

Preparedness of Teachers of Kiswahili in Teaching Using Integrated Kiswahili Course in Secondary Schools in Kericho County, Kenya

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Abstract: *The gist of this study was to assess the level of preparedness of teachers of Kiswahili in teaching the subject using the integrated Kiswahili course in secondary schools in Kericho County, Kenya. The study adopted the descriptive survey design and it was guided by the Needs Assessment Theory. A stratified random sampling technique was used to draw a sample of 31 heads of departments and 62 teachers of Kiswahili yielding a sample size of 93. Questionnaires and an interview schedule were used in collecting data, which were then analyzed descriptively. The findings revealed that most teachers of Kiswahili were not competent in teaching the subject using the integrated approach and the necessary resources were not adequate. The study recommends that there should be an understanding among the teachers for the need to gain more knowledge in preparation of teaching aids for integrated approach in teaching Kiswahili. It is expected that the findings of this study will be of great significance to teachers, students, policy makers and the entire stakeholders' fraternity in improving the performance of Kiswahili in the country. [179 words]*

Keywords: *Preparedness, Teachers of Kiswahili, Pedagogy, Integrated Kiswahili, Course, Secondary Schools, Kericho County, Kenya,*

I. Background to the Problem

Language is a means of communication for every society and all societies have their written and oral forms of language communication. A society must therefore have its language since this is the way each group defines itself (Mazrui, 1990). Kiswahili originated in the coastal region of Kenya and spread to other Eastern and Central Africa through slave trade and trade in ivory by early Arab traders. Kiswahili language is spoken by over 65% of the Kenyan population (Mazrui 1995). In 1969, the then ruling party, Kenya National African Union (KANU), gave Kiswahili a formal recognition as the national language, therefore, taking cognizance of its role in nation building. Yet it was not until 1971 that the language was officially declared the national language of Kenya.

The decision by Kenya to use Kiswahili as the national language immediately after independence came as a need to foster human resource development. This is because Kiswahili is the language of inter-ethnic communication in Kenya where it bridges the linguistic gap between communities. Kiswahili has the oldest uninterrupted history as an African written language compared to other African languages used in the country. Its written literary history is over a span of almost three centuries. Therefore, the language has a significant role to play in all levels of education including higher education for purposes of equipping trainees and future professionals with communicative skills needed to foster national development.

The ideal role of a language in any society is to be able to serve as many of its speakers as possible. Kiswahili can adequately perform this role because it is non-ethnic. This means that as per now, there is no particular community that can claim ownership of this language. Because of this neutrality, Kiswahili has enjoyed the support of East African governments and Non-Governmental Organizations, and is spoken in many countries in the world. The East African region, for example, is part of the global village, which is currently undergoing fundamental transformations on the basis of intensive competition (Mazrui, 1995).

The teaching and learning of Kiswahili has had a long history from the pre-independence times to the post-independence Kenya. The place of Kiswahili in the instruction of education has continued to change since the pre-colonial era. During the pre-colonial era, its place in the curriculum kept on changing for instance, in 1900, Charles Elliot advocated for the use of mother tongue. He objected the use of Kiswahili arguing that it would have been better to use mother tongue in the instruction in 1909. This idea was reversed through the united missionary conference in 1909. It was argued that instructions of Kiswahili should start in standard four and five. This policy was later abolished through the recommendation of Phelps Stoke Commission of 1925. The commission recommended that Kiswahili be instructed like any other vernacular language. This therefore

meant that Kiswahili was to be restricted to the coastal area. It also recommended that *Kikuyu, Kalenjin, Dholuo, Kiswahili* and *Luhya* languages to be taught in primary schools and English be taught as a second language (Gorman, 1970 cited in Whitely, 1974).

Commission of enquiry into the education system in Kenya, in 1949 was released. The Beecher report recommended that Kiswahili language be used in the instruction in primary schools of towns and settled areas, while English was to be taught in all areas irrespective of the nature of their settlement. This recommendation demeaned the status of Kiswahili by according English a higher status. Shortly before independence, the colonial government introduced instruction of English language from the lower primary classes. This implementation came after the annual report of the department of education was released. The report advocated the instruction of English language instead of Kiswahili and mother tongue arguing that it was not satisfactory to use three languages: English, Kiswahili and mother tongue as a media of instruction in primary school. The implementation of the report started in 1958 under what came to be known as new primary approach (Musau, 2003).

