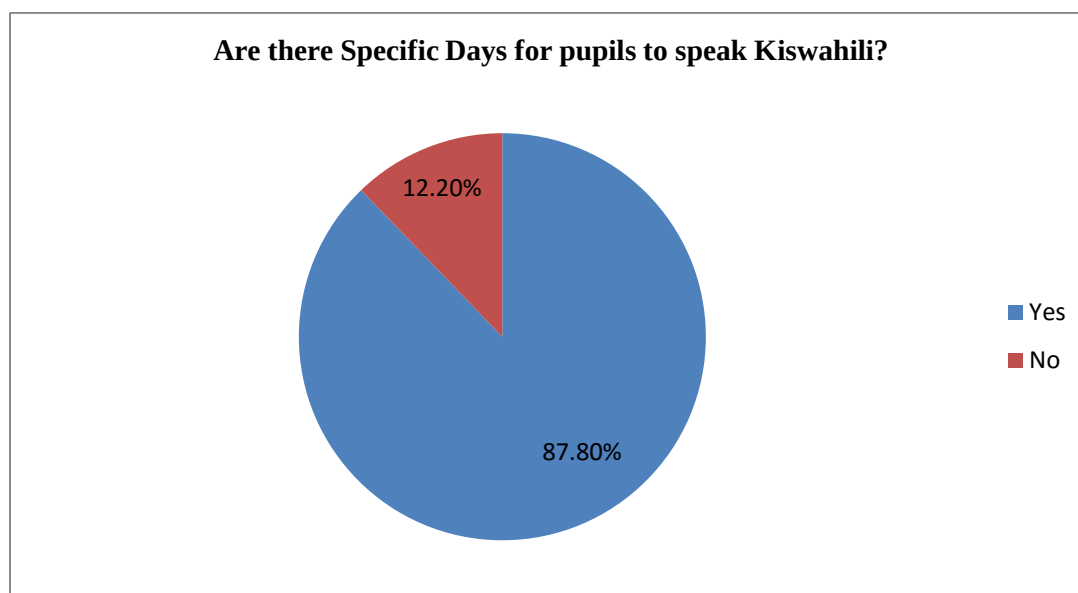


Figure 4.6 Specific Days for pupils to speak Kiswahili

Findings from this study indicated that Mother-tongue was oftenly used by most of the pupils while in class. It was also established that most of the pupils also used mother-tongue while outside class. Despite policies established in the school for some days to be spoken a specific language, pupils still use mother tongue in class and outside class. The study further assessed the opinions of the teachers regarding the influence of first and second languages on teaching and learning of Kiswahili language. Table 4.9 presents the findings;

Table 4.5 Influence of 1st or 2nd Languages

Influence of 1st or 2nd Languages	5		4		3		2		1		Mean
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Pupils are allowed to speak the language of their choice thus affecting teaching and learning Kiswahili	10	12.2	20	24.4	10	12.2	21	25.6	21	25.6	2.7195
Mother tongue enhances teaching and learning of Kiswahili	10	12.2	31	37.8	10	12.2	20	24.4	11	13.4	3.1098
Pupil mother tongue language have a lot of similarities with Kiswahili language	22	26.8	39	47.6	1	1.2	0	0	20	24.4	3.5244
We use local languages in teaching and learning Kiswahili	0	0	41	50	0	0	21	25.6	20	24.4	2.7561
Other languages influences word formation in Kiswahili	20	24.4	62	75.6	0	0	0	0	0	0	4.2438
Pupils use a lot of cut offs from their first and second languages hence alter the meaning of words in Kiswahili	20	24.4	62	75.6	0	0	0	0	0	0	4.2438
Pupils use words from other languages in speaking and writing Kiswahili	20	24.4	62	75.6	0	0	0	0	0	0	4.2438
Pupils use vocabulary from other languages to explain concepts in Kiswahili hence making grammatical errors	10	12.2	52	63.4	10	12.2	0	0	10	12.2	3.6341
There is lack of language policy to govern the use of language in the school	0	0	31	37.8	21	25.6	10	12.2	20	24.4	2.7683

The study revealed that majority of the respondents were not in agreement that pupils are allowed to speak the language of their choice thus affecting teaching and learning Kiswahili, in a scale of 1-5, the mean score was rated at 2.7195.

