

**TEACHER FACTORS AFFECTING THE
INTEGRATED APPROACH IN THE TEACHING OF
KISWAHILI IN KENYAN SECONDARY SCHOOLS:
A CASE STUDY OF SELECTED SCHOOLS IN
KWALE DISTRICT.**

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ABSTRACT

The aim of this study was to investigate teacher factors in the teaching of Kiswahili using the integrated approach (IA) in Kwale district. The variables of the study included awareness and understanding of the integrated Kiswahili syllabus, competence of Kiswahili teachers and attitudes of the Kiswahili teachers towards integrated approach and training.

The study generally adopted Fullan's (1991) Educational Change Model but also borrowed some concepts of Gardner's (1994) learning theory known as "Multiple intelligence" theory. A survey design was adopted in conducting the study.

Simple random sampling was used to select 10 out of 30 public secondary schools found in Kwale district for the study. The accessible population was all Kiswahili teachers from the sampled schools. Simple random sampling technique was used to select 8 teachers from the sampled schools to be observed while teaching in the classroom set up. Thirty teachers were interviewed and also participated in filling in the questionnaires.

Data was collected by the use of questionnaires, interview and observation schedules. Descriptive statistical techniques such as frequencies and percentages were used in the analysis of the data collected.

From the findings of the study, it was established that teachers have negative attitude towards Kiswahili integrated course due to lack of training and inadequate in-service. Most teachers do not integrate grammar into Fasihi or Fasihi into grammar. Other factors

identified with negative effects on the implementation of integrated IA in Kiswahili included an overloaded syllabus against inadequate time, incompetence of teachers' in as far as teaching methods and methods of evaluation were concerned and lack of well-integrated Kiswahili textbooks. On the basis of the findings, proposals for training and in-service for Kiswahili teachers on integration are made. These included among others the need to sensitize teachers and Ministry of Education officials and K.I.E on the meaning of integrated approach to the teaching of Kiswahili through in-service courses, seminars and workshops. The Kiswahili paper should be examined as one paper and not three different papers as it is the case now. Kiswahili integrated approach should be introduced as a field of specialization in diploma, Bachelors, Master of Philosophy and Doctor of Philosophy in education institutions in order to produce professionals responsible for the development and implementation of the subject.