After the attainment of independence in 1964, Commission of Enquiry to Education Systems in Kenya was appointed to review educational matters. This commission recommended in regard to Kiswahili was that the language was to be taught as a compulsory subject but was not to be examined (Musau, 2003). Consequently, the teachers and the students did not take the subject seriously. After Ominde commission of 1964 the, bearing of Kenya, language policy was affected by the Watraluo commission report of 1972. About Kiswahili the commission recommended that the members of public while seeking government services use Kiswahili as a language of communication, in addition the report demanded that all government employees in public offices be competent in speaking Kiswahili. However, this was not fully enforced. There after commission of inquiry to education system in Kenya of 1976 recommended that Kiswahili language to be made compulsory and examinable subject. However, this did not take place until when Mackay report was released. After Mackay report of 1981 another significant commission of inquiry to Education system in Kenya of 1999, recommended Kiswahili to remain a compulsory and examinable subject up to grade 12 (Mackay Report, 1999).

Kiswahili is thus one of the compulsory subjects both at primary and secondary school levels and various tertiary institutions. Because there is close relationship between curriculum and society, as the society changes economically, politically, technologically, so should the curriculum to reflect the stated changes in the society. As Bennie and Newstead (1999, p.1) observes, "The introduction of a new curriculum poses a range of challenges to teachers [among other stakeholders] with regards to the underlying assumptions and goals, the subject demarcations, the content, the teaching approach and the methods of assessment." A curriculum is a dynamic instrument which should change after a certain period of time. However, if it changes so quite often, it may confuse major stakeholders in the education sector like parents, teachers, learners, publishers among others. The ideal period for a curriculum to be revised or undergo major changes is after ten years of implementation. After the 1992, Secondary Kiswahili Curriculum was introduced and implemented there were comments that the curriculum required some revision or changes to be in tandem with the changing society.

The integration of Fasihi and Lugha Ya Kiswahili means that teachers are assumed to have mastery of Lugha and also a clear understanding and appreciation of Fasihi and are able to teach each as a function of the other. This means that teachers are expected to teach grammar (Lugha) using literary texts, and also to teach literature (Fasihi) using the various skills of grammar (Lugha) such as listening, speaking, reading and writing.

Fafongbe (1971) says that a teacher is a very important factor in any education innovation. In other words implementation of the integrated Kiswahili course cannot be effectively implemented in school without the active and competent participation of the teacher. In learning Kiswahili, a fundamental question comes into view; namely, the path that the learner traverses in attempting to reach the goal. Many Kiswahili scholars and enthusiasts have cited numerous factors which influence the teaching and learning of Kiswahili, especially at the primary and secondary levels. Considering that Kiswahili is a compulsory subject at both primary and secondary levels in Kenya, under varied conditions, situations, diverse factors influence its effective teaching and learning. This background provided tremendous impetus to investigate the competence of graduate teachers in teaching Kiswahili using the integrated approach.

As pointed out in the UNESCO (2008) report, Capacity Building of Teacher Training Institutions in Sub-Saharan Africa (TTISSA), UNESCO's aim is to bring teacher education into alignment with national development goals. Consequently, three approaches correspond to alternative national policy goals and visions for the future of education. The approaches are: increase the technological uptake of students, citizens, and the workforce by incorporating technology skills in the curriculum—or the technology literacy approach; increase the ability of students, citizens, and the workforce to use knowledge to add value to society and the economy by applying it to solve complex, real-world problems or the knowledge deepening approach; increase the ability of students, citizens, and the workforce to innovate, produce new knowledge, and benefit from this new knowledge or the knowledge creation approach. Thus through these approaches, a country's students and ultimately its

citizens and workforce acquire increasingly sophisticated skills needed to support economic, social, cultural, and environmental development, as well as an improved standard of living.

II. Review of Related Literature

According to Simanu- Klutz Luafata (1997), integrated curriculum refers to the fusion of knowledge from different disciplines; the approach to learning and teaching from a variety of world views, strategies and resources; and tapping of real- life situations for problem solving and critical thinking in the classroom. Tyler (1949) sees integration as the horizontal relationship of curriculum experiences, in that the organization of these experiences should be such that they help the student get a unified view and also unify his/her behaviours in relation to the elements dealt with. The popularity of integrated curricula has waxed and waned over years. In the integration subject matter may be organized on the basis of separate disciplines with their own time blocks. This type of integration is the best in that there is a correlation of subjects to one another. This helps the learners to integrate the knowledge into their own behavior. In relation to Kiswahili the teacher teaching the subject should integrate Grammar and Literature

Implementation of an integrated curriculum provides many benefits for students and teachers alike. The curriculum design is centered on themes that address learners' concerns and the activities that are generated from this type of approach to teaching and learning are constructed to promote thinking skills and increase students' interests in learning. Achievement of an integrated curriculum has been established by research and classroom records of the teachers who have put the method into action. Hunkins (1985) in Kitito (2007) supports the use of an interdisciplinary curriculum to promote critical thinking and to prepare children for lifelong learning.

