Research Article

Influence of Teachers' Characteristics on Kiswahili Performance in Public Primary Schools in Shinyalu Sub-County Kenya.

Masheti Cyllion[1]
Masters student, Catholic University

Atoni Rose[2]
Senior Lecturer, Catholic University,

Ogulapaul[3]
Professor of Education

Abstract

The study investigated on influence of Teacher characteristics on Students' Kiswahili performance in Public primary schools in Shinyalu Sub County Kenya. This was in the light of concern that public primary schools in the aforementioned Sub County had been posting low mean scores annually. The study was guided by the following four research questions; what is teachers' attitude towards Kiswahili in public primary schools in Shinyalu sub-county Kenya? What is the performance of Kiswahili in public primary schools in Shinyalu sub-county Kenya? How do the teaching methods used by teachers influence Kiswahili performance in public primary schools in Shinyalu Sub-County Kenya? What is the relationship between language of instruction used and Kiswahili performance in public primary schools in Shinyalu Sub-County Kenya? The study was based on usage-based theory of language. Ex-post facto research design was used. The target population were; all public primary schools and teachers of Kiswahili in Shinyalu Sub County. To get the simple size, simple random sampling techniques were employed. The research instruments used were; questionnaire, interview schedule and document analysis. To determine validity, experts were consulted and for reliability, test-retest was used. Data were analyzed by use of frequencies, percentages, mean scores and standard deviations. To test hypotheses, Pearson Product Moment of Correlation, ANOVA and independent samples T- tests were used. The findings were that; teachers had a negative attitude towards Kiswahili, there was a significant

Keywords

Teachers' Characteristics, Kiswahili Performance

relationship between teaching methods used and Kiswahili performance; the languages of instruction were Kiswahili, Sheng and code switching. The other finding was that Kiswahili mean scores were low. The researcher recommended that Teachers of Kiswahili to attend workshops on a regular basis and that teacher trainers to revise the curriculum used.

Introduction

Teachers vary in terms of delivery due to differences in characteristics that are inherent to them. The study analyzes characteristics of the teachers such as attitude, teaching methods, and language of instruction. Kiplinger (2020) reported that the characteristics of language teachers were more related to the way learners perform. According to Adegbija (2001), a positive attitudinal stake in a language is a dominant factor in performance both at the individual and societal level. Ryanga (2002) asserted that attitudes and beliefs remain firmly held by each language group about their language and other languages spoken by large sections of Kenyan communities including Kiswahili and English. Kiswahili language is usually regarded as inferior since it is not developed enough to handle discourse in most domains even when it is implemented as a curriculum in schools in Kenya (Mazrui, 1995).

Teachers' attitude is a critical element in the implementation of the Kiswahili curriculum. It is important to understand the attitude of key players in the curriculum implementation because it is the basis for developing intervention strategies in the learning environment given the crucial role that the Kiswahili subject plays in the development of Kenya (Obanya, 1999). The attitude of teachers is more important because teachers can directly affect the student's learning and achievement. In addition, teachers' attitudes play a crucial role in shaping the classroom environment, which has an impact on students' self-esteem and behaviors (Dooly, 2005).

Kiswahili language has grown not only in East Africa but beyond the boundaries of the African continent. Murunga (2016) stated, "It is a language that unifies the large multilingual society as Kenya is. Typically, it is used in the nation's courts, parliament, and administration. It also holds a significant position in the curriculum as a compulsory subject taught at the primary and secondary school levels and is examined in the Kenyan education system". According to Malilo (2014), Kiswahili is widely used in international media houses such as Radio Beijing, Voice of America, British Broadcasting Corporation, Cologne, and Pretoria. The Kenyan constitution promulgated in 2010 recognizes Kiswahili not only as a national language but also as an official language (Syomwene, Nyandusi & Yungungu, 2017). This gives it a greater role to play in academic pursuits and other official undertakings. Kiswahili is an important motivational avenue for upward mobility in society thus its performance should not be shunned. The inter-university council of East Africa emphasized the exchange of the Kiswahili curriculum at the university level to facilitate students and staff exchange programs through the Kiswahili Association of East Africa. This was geared towards making all countries in East Africa to be at par with the development of Kiswahili in general.