On the fact that Mother tongue enhances teaching and learning of Kiswahili, the study revealed that majority of the teachers agreed on this with a mean spread of 3.1095 out of 5, with a percentage of 50%, (41). Krashen (1982, 1985) argued that language acquisition is only caused by comprehensible input. Therefore, teachers who are able to teach Kiswahili in the students' mother tongue may enhance language performance. The interpretation of the language is the determining factor in this situation. Teachers should optimize the amount of understandable information that students receive by offering them lectures, reading programs, and listening opportunities, as suggested by Krashen.

Further findings indicated that majority of the respondents were in agreement that Pupil's mother tongue language have a lot of similarities with Kiswahili language, 74.4%, (61) this was spread over a mean of 3.5244 out of 5.

On the opinion that teachers use local languages in teaching and learning Kiswahili, half of the teachers disagreed on this. The level of agreement was rated at 2.7561 out of 5.

The study further revealed that other languages influences word formation in Kiswahili; this was agreed by all of the respondents spreading a mean of 4.2438 out of 5.

All the respondents agreed on the fact that pupils use a lot of cut offs from their first and second languages hence alter the meaning of words in Kiswahili. The level of agreement was spread over a mean of 4.2438 out of 5.

Further results indicated that all of the teachers agreed that pupils use words from other languages in speaking and writing Kiswahili. This was rated at 4.2438 out of 5.

The study revealed that Pupils use vocabulary from other languages to explain concepts in Kiswahili hence making grammatical errors, majority 75.6%, 62 on this. The level of agreement was spread over a mean of 3.6341 out of 5.

On the opinion that there is lack of language policy to govern the use of language in the school, majority of the respondents 37.8% agreed on this, 25.6% were undecided, 12.2% of the teachers disagreed on this while 24.4% strongly disagreed on this opinion. The level of agreement was spread over a mean of 2.7683 out of 5.

The findings can therefore be interpreted to mean that there was a negative influence of first language on teaching and learning of Kiswahili among grade one pupils under the study. The influence is indicated from the opinions of teachers that other languages influences word formation in Kiswahili, it was also highlighted that pupils use a lot of cut offs from their first and second languages hence alter the meaning of words in Kiswahili, which was noted by majority of the respondents. It is therefore clear that a first language influences the teaching and learning of Kiswahili.

Bartoo (2014) states that the presence of syntactic errors in a learner's first language hinders the development of English skills and subsequently affects their performance in English. This study bared resemblance to the aforementioned research, as it revealed a significant prevalence of first language (mother tongue) usage both within and outside the classroom, which had the potential to impact the instruction and acquisition of Kiswahili. Conversely, Krashen (2018) concurs that the first language facilitates efficient learning, analytical thinking, and the preservation of culture, among other benefits. Krashen emphasizes the significance of educators and policymakers

acknowledging and guaranteeing that students are provided with high-quality education in their native language.

4.7 Teaching Methods for learning Kiswahili language

The study evaluated the teaching methods for learning Kiswahili language among grade one pupils as the fourth objective of the study. The findings were presented in the following paragraphs and figures;

4.7.1 Teaching method commonly used in teaching and learning

The study assessed the commonly used teaching methods in the schools. The findings indicated that majority of the teachers 74.4% used guided learning in teaching and learning, 13.4% used role play while 12.2% used Drilling and questioning (see figure 4.7).