The rationale for integrating related subjects, according to Thabo (1984) ideally all knowledge can be looked upon as a comic totality. According to this view all knowledge can be looked upon as dealing with man and or his environment. The main aim of education is to train the intellect of the child and all other aims follow from this. On the basis of this, all school subjects are directed towards this primary goal to educate the whole child. Hence there is need for integrating related subjects.

In support to the above Taylor (1990) advocated that the whole primary school day be integrated. In the view of Taylor, this type of approach can afford the child time to pursue something in depth even though it may take several days. As he works, problems common to various subjects will arise but within the integrated framework he can make easy transition between any areas of learning.

Lewy (1991) also argues that integration increases learners, motivation. Students are more interested in learning content that seems related and meaningful, as opposed to content that is fragmented and not related at all. Form this view it can be concluded that the integrated method results into more inclusive learning which enables the learner to confront problems that are ignored or slighted by the separate disciplines. It is also efficient, time saving and eliminates redundancy.

Oketch (2005) argues that integration is practical and that every lesson requires enough learner involvement and the teachers strives always to make learning as interesting and meaningful to the learners' as possible. Teachers also use teaching materials comprising of textbooks and pictures. From this view, concerns about national achievement levels and need for good performance in educational institutions have put the spotlight an any educational change that can lead to an increased student success. Therefore there is a realization that curriculum integration may be an effective element in making education manageable, relevant and successful.

The movements towards a global economy and international connections as well as the rapid change in technology are pushing education towards integration. The ability to make connections, to solve problems by looking at multiple perspectives and to incorporate information from different fields will be an essential ingredient for success in the future.

With regards to teacher competency, Hewton (1988) says that competency refers to appropriate prior knowledge, skills, attitudes, and abilities in a given context that adjust and develop with time and needs in order to effectively and efficiently accomplish a task and that are measured against a minimum standard. Hewton (1988) further lists the following as Characteristics of Teacher Competencies: content area knowledge, pedagogical capabilities, communication skills, professionalism, and teacher preparedness.

With regards to content area knowledge, it is arguable that in addition to a mastery of basic skills, effective teachers are expected to demonstrate a thorough understanding of the content of their curricular areas. They should be able to communicate this content material to students using methodologies that are appropriate for the age and abilities of the learners. These teachers are competent planners, seek to incorporate other disciplines into their lessons and stay abreast of changes and advancements in their specialty areas.

Pedagogical capabilities, successful teachers are expected to be knowledgeable about multiple methods of instruction. They understand levels of human development, both typical and atypical, and should be able to

diversify their lessons to meet the needs of learners of all ability levels. These teachers are capable classroom managers and skilled at motivating students, and they perennially assess both student and personal achievement.

Not only should teachers exhibit the skills necessary for communicating ideas clearly to students, but they must also communicate with parents, other teachers, their administrators and their communities. They must be open, approachable and diplomatic in conveying information. In a technologically oriented world, these teachers will use contemporary modes of communication like email and interactive websites in addition to traditional means of communication.

With respect to professionalism, teacher excellence is reflected in a professional's efforts toward continual improvement in his/her field. Professional teachers are marked by their personal presentation, reflection, collaboration, the desire to advance and adaptability. These teachers believe students can learn, understand the value of diversity in the workplace and in their classrooms, and understand the ethical implications of working with students.

Some studies in Kenya (Mohammed 1994; Ronoh 2001, Suter 2008) found out that, despite the fact that official course syllabuses demand an integrated approach in the teaching of Geography, Much has been written about the role of teachers and their training in any educational change undertaking. All agree that teachers are central to the change process and therefore their training is quite crucial. Verspoor, (1989) asserts that a well-designed and effectively implemented teacher-training programme is the key element in the successful implementation and institutionalization of change programmes. By comparison, another research report of World Bank on education in fourteen countries attributed failure of intended educational change mainly to ineffective teacher training programmes (Kellagan & Greany, 1992). It thus follows that any successful educational change is built on effective teacher training.