The promotion of Kiswahili language is not only in its use, but deliberate efforts are also being made throughout the world to include it in the curricula of higher institutions of learning (Akaka, 2011). Learners who acquire a good masterly of the subject are able to express themselves in Kiswahili and can even pursue it for further studies. According to the Ministry of Education, all students are expected to have acquired a good command of the Kiswahili language at the end of the primary school education. This should be both in spoken and written forms so as to enable them communicate fluently, study Kiswahili text books and read for pleasure (K.I.E., 2002). Despite Kiswahili being a national and official language in Kenya, it lacks proper teaching methods and is affected by sheng', shortage of Kiswahili teachers

and inadequate teaching which have impacted on its teaching and performance in schools (Mose, 2007). In public primary schools in Shinyalu Sub County Kiswahili language performance is dismal. The average mean score in K.C.P.E for the years 2019-2022 has always ranged between 35.25 to 40.5 % .

According to Jjingo (2011), in Uganda Kiswahili is still a language of the armed forces, trade and commerce, a school subject, a language of the media and regional lingua franka. In Tanzania, (Wamalwa, Adika & Kerogo, 2013) found out that Tanzanian students had a favorable attitude towards Kiswahili and it remained the most preferred language of use in all major domains. The teaching and learning methods used in Kiswahili are very crucial to the overall performance of subject. Isayi (2007), averred that learners in most schools were exposed to minimal practice in Kiswahili. The author further observed that this minimal exposure of learners led to poor performance.

In Rwanda, Ntawigira (2005) observed that language attitude studies have shown that different languages evoke different perception in the society in which they are used. In Rwanda, French and English are used as a media of instructions and are taught as subjects in all options, while Kinyarwanda and Kiswahili are rare in secondary schools. Different attitudes are associated with the four languages. Students choose English and French rather than Kiswahili and Kinyarwanda. The latter two, Kiswahili and Kinyarwanda, are judged inferior. Students value a language according to the social conventions and preferences reflecting an awareness of promising opportunities such as higher education, profitable jobs, prestige, and social mobility, guaranteed by the language.

A language of instruction is thus a language of procedure that is systematic in facilitating learning (Otunga, Odeo & Barasa, 2011). Instructional methods are, therefore, different ways used by a teacher in teaching learners. It is a channel that aids communication between the teacher and the learner. Since effective communication involves feedback, an instructional method selected by the teacher should give room for interaction between the teacher and learner. According to Tella, Indoshi, and Othuon (2010), traditional or teacher-centered methods of teaching resulted in learners not enjoying lessons and missing the benefits of discovering on their own. In the long run, pupils were left with no choice but to remain passive during the teaching and learning process. Zeeb (2004) indicated that aligning the learning method of students with the teaching styles of instructors could lead to an improvement in any language performance. Students' interactive instruction is the most powerful method of teaching (Chika, 2012). The author, further noted that effective learning occurred most in collaborative classrooms where students were encouraged to ask questions, define problems, and lead group discussions.

A method of instruction that involves the learner, contributed to improved student performance (Stitt-Gohdes, 2001; Henson, 2004; Hou, 2007). Anorue (2004) noted that an effective language classroom was one in which the teacher used varied teaching styles for instruction. Tanner (2009) observed that performance in languages was not easy because teachers dominated classroom talk and students talked only when called upon like in the case of answering questions. Callahan (2005) on the other hand found that the lecture-based method of instruction lacked the flexibility necessary to meet the linguistic and academic needs of learners.