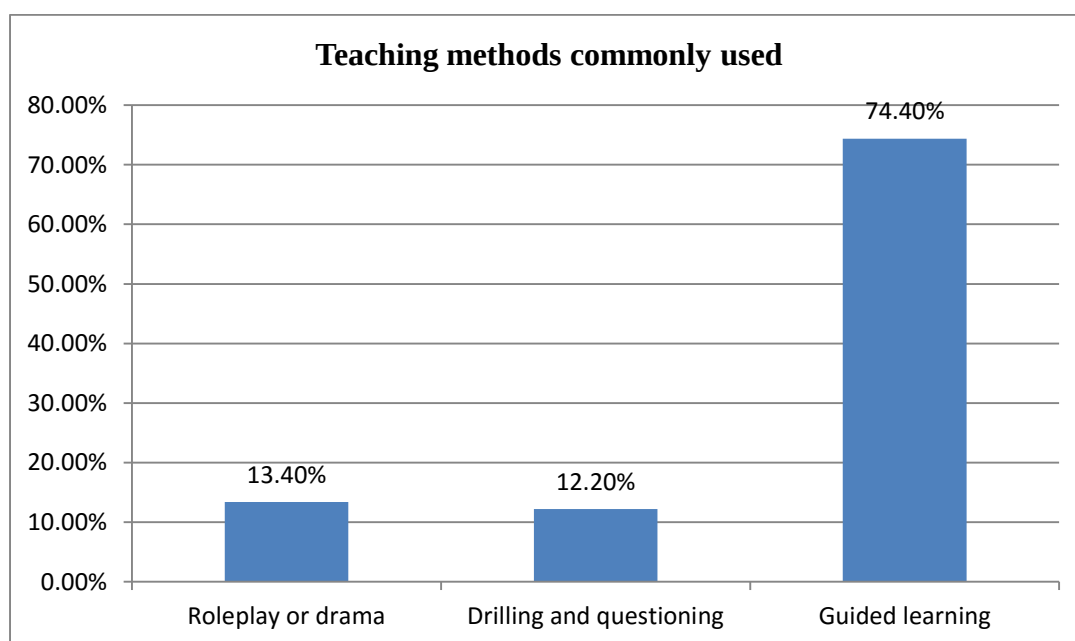


Figure 4.7 Teaching method commonly used in teaching and learning

According to Almutasheri (2016), Guided learning is an effective method for tailoring tasks to the appropriate difficulty levels for different groups in the classroom, ensuring that all students make significant advancements. The effectiveness of guided inquiry

has also been demonstrated in other developing nations, including Thailand. In their study, Bunterm et al. (2018) examined the impact of guided inquiry compared to structured inquiry on a sample of 239 secondary students across three schools in Thailand. Students in the guided inquiry condition showed significant improvements in both their content knowledge and process skills measures.

4.7.2 Effectiveness of teaching methods used in teaching Kiswahili

The study assessed the opinions of the teachers on the effectiveness of the commonly used teaching methods in the schools. Figure 4.9 depicts the findings

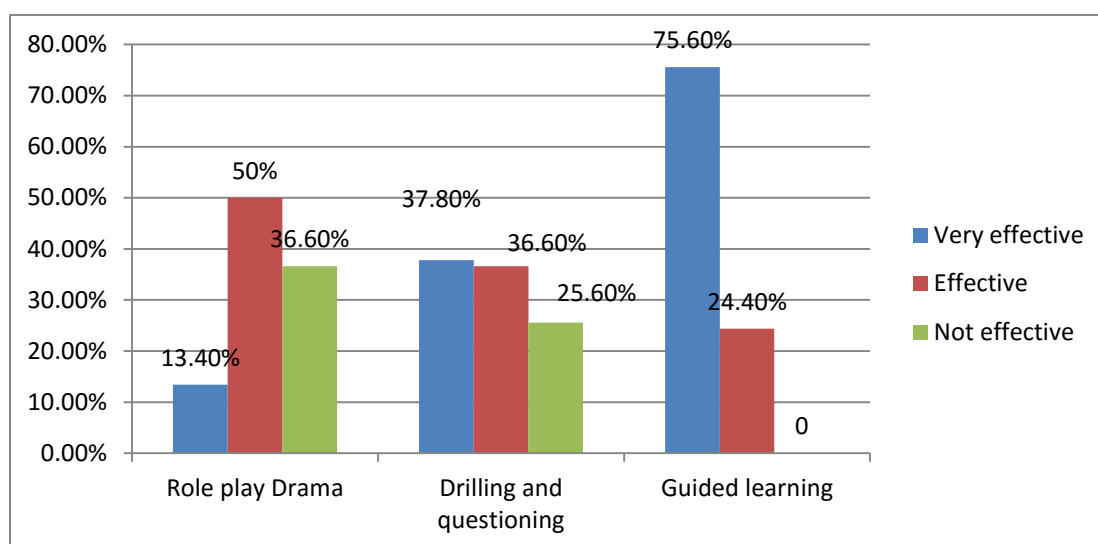


Figure 4.8 Effectiveness of teaching methods used in teaching Kiswahili

From the findings it is evident that guided learning was the most effective teaching method used among the teachers in the study. In this case there are numerous teaching methods which have not been used by the teachers, teaching methods such as demonstrations facilitated through the use of charts, projectors and even videos has not been utilized by the teachers yet the aids are available. Group works, question and answer and also lecture methods were not utilized by the teachers in the study.