From the above Literature competence is vital for effective implementation of any curriculum innovation. As Fullan (1982) postulates, the effectiveness and efficiency in teaching and learning is determined by teachers' academic and professional characteristics as well as his/her experience as a teacher. Despite the Kiswahili teacher being qualified to teach Kiswahili, they may lack competence to implement the Kiswahili integrated course due to how the Kiswahili syllabus is design.

Finally, teacher preparedness in Teachers' education is an integral component of education. It involves the preparation of properly identified and selected individuals for the teaching profession. The teacher education programme should be designed and administered to produce a cadre of component teachers to serve a prescribed system of education (Bogonko, 1992). This is because teachers are key factors in contributing towards any enhanced quality of classroom experience.

Kafu (1996) found out that the teacher education curriculum had remained narrow and rigid in nature. It emphasized training rather than preparation of teacher. There was no attempt to make it responsive to the emerging trends in the society and education in particular. Consequently it had continued to produce conservative / traditional school teachers who were pervasive to change, less creative and innovative and unable to manage modern instructional and non-instructional situations.

He advocated for a new teacher education curriculum to be designed to address the new demands of the society and those of teaching profession. Education is a dynamic process and new trends and new change are bound to arise. The teacher should be well placed to embrace the new trends and changes in the society. Teacher training colleges at all levels should have the relevant resources and appropriate educational technologies that are essential to facilitate the preparation of competent teachers.

The teacher being the most important ingredient in the effective teaching and learning of Kiswahili using the integrated approach. It is therefore important that teachers are very well prepared to meet this new challenge of teaching Kiswahili using the integrated approach. The success of the teacher largely depends on his/her personal efforts and general personality Corbin Hugh (1983) in Jepkoech (2002). These characteristics can be greatly enhanced if a teacher receives specialized training in methods of teaching Kiswahili using the integrated approach.

Garret (1999) also agrees that teachers are the key factors in contributing towards any enhanced quality of classroom experience. Watkins in the Oxfam Education Report, (2000) concurs with Garret by stressing that poorly trained teachers are unable to foster a child-centered learning environment. Hendrikz (1986) emphasizes that the teacher should use appropriate instructional methods of teaching. He found that teachers' knowledge of the subject should not be over looked since it is essential for arranging for a successful learning if a teacher has a high understanding of the subject matter.

Mwaura (2003) states that teachers find it difficult learning new strategies act across the old habit and assumptions and invalidated hand worn skills. Teachers then need to improve on through training and in-service courses. He further stresses that many teachers do not read after leaving college. Training is a necessary condition for effective performance of teaching roles and responsibilities.

III. Statement of the Problem

Many analyses done concerning Kenya National Examinations Council (KNEC) reveal that candidates sitting for Kiswahili paper perform poorly with various reasons attributed to this dismal performance. Some of these reasons related to teacher preparation include material provision, inadequate administrative support resulting into questionable instructional methodological approaches. Although the failure of classroom practices to reflect new innovations in teaching could be attributed to a multitude of varied factors, no other variable appears to be more central to this phenomenon than the teacher. Competence in the context of this study refers to the ability of the Kiswahili teacher to integrate Fasihi content into Lugha and vice-versa and the application of a variety of instructional methods. There is a growing need for teachers in Kericho District of Kericho County to be informed of the intended changes in education for it to achieve its desired objectives. On the other hand, some schools post better performance which underscores the importance of training in relation to competence, change of attitudes and awareness of the teacher in instruction. This could be an indication that teachers are ignorant of procedures and skills of disseminating content to the learners. The unclear situation as far as teacher competence is concerned calls for further investigation to establish the real problem and solution especially the teaching of Kiswahili using the integrated approach. It is against this background that this study sought to assess the competence of graduate teachers in teaching Kiswahili using the integrated approach.

The objective of the Study was to assess the level of preparedness of secondary school teachers of Kiswahili in teaching the subject using the integrated Kiswahili course in Kericho County, Kenya.

Theoretical Framework

The theoretical framework of this study was based on the needs assessment theory. Suarez (1991) defines needs assessment as an information gathering and analyzing process in the identification of the needs of individuals, groups, institutions and communities or societies. Witkin and Altschuld (1995) further define needs assessment as a tool which formally identifies the gaps between the current results or outcomes/products and required or desired results, places these gaps in priority and selects those gaps/needs of the highest priority for action, usually through the implementation of a new or existing curriculum or management process.

The point to be noted here is that curriculum development requires systematic and specific procedures to be followed. Various authors have proposed various curriculum development models. However it is important to note that despite the fact there exist these various curriculum development models, all curriculum scholars agree on the fact that whether developing a new curriculum or changing the existing one, the process begins with needs assessment. It can be argued that any education system in any given society helps enhance the society's needs and therefore, in drawing an educational program, a needs assessment is imperative. The needs assessment allows for a careful investigation of what should be, and what is, so as to establish the discrepancy.