Normally instructors adopt a teaching method based on their beliefs about what constitutes good teaching, personal preferences, their abilities, and the norms of their particular discipline (Watson, 2003). Some teachers believe lessons should be teacher-centered, where the teacher is the expert and the authority in presenting information. Others take a learner-centered approach, viewing their role as more of a facilitator of student learning (Ahmad & Aziz, 2009).

Mukele (2008) noted that in Kenyan schools, students were forced to continue with their education in English and only once or twice to be taught in Kiswahili. When this happens it abrogates Kiswahili learning to an inferior stance. Notably, some schools have put in place regulations that do not allow students to communicate in Kiswahili, and rules are sometimes completely against speaking vernacular (Mukele, 2010). This not only denies students an opportunity to acquire Kiswahili but also 'kills' African languages in the long run. Based on the foregoing, it was evident that language policies, language of instruction, and performance in Kiswahili hinder performance.

In Kenya, the usage of Sheng' by both the teachers and learners is a factor that is affecting teachers' attitudes towards Kiswahili. The youths have advocated for the growth of sheng' as an indication of societal growth. They base their arguments on the fact that other international languages did not achieve sophistication by breaking their morphosyntactic or grammatical rules at the pace at which sheng' is infiltrating Kiswahili (Momanyi, 2009).

Johansson (2004) researched oncode-switching and code-mixing in a Swedish high school. The study concluded that tags were mixed with other codes and entire phrases were switched. This was to compensate for deficiencies in one language. Bitutu (2020) observed that speakers who code-switch were competent in the syntactic rules of the two languages involved. Code switching is a creative use of two varieties of language or two or three distinct languages. It requires that the speaker is competent in the different codes being switched. According to Munuku (2005) in Kenya code switching involved teachers using a mother-tongue, Kiswahili and English while teaching. Scotton (2009) explained that in code switching there were patterns between lines, within a word, between major constituents and between phrases. Parkin (2004) while focusing on code switching among speech in communities in Nairobi observed that English was used by those of high status, Kiswahili for brotherhood and neutrality, and a mother tongue for ethnic solidarity.

Methodology

The study adopted an ex post facto research design. This is a non-experimental research design that sought to describe in quantitative terms the degree to which two or more variables were related. The study targeted public primary school Kiswahili teachers. In particular, those teachers who had been in the teaching service for at least three years were targeted. Teachers who were employed by the BOM were not part of the target population. The teachers of Kiswahili were targeted because they were the ones who were implementing the Kiswahili curriculum.This study employed both stratified sampling and simple random sampling techniques.The main instruments for data collection were the questionnaire, observation schedule, and document analysis schedule. To verify the validity of the results of the instrument, content validity was checked by seeking the opinion of experts. The test-retest method was used to estimate the level of reliability of the instrument results.

Results

Attitude of Teachers towards Kiswahili

Table 1: Distribution of Responses on Teachers' Attitude towards Kiswahili

Statement	SD		D		UD		A		SA	
	f	%	F	%	F	%	f	%	F	%
Kiswahili is of importance to pupils'.	10	17.9	18	32.1	1	1.7	7	12.5	20	35.7
Kiswahili is an integral part of the school curriculum.	0	0.0	0	0.0	0	0.0	30	53.6	20	35.7
I am competent in handling Kiswahili lessons	36	64.3	4	7.1	1	1.7	4	7.1	7	12.5
I do not prepare lesson plans, scheme of work	30	53.6	4	7.1	0	0.0	20	35.7	2	3.7
Teaching Kiswahili is taxing	0	0.0	4	7.1	0	0.0	45	80.3	7	12.5
Kiswahili is more complex than English	0	0.0	0	0.0	0	0.0	33	59.0	23	41.1
Time allocated to Kiswahili lessons should be increased	2	3.7	1	1.7	0	0.0	30	53.6	20	35.7
Kiswahili teachers should attend workshops and seminars	0	0.0		0	0	0.0	20	35.7	36	64.3
Only specialist Kiswahili teachers should teach it	5	8.9	1	1.7	2	3.7	28	50.0	20	35.7
Teachers' heavy workload affects Kiswahili teaching	0	0	0	0	0	0	0	0	56	100
Teaching Kiswahili in primary schools should be optional.	2	3.6	4	7.1	5	8.9	0	0.0	45	80.3