4.7.3 Strategies applied in teaching and learning Kiswahili subject

The study assessed the strategies applied by teachers in teaching and learning Kiswahili subject. Figure 4.9 presents the findings

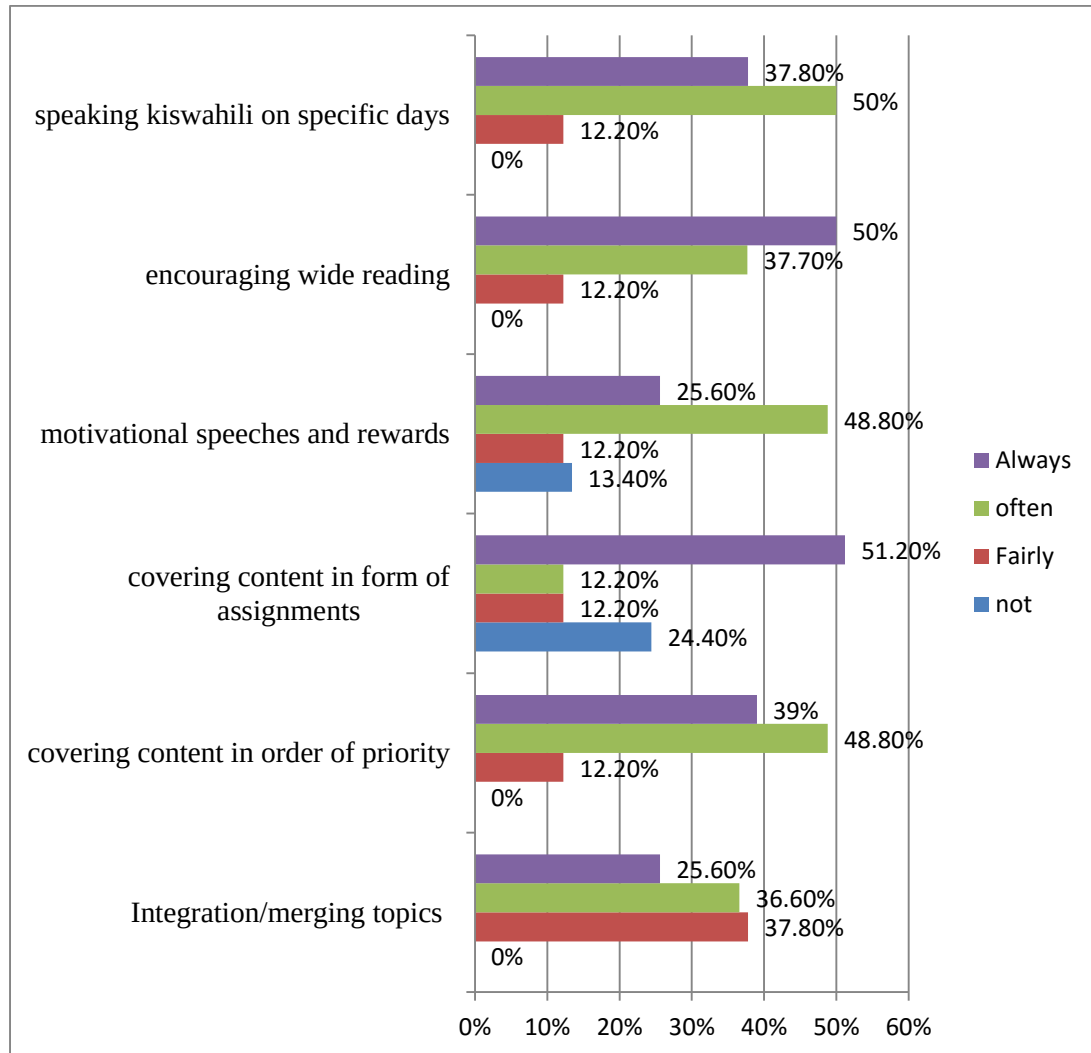


Figure 4.9 Strategies applied in teaching and learning Kiswahili subject

The level of application of various strategies revealed that covering content in form of assignments 51.2% was always applied by the teachers in teaching and learning Kiswahili. Encouraging wide reading 50% was also always applied in teaching and learning. However other strategies like integration or merging topics and covering content in order of priority were least applied.

4.8 Challenges grade one pupils in Kiswahili language teaching and learning

The study assessed the challenges Kiswahili language teaching and learning face in public primary schools as the fifth objective of the study. On teaching resources, the findings revealed that books were not adequate; pupils lacked writing materials in terms of exercise books and pencils. The head-teachers noted that they rarely use projectors due to lack of power, instead they use solar which is not adequate in teaching and learning. Further research indicated that the schools lacked finances for purchasing the unavailable teaching resources in the school.

ICT resources in the schools were inadequate as cited by some of the respondents. The knowledge of ICT is also very low and this has posed a challenge in teaching and learning of Kiswahili.