In this study, the needs assessment was utilized to establish the preparedness of Kiswahili teachers in terms of the specific knowledge, skills and attitudes that they actually have and those that they require in order to effectively teach Kiswahili using the integrated approach. The theoretical framework identifies the dependent and independent variables. Competence was considered as the dependent variable, whereas integrated Kiswahili curriculum was considered as independent variable. The needs assessment theory was adopted because it focuses on identification of required competence and emphasizes that action be taken based on the finding and recommendation so as to direct educational practices and solve problem in this case the failure of students in Kiswahili' performance of Kericho district in Kericho county. The rationale for using this theory is to identify competences that Kiswahili teachers in secondary in Kericho district have and those they should have for effective teaching is expounded.

Research Design and Methodology

This study used Descriptive Survey research design. This design gathers data at a particular point in time with the intention of describing the nature of the existing conditions, identifying the standards against which existing conditions can be compared and determining the relationship that exists between specific events (Orodho, 2008a, 2012; Orodho, Nzabalirwa, Odundo, Waweru & Ndayambaje, 2016). Descriptive Survey research design was suitable in this study since the population studied was too large to be observed directly.

Target Population and Sampling

The study targeted public secondary schools in Kericho District where Heads of Department (languages) and teachers of Kiswahili participated in the study. This population was involved in the study because it is directly involved in the instructional process. Apart from that, this population directly influences the performance of the learners in Kiswahili and so is an essential population for this study. Records in the District Education office indicated that there are 62 public secondary schools in the district. For the purpose of getting a representative sample, the researcher stratified the schools into 4 educational divisions: *Ainamoi, Chagaik, Soin and Waldai*. In the District, there are a total of 62 schools and from this, 31 (50%) secondary

schools were selected using proportionate random sampling from the divisions. To obtain the number of teachers who participated in the study, simple random sampling was used to pick one teacher of Kiswahili from every school and the process repeated for the HoDs. A total of 93 respondents which included all (31) HoDs Languages and 62 teachers of Kiswahili from the selected schools were selected for participation in the study. The study sample is as shown in table 1.

Table 1 Study Sample

Division	Total No of Schools	No of Schools selected	No. of Heads of Departments	No. of Teachers
Ainamoi	16	8	8	16
Chagaik	8	4	4	8
Soin	20	10	10	20
Waldai	18	9	9	18
Total	62	31	31	62

Data Collection Instruments

The study used questionnaires and interview schedule in data collection. In this study, structured and semi-structured questionnaires were used to collect valuable information from Kiswahili teachers. The questionnaire was divided into two sections: the first captured the background information of the respondents and the second section on the teacher competencies. The questionnaire was intended to elicit information on the use of integrated approach of teaching Kiswahili.

To ensure the reliability of the questionnaire, a pilot study was carried out in the neighboring Bureti District. This area was used for piloting because the two districts share similar conditions. The research instruments were administered to the same pilot group twice after an interval of two weeks and the results compared (Orodho, 2009a, 2016). The Pearson Product Moment formula was used to calculate the correlation coefficient. A correlation coefficient of 0.75 was obtained which was considered high enough to test reliability (Orodho, Khatete & Mugiraneza, 2016).

Validity, which is the degree to which results obtained from analysis of the data actually represents the phenomenon under study (Orodho, 2009a,2009b) was determined using expert judgment. The feedback obtained from the pilot study assisted the researcher to ensure that it covered the variables investigated in the research(Orodho,2016) . The main reason for piloting the questionnaires was to ensure as far as possible that the items would detect the kind of responses the researcher intends to get, that they are acceptable in terms of their content and they adequately covered any aspect of the unit which the researcher particularly wished to explore (Orodho, 2016).