N=56

According to Table 1. 10(17.9%) of the respondents indicated that they strongly disagreed that Kiswahili was of any importance to the pupils. The finding meant that teachers did not respect The Kenyan Constitution of 2010 which categorically states that the national language of the Republic is Kiswahili and that the official languages of the Republic are Kiswahili and English. The finding also meant that the teachers could have a negative attitude towards Kiswahili

and they did not regard the importance of Kiswahili as it was established by Murunga (2013) stated that "It is a language that unifies the large multilingual society as Kenya is. Typically, it is used in the nation's courts, parliament, and administration. It also holds a significant position in the curriculum as a compulsory subject taught at the primary and secondary school levels and is examined in the Kenyan education system". According to Malilo (2014), Kiswahili is widely used in international media houses The other meaning of the finding would be that the teachers are not well grounded in Kiswahili in terms of training and therefore they could be transferring the same perceptions to the pupils. 20(35.7%) of the participants strongly agreed that Kiswahili was of importance to the pupils while 7(12.5%) agreed on the same. The finding meant these teachers had a positive attitude towards Kiswahili and they are the ones who taught Kiswahili as it is prescribed in the primary syllabus. The finding agreed with Topper (2009) who had established that that teachers' attitudes and beliefs shape the sense they make of any educational innovation, and play a crucial role in how they behave in the classroom situation.

Data in Table 1 shows that 30((53.6%) of the respondents agreed and 20(35.7%) of them strongly agreed that Kiswahili is an integral part of the primary school curriculum. This implied that teachers were aware of the policy about Kiswahili language from the Ministry of Education which states that primary Kiswahili is a compulsory subject and an examinable subject Republic of Kenya (2004). The other implication of the finding was that the teachers had interacted with the primary syllabus and they were aware that they were to implement the Kiswahili just like any other subject. Majority of the respondents, that is 36(64.3%) strongly disagreed that they were not competent enough to handle Kiswahili lessons. The finding meant that some teachers were teaching Kiswahili but they were not trained or they had not specialized in Kiswahili during pre-service training. The teacher preparation education program needs to include content knowledge which is about the actual subject matter to be learned or taught. Teachers

need to understand and know the subjects that they teach including the knowledge of central facts, concepts, theories, and even procedures within a given field, knowledge of explanatory frameworks that organize and connect ideas, and knowledge of the rules of evidence and proof (Shulman, 2018). The other meaning of the finding was that in Kenya it is a common practice that a teacher who is deployed to teach primary schools should be able to teach all subjects prescribed in the syllabus. This practice could be a contributory factor to the teacher's negative attitude towards the subject and hence pupils' low performance.

Only 7(12,5%) of the respondents strongly agreed and 4(7.1%) agreed that they had the competencies that were required to handle Kiswahili lessons. The finding meant either these teachers were adequately prepared during pre-service or out of their own volition, they have been attending refresher courses which have sharpened their knowledge and skills to handle Kiswahili.30 (53.6%) of participants strongly disagreed that they did not prepare lessons plans and schemes. The finding meant that the teachers were aware that these were the essential documents that were required to aid a teacher during the teaching and learning process. 20(35.7%) of the respondents agreed and 2(3.7%) of them strongly agreed that they did not prepare the official documents. Failure to adhere to code of conduct of teachers in terms of preparation to teach meant that the teachers were demotivated to work and thus they had a negative attitude towards Kiswahili. Teachers' attitude is a critical element in the implementation of the Kiswahili curriculum. It is important to understand the attitude of key players in the curriculum implementation because it is the basis for developing intervention strategies in the learning environment given the crucial role that the Kiswahili subject plays in the development of Kenya (Obanya, 2009). The attitude of teachers is more important because teachers can