On the effect of first and second language, the head teachers noted that, they teach using English and Kiswahili, mixed with local dialect “Kikamba”. It was further noted that learners show limited grasp of the CBC learning. Another head-teacher noted that there are mother-tongue interference sounds that confuse the learner in teaching and learning Kiswahili.

With regard to the teaching methods, they combined teacher centered and pupil centered methods for example questioning and guided methods, however there are low and faster learners who grasp information easily. The head-teachers also noted that they still lack resources which help in teaching and learning Kiswahili. From another respondent, they noted that Grade one teachers are selected based on the competence of the CBC which is still new and their training period was small, hence teaching the relevant curriculum is a challenge.

Some of the teaching methods are not possibly applicable due to lack of facilities such as using video tapes and other digital devices. Transition from ECDE centres has led most learners a difficulty in learning Kiswahili.

Further challenges were found in teaching methods whereby the methods have not been updated since 1990's. The respondents noted that this needs revision to the current curriculum of CBC.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This phase synthesized the entire report and contains summary of verdicts, conclusions arrived at and recommendations for advanced study.

5.2 Summary of Findings

This section was a summary of the findings which is based on the five specific objectives of the study.

5.2.1 Teacher Perceptions on Kiswahili language teaching and learning

The study revealed that there were still gaps in teaching and learning Kiswahili among grade one pupils which pose negative perceptions among teachers. Despite the fact that teachers enjoy teaching Kiswahili language, there were incidences whereby the time allocated for them to teach Kiswahili was not enough. The teachers also perceived that the curriculum wants them to use field excursions which were not applicable in teaching and learning Kiswahili. The teachers also believed that they need more seminars on teaching Kiswahili. Others perceived that the syllabus was too broad and that the reduction in lessons from five to four per week during the 2019 school year led to gaps in coverage of Tusome instructional content

5.2.2 Availability of teaching Resources for Kiswahili language Teaching and Learning

The investigation found that many books which are important in teaching and learning of Grade one Kiswahili subject were not available in majority of the schools. Very important books such as *Nyota ya Kiswahili* (JKF Publishers), *Hatua Za Kiswahili Rasmi* (Phoenix Publishers), *Utamu Wa Kiswahili G1* (Herald Education Publishers),

Kusoma na Kuandika Katika Kiswahili (Longhorn), Stadi Za Kiswahili Shughuli za Lugha (Moran), Kurunzi ya Kiswahili (Spotlight Publishers, Know More Kiswahili (Story moja) and Kiswahili Angaza Grade 1 (EAEP Publishers) were not available in majority of the schools, while the few available books were being shared by more than one pupil which makes learning difficult among the pupils.

5.2.3 Influence of First and Second Languages in Kiswahili language Teaching and Learning

The study revealed that mother-tongue was widely by the pupils both in class and outside class. It was further noted that pupils still use mother-tongue despite strict policies on specific days for speaking Kiswahili. This makes Kiswahili language teaching and learning tiresome. The teachers noted that pupils use vocabulary from other languages to explain concepts in Kiswahili hence making grammatical errors, the study also revealed that pupils use a lot of cut offs from their first and second languages hence alter the meaning of words in Kiswahili, it was further noted that pupils use words from other languages in speaking and writing Kiswahili and that other languages influences word formation in Kiswahili.

5.2.4 Effectiveness of Teaching Methods used in Kiswahili Language Teaching and Learning

The findings indicated that majority of the teachers used guided learning in teaching and learning Kiswahili language, followed by role play/drama and drilling and questioning. Guided learning was reported to be the most effective of all the other teaching methods. However, despite the numerous teaching methods used in teaching and learning, the teachers were confined to only the three indicated in the study. Other available methods included demonstrations facilitated through the use of charts,

projectors and even videos have not been utilized by the teachers yet the aids are available. Group works, question and answer and also lecture methods were also not utilized by the teachers in the study.

5.2.5 Challenges Facing Grade one Pupils in Teaching and Learning Kiswahili

From the qualitative findings, the study established that grade one pupils faced a lot of challenges in teaching and learning of Kiswahili. The study found that there were limited resources for teaching and learning. The study further found that the pupils lacked basic necessities like exercise books and even pencils. On top of that the few available resources like projectors were not used because of lack of power in the schools.

The study further found that first and second languages interfered teaching and learning in their schools. The area is remotely located and most of the time pupils speak with their local dialect which was reported to confuse the pupils in learning Kiswahili.

Findings indicated that Grade one teachers were selected based on the competence of the CBC which is still new and their training period was limited, hence teaching the relevant curriculum becomes a challenge. The study revealed that the teaching methods are outdated and therefore not relevant to the current curriculum.