Data Collection and Analysis Procedures

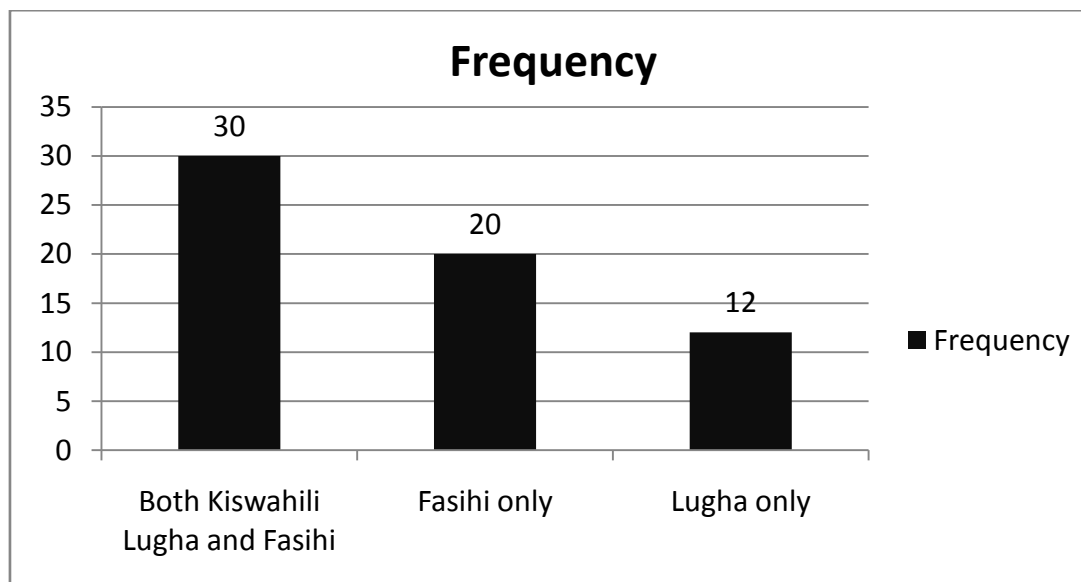
Prior to data collection, the researcher obtained an authorization letters and permits from relevant authorities such as departments and the National Commission for Science Technology and Innovation (NACOSTI). After acquiring the permit the researcher further sought permission from the District Commissioner and from the District Education Officer which enabled the applicants to conduct research in the selected schools. Further the researchers sought permission from the head teachers of the selected schools for the study. On the actual date of the study, the researcher visited individual schools to conduct the research. The research tools were personally administered to the respondents. Data were analyzed as per question given. Copies of questionnaire were sorted, coded categorized and tabulated. In addition, data from interview guides and documents were analyzed thematically. Descriptive methods generated using Statistical Package for Social Sciences (SPSS) were employed in analyzing the qualitative data where frequencies and percentages were used in interpreting the data (Orodho, Ampofo, Bizimana & Ndayambaje, 2015).

IV. Findings and Discussion

Teacher Competency

The teachers were requested to state whether they were comfortable, handling Kiswahili and Fasihi, Fasihi only or Lugha only. The findings are shown in Table 2.

The table reveals that 30 (48.4%) of the respondents were comfortable handling both Kiswahili Lugha and Fasihi whereas 20 (32.3%) were comfortable with Fasihi only. The remaining 19.4% (12) reported that they were comfortable with Lugha only. This implies that less than half of the teachers are comfortable to handle both Kiswahili Lugha and Fasihi. This finding concurs with Kitito, M. (2007) in his study he found out that most teachers where comfortable in teaching both Kiswahili Lugha and Fasihi.



Further, the Kiswahili teachers were asked to give their opinion on the competencies the teachers of Kiswahili need in order to effectively teach Kiswahili using integrated method. Table 4.5 presents the findings.

Table 4.5 Competencies required by Teachers of Kiswahili

Key: A –Agree ; D – Disagree; U – Undecided

Statement	A		U		D		TOTAL	
	F	%	F	%	F	%	f	%
I understand the reason for integrating the Kiswahili syllabus	46	73.2	4	6.5	12	18.4	62	100
I understand the need to gain more knowledge in lesson planning for integrated approach in teaching Kiswahili	54	86.1	2	3.2	6	9.7	62	100
I understand the need to gain more knowledge in work scheming for integrated approach in teaching Kiswahili	56	90.4	0	0	6	9.7	62	100
I understand the need to gain more knowledge in preparation of teaching aids for integrated approach in teaching Kiswahili	26	75.2	10	16.1	6	9.7	62	100
I understand the need to gain more knowledge in evaluation technique for integrated approach in teaching Kiswahili	54	87.1	2	3.2	6	9.7	62	100

The table reveals that 46 (73.2%) of the respondents understood the reason for integrating the Kiswahili syllabus while 12 (18.4%) did not understand the reason for integrating the Kiswahili syllabus. The remaining were neutral. Concerning lesson planning, large percentage (86.1%) of the respondents had an understanding on the need to gain more knowledge in lesson planning for integrated approach in teaching Kiswahili whereas 6 (9.7%) of the teachers did not understand the need. The remaining percentages (3.2%) of the respondents were neutral. The table further shows that 56 (90.4%) of the respondents understood the need to gain more knowledge in work scheming for integrated approach in teaching Kiswahili while 6 (9.7%) did not understand the need.