5.3 Conclusions

The study concluded that there were factors which affected Kiswahili language teaching and learning in the study area.

From the perceptions of teachers in teaching and learning, it was established that there are still gaps in teaching and learning Kiswahili. This indicated that despite the fact that teachers enjoyed teaching and learning, they still felt that the time allocated for them in

teaching was limited; they also felt that the curriculum was irrelevant as they were forced to use field excursions which they felt was not applicable in teaching and learning Kiswahili. The teachers felt that they were still not well equipped with knowledge and therefore they required more seminars on teaching Kiswahili. Others still perceived that there were still gaps in the syllabus. This therefore posed a challenge in teaching and learning Kiswahili Language among grade one pupils in Makueni County.

The study found another factor as availability of resources affecting teaching and learning of the subject. Very important and required books were not available in the schools. The few which were available had to be shared by more than pupil. Others had to be shared by more than 5 pupils. This posed a challenge in teaching and learning of Kiswahili language among grade one pupils.

First and second language was concluded to pose a challenge in teaching and learning of Kiswahili language. Most pupils used their local dialect in class and in the field which was cited by the teachers that pupils use vocabulary from other languages to explain concepts in Kiswahili hence making grammatical errors, the study also revealed that pupils use a lot of cut offs from their first and second languages hence alter the meaning of words in Kiswahili, it was further noted that pupils use words from other languages in speaking and writing Kiswahili and that other languages influences word formation in Kiswahili.

On teaching methods, the study concluded that teachers missed out to use the numerous available teaching methods in their service delivery. Available methods like demonstrations which can use of charts, projectors and even videos have not been utilized by the teachers yet the aids are available. Group works, question and answer

and also lecture methods were also not utilized by the teachers in the study. Diversified use of teaching methods could enhance teaching and learning which lacks in this study.

Other challenges highlighted by the head-teachers included limited teaching resources, pupils lacked important basics like exercise books and pencils. The schools also lacked electricity which could have enhanced teaching and learning using videos and projectors. The study found that first language confused pupils in grasping the right content. Gaps in the curriculum was also highlighted that the CBC curriculum is still new and the teachers are still not competent enough to deliver. The study revealed that the teaching methods were outdated and therefore not relevant to the current curriculum.

5.4 Recommendations

From the gaps in findings and conclusions from the study, the following recommendations were made;

The government in collaboration with the ministry of Education to review areas in the curriculum which are irrelevant in teaching and learning Kiswahili. This includes the use of field excursions, too broad syllabus and the time allocated in teaching the Kiswahili Subject.

The study further recommends the ministry to provide enough books for teaching and learning of Kiswahili for grade one learners in all the schools.

Schools should lay strict policies in the use of Kiswahili language in class and outside class to avoid extreme influence of first language (mother-tongue).

It was noted that teachers used only three teaching methods, the study recommends that teachers should use the numerous available teaching methods to improve teaching and learning of Kiswahili language.

The government should ensure that rural electrification is installed in rural areas and particularly in public school to facilitate easy teaching and learning of Kiswahili subject.

5.5 Suggestions for Further Research

This study was conducted in seven zones in Makueni Sub County. The study recommends a similar study on the factors affecting Kiswahili Language Teaching and learning among grade one learners to be done in other counties for general conclusions to be done.

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APPENDICES

Appendix I: Introductory Letter

MOI UNIVERSITY

P.O BOX 3900-30100, ELDORET

DEPARTMENT OF CIEM

Dear respondent,

**REF: FACTORS AFFECTING KISWAHILI LANGUAGE TEACHING AND
LEARNING AMONG GRADE ONE PUPILS IN PUBLIC PRIMARY
SCHOOLS IN MAKUENI COUNTY**

I am a post graduate student pursuing a Master's degree in Kiswahili Education and carrying out a study on the above subject. Your school shall be sampled for this study.

Kindly co-operate and assist in filling the questionnaire as correctly and honestly as possible. The information you will give will be treated with great confidentiality and will not be used for any other purpose other than this research.

Your response will be highly appreciated.

Please do not write your name in
the questionnaire. Thank you

Yours faithfully,

Irene Semo

Appendix II: Consent Form

I, agree to participate in the research project titled "**Factors Affecting Kiswahili Language Teaching and Learning among Grade One Pupils in Public Primary Schools in Makueni County**", conducted by Irene Semo who have discussed the research project with me.

I have received, read and kept a copy of the information letter/plain language statement. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks and methods of this research.

I consent to participate in the research project and the following has been explained to me:

- ✓ The research may not be of direct benefit to me
- ✓ my participation is completely voluntary
- ✓ My right to withdraw from the study at any time without any implications to me
- ✓ The risks including any possible inconvenience, discomfort or harm as a consequence of my participation in the research project
- ✓ The steps that have been taken to minimise any possible risks
- ✓ Public liability insurance arrangements
- ✓ What I am expected and required to do
- ✓ Whom I should contact for any complaints with the research or the conduct of the research
- ✓ I am able to request a copy of the research findings and reports
- ✓ Security and confidentiality of my personal information

In addition, I consent to:

audio-visual recording of any part of or all research activities (if applicable)
publication of results from this study on the condition that my identify will
not be revealed.

Participant name:.....**Signature:**.....**Date:**.....

Researcher name:**Signature:**.....**Date:**.....

Appendix III: Questionnaire For Grade One Kiswahili Teachers

This questionnaire aims at investigating the **Factors affecting Kiswahili Language teaching and Learning Among Grade One Pupils In Public Primary Schools in Makueni County**. Information you give be treated in confidence. Please give honest information about situation in this subject in which you teach. Your co-operation is highly appreciated.

Section A: Background Information

Tick (✓) appropriate answer where alternative answers are provided;

OR Write answer in space provided.

1. What is your professional qualification?

Certificate in ECDE ()

Diploma in ECDE ()

Bachelor of Education degree ()

P1 (certificate) ()

Others (specify).....

2. What is your gender?

Male ()

Female ()

3. What is your Age

Below 26 years []

26-35 []

36-55 []

Above 55 []

4. How long have you been teaching Kiswahili?

Below 1 year []

1-2 years []

3- 4 years []

5 years and above []

SECTION B: TEACHER PERCEPTIONS

1. In your opinion, rate the following

5. Strongly agree (SA), 4. Agree (A), 3. Neither agree or disagree i.e. Neutral (N)

4. Disagree (D) 5. Strongly disagree (SD)

Perceptions on learning Kiswahili language	1	2	3	4	5
I enjoy teaching Kiswahili language					
My pupils don't like learning Kiswahili language					
Time allocated for us to teach Kiswahili is not enough					
The curriculum wants us to use field excursions which is not applicable					
The syllabus content for Kiswahili is irrelevant to the learners					
To teach Kiswahili effectively, pupils have to do much work					
Teachers need more seminars on teaching Kiswahili					
The syllabus is too broad					
Kiswahili is one of the hardest subjects					
I cannot get along perfectly with my pupils while teaching Kiswahili					
The reduction in lessons from five to three per week during the 2019 school year led to gaps in coverage of Tusome instructional content					

TEACHING RESOURCES

2. According to your jurisdiction, tick (✓) appropriately the availability of teaching resources as approved CBC text books for teaching and learning Kiswahili

Teaching resources for Kiswahili	Available	Not available
Kamusi ya Kiswahili Sanifu		
Nyota ya Kiswahili (JKF Publishers)		
Kiswahili Dadisi Mazoezi ya Lugha (Oxford University Press)		
Longhorn Primary Kiswahili Activities (Longhorn)		
Kiswahili Angaza Grade 1 (EAEP Publishers)		
KLB Visionary Kiswahili Activities Grade 1 (by KLB)		
Utamu Wa Kiswahili G1 (Herald Education Publishers)		
Kusoma na Kuandika Katika Kiswahili (Longhorn)		
Soma Nasi Kusoma na Kuandika (Oxford University Press)		
Stadi Za Kiswahili Shughuli za Lugha (Moran)		
Kurunzi ya Kiswahili (Spotlight Publishers)		
Know More Kiswahili (Storymoja)		
Hatua Za Kiswahili Rasmi (Phoenix Publishers)		
Videos		
Projectors		
Charts		
Computers		
Kiswahili newspapers		
Timetable		

3. Indicate the Kiswahili text book you use in teaching Kiswahili and the number of pupils who share a text book

Title of Kiswahili text book	Number of pupils sharing a text book					
	1	2	3	4	5	More than 5

INFLUENCE OF FIRST AND SECOND LANGUAGES

4. Which language is oftenly used by your pupils while in class
- a. Kiswahili []
 - b. English []
 - c. Sheng []
 - d. Mother tongue []
5. Which language is oftenly used by your pupils while outside class
- a. Kiswahili []
 - b. English []
 - c. Sheng []
 - d. Mother tongue []
6. Are there specific days for pupils to speak Kiswahili only?
- a. Yes []
 - b. No []