It is further revealed that 26 (75.2%) of the respondents had an understanding on the need to gain more knowledge in preparation of teaching aids for integrated approach in teaching Kiswahili while 6 (9.7%) did not have an understanding for the need to gain such knowledge. The remaining 5 (16.1%) of the respondents were neutral. Concerning evaluation, it is revealed that 54 (87.1%) of the respondents agreed that they understood the need to gain more knowledge in evaluation techniques for integrated approach in teaching Kiswahili while 6 (9.7%) did not agree as 2 (3.2%) of the respondents were neutral. The findings above imply that the teachers are not fully prepared to teach Kiswahili using the integrated course.

The Heads of departments interviewed felt that teaching using the integrated approach would enhance the competence of teachers. However some felt that the teachers were not competent in using this method of teaching. This finding concurs with a research report of World Bank on education in fourteen countries attributed failure of intended educational change mainly to ineffective teacher training programmes (Kallagan & Greany, 1992).

V. Discussions

Teacher competency in the use of integrated approach is not satisfactory since majority of the respondents were not comfortable in its application in the instruction process. Egessa (2007) observed that from the way some Kiswahili courses are structured in some universities, a student teacher may go through the

university and graduate having not taken some courses which are optional or elective. Yet after graduation they are expected to teach students at secondary school the topics they missed at the university. These topics include short story, sociolinguistics, oral literature, poetry, creative writing, emerging issues and use of integrated approach to teaching of language and literature. The study revealed that the pre- training of Kiswahili teachers adequately addressed work scheming appropriate for integrated method of teaching Kiswahili, but did not adequately address use of instructional resources in the teaching.

From the interviews, it was noted that most HODs averred:

Most teachers content that at universities where trained, a Kiswahili teacher trainee is required to take another subject so that he/she can be employable by Teachers Service Commission, the major teachers' employer in Kenya. Hence one may be required to have a subject combination of Kiswahili/History, Kiswahili/Geography, Kiswahili/IRE, Kiswahili/CRE, and in some extreme cases Kiswahili/Mathematics. The English teacher trainee is required to take only English/Literature.

Lack of the degree of depth of a topic is best captured by the remarks of one teacher regarding the teaching of Isimujamii (sociolinguistics in Kiswahili) in secondary schools in Kenya who states:

Up-to now it is not clear where sociolinguistics (in Kiswahili) starts and ends. The syllabus and guide to the syllabus has not made this issue clear. Personally, I suspect that the curriculum developers didn't understand this area (sociolinguistics) very well when they were developing the syllabus (My translation).

A finding on instructional resources preparation revealed that majority of the respondents agreed that their pre-services training adequately addressed instruction resource preparation appropriate for integrated method of teaching Kiswahili. The table further reveals that more respondents felt that their pre-service training adequately addressed use of instructional resources in the teaching of Kiswahili using integrated method.

It is further shown that most of the respondents felt that their pre-service training adequately addressed effective lesson-preparation using integrated method of teaching Kiswahili. It can be implied that pre-service training of majority of teachers adequately addressed lesson planning, work scheming and instruction resources preparation. However, this was little pre-service training on use of instructional resources in teaching Kiswahili using integrated approach and in lesson planning.

VI. Conclusions and Recommendations

Teacher competency in the use of integrated approach is not satisfactory since majority of the respondents were not comfortable in its application in the instruction process. Various scholars in curriculum studies like Hawes (1972), Bishop (1985), Urevbu (1992) and Syomwene (2003) authenticate the important role of teachers in curriculum implementation. The 2002 SKC was designed and implemented when the teacher training institutions namely colleges and universities had not satisfactorily prepared Kiswahili teachers for the 2002 SKC. This is because at the university, some of the topics in 2002 SKC were and are still optional hence some teacher-trainees graduated having not taken the units or courses. The study found out that almost half of the teachers are comfortable to handle both Kiswahili Lugha and Fasihi.

To some of the teachers, integrated approach to Kiswahili teaching is a new and complex concept and the truth is that they do not know how to implement the 2002 SKC. This leaves a lot of try and error approach teaching of Kiswahili which is dangerous to the learners. There is need to revise and harmonize the Kiswahili courses offered in the universities in Kenya to be in tandem with the requirements of the secondary school curriculum for students taking Kiswahili as a teaching subject. The study revealed that there is need for more knowledge among the Kiswahili teachers in preparation of teaching aids for integrated approach in teaching Kiswahili and understanding for the need to gain such knowledge.