7. What is your opinion on the influence of first or second languages on teaching and learning of Kiswahili language?

5. Strongly agree (SA), 4. Agree (A), 3. Neither agree or disagree i.e. Neutral (N)

4. Disagree (D) 5. Strongly disagree (SD)

Influence of first, second languages on teaching and learning Kiswahili	1	2	3	4	5
Pupils are allowed to speak the language of their choice thus affecting teaching and learning Kiswahili					
Mother tongue enhances teaching and learning of Kiswahili					
Pupil mother tongue language have a lot of similarities with Kiswahili language					
We use local languages in teaching and learning Kiswahili					
Other languages influences word formation in Kiswahili					
Pupils use a lot of cut offs from their first and second languages hence alter the meaning of words in Kiswahili					
Pupils use words from other languages in speaking and writing Kiswahili					
Pupils use vocabulary from other languages to explain concepts in Kiswahili hence making grammatical errors					
There is lack of language policy to govern the use of language in the school					

TEACHING METHODS

8. Which teaching method do you use in teaching and learning Kiswahili in your class?

- a. Role play/drama []
- b. Drilling and questioning []
- c. Guided learning []
- d. Demonstrations []
- e. Group work []
- f. Question and answer []
- g. Lecture []

9. Please rate the effectiveness of the teaching methods for Kiswahili

- a. Role play/drama
 - i. Very effective []
 - ii. Effective []
 - iii. Not effective []
- b. Drilling and questioning
 - i. Very effective []
 - ii. Effective []
 - iii. Not effective []
- c. Guided learning
 - i. Very effective []
 - ii. Effective []
 - iii. Not effective []
- d. Demonstrations
 - i. Very effective []
 - ii. Effective []

iii. Not effective []

e. Group work

i. Very effective []

ii. Effective []

iii. Not effective []

f. Question and answer

i. Very effective []

ii. Effective []

iii. Not effective []

g. Lecture

i. Very effective []

ii. Effective []

iii. Not effective []

10. To what extent are the following strategies applied in teaching and learning

Kiswahili subject?

Strategy	Not applied	Fairly applied	Often applied	Always applied
Integration/ merging of topics				
Covering content in order of priority				
Covering content in form of assignments				
Motivational speeches and Rewards				
Encouraging wide reading				
Speaking Kiswahili on specific days				

Thank you for your participation

Appendix IV: Interview Schedule For Head-Teachers

What are the challenges facing grade one pupils in learning Kiswahili language in your school?

Prompts

- Teaching resources

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- First and second language

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- Teaching methods

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Appendix V: Authorization For Research


MOI UNIVERSITY
Office of the Dean School of Education
P.O. Box 3900
Eldoret, Kenya

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

An ISO 9001: 2008 CERTIFIED INSTITUTION

REF: EDU/PGCM/1014/16 **DATE: 25th April, 2019**

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF ONYANCHA IRENE
SEMO- (EDU/PGCM/1014/16)

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media, School of Education.

It is a requirement of her M.Ed Studies that she conducts research and produce a thesis. Her research is entitled:

"Kiswahili Language Learning by First Graders in Selected Schools of Kenya."

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

 26.04.2019
APR 2019
PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

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REPUBLIC OF KENYA

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CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MISS. IRENE SEMO ONYANCHIA
 of MOI UNIVERSITY, 742-40200 Kisii, has
 been permitted to conduct research in
Makueni County

**on the topic: KISWAHILI LANGUAGE
 LEARNING BY FIRST GRADERS IN
 SELECTED SCHOOLS IN KENYA**

**for the period ending:
 23rd July, 2020**

Permit No : NACOSTI/P/19/89857/31406
 Date Of Issue : 25th July, 2019
 Fee Received :Ksh 1000


**Applicant's
Signature**



**Director General
National Commission for Science,
Technology & Innovation**

Appendix VI : Plagiarism Awareness certificate



SR463

ISO 9001:2019 Certified Institution

THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

IRENE ONYANCHA

EDU/PGCM/1014/16

In recognition for passing the University's plagiarism

Awareness test for Thesis: entitled: **FACTORS AFFECTING KISWAHILI LANGUAGE TEACHING AND LEARNING AMONG GRADE ONE PUPILS IN PUBLIC PRIMARY SCHOOLS IN MAKUENI COUNTY** with similarity index of 10% and striving to maintain academic integrity.

Word count: 20514

Awarded by

Prof. Anne Syomwene Kisilu

CERM-ESA Project Leader Date: 04/03/2024

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