Because there is close relationship between curriculum and society, as the society changes economically, politically, technologically, so should the curriculum to reflect the stated changes in the society. As Bennie and Newstead (1999, p.1) observes, "The introduction of a new Kiswahili curriculum poses a range of challenges to teachers [among other stakeholders] with regards to the underlying assumptions and goals, the subject demarcations, the content, the teaching approach and the methods of assessment." A curriculum is a dynamic instrument which should change after a certain period of time and teachers should adequately be involved.

Teacher competency in the use of integrated approach is not satisfactory since majority of the respondents were not comfortable in its application in the instruction process. Egessa (2007) observed that from the way some Kiswahili courses are structured in some universities, a student teacher may go through the university and graduate having not taken some courses which are optional or elective. Yet after graduation they are expected to teach students at secondary school the topics they missed at the university. These topics include short story, sociolinguistics, oral literature, poetry, creative writing, emerging issues and use of integrated approach to teaching of language and literature. The study revealed that the pre- training of Kiswahili teachers adequately addressed work scheming appropriate for integrated method of teaching Kiswahili, but did not adequately address use of instructional resources in the teaching.

From the interviews, it was noted that most HODs averred:

Most teachers content that at universities where trained, a Kiswahili teacher trainee is required to take another subject so that he/she can be employable by Teachers Service Commission, the major teachers' employer in Kenya. Hence one may be required to have a subject combination of Kiswahili/History, Kiswahili/Geography, Kiswahili/IRE, Kiswahili/CRE, and in some extreme cases Kiswahili/Mathematics. The English teacher trainee is required to take only English/Literature.

Lack of the degree of depth of a topic is best captured by the remarks of one teacher regarding the teaching of *Isimujamii* (sociolinguistics in Kiswahili) in secondary schools in Kenya who states: Up-to now it is not clear where sociolinguistics (in Kiswahili) starts and ends. The syllabus and guide to the syllabus has not made this issue clear. Personally, I suspect that the curriculum developers didn't understand this area (sociolinguistics) very well when they were developing the syllabus (My translation). A finding on instructional resources preparation revealed that majority of the respondents agreed that their pre-services training adequately addressed instruction resource preparation appropriate for integrated method of teaching Kiswahili. The table further reveals that more respondents felt that their pre-service training adequately addressed use of instructional resources in the teaching of Kiswahili using integrated method.

It is further shown that most of the respondents felt that their pre-service training adequately addressed effective lesson-preparation using integrated method of teaching Kiswahili. It can be implied that pre-service training of majority of teachers adequately addressed lesson planning, work scheming and instruction resources preparation. However, this was little pre-service training on use of instructional resources in teaching Kiswahili using integrated approach and in lesson planning.

A teacher is a key player to successful implementation of any educational curriculum. As Clandinin and Connelly (1992, p.363) rightly observes "the teacher is an integral part of the curriculum constructed and enacted in classrooms". The success of Kiswahili curriculum implementation to a large extent depends on the teachers. Therefore teachers should be actively involved in various stages of curriculum development like design, implementation and evaluation. Teachers should also actively participate in pilot study or pretesting of any new or revised curriculum. All this requires training and in-servicing teachers so that they can interpret and implement the curriculum effectively. Teachers, as major stakeholders in the education sector, must be in the involved in all aspects of syllabus design, implementation and evaluation.

Recommendations

There is need for more in-service courses and seminars to be organized at zonal and divisional levels to reach to many teachers in schools. This will give practicing teachers necessary skills to deal with new developments for their subjects. The school principals and teachers should be made to be in such activities, because at times such noble ideas are frustrated by school heads who do not allowing teachers to attend seminars citing lack of time and funds. In addition to that, in-service training enhances the teachers' competency in the use of integrated approach.

The pre-service training for teachers should develop relevant knowledge and skills for the teaching of Kiswahili using the integrated approach. Colleges in which the teachers are trained should have more training courses to update the skills of their students. The colleges should reconstruct both content and the methodology in tune with content of secondary school Kiswahili curriculum. The universities should consider introducing the teaching of Kiswahili grammar and literature as a programme for an award of bachelor of education degree. This is because Kiswahili students take the language and another additional subject besides the professional courses. In practice, teachers teach Kiswahili and a second teaching subject, hence have divided attention. Specialization in the subject will promote deeper concentration in the various items and motivate the teacher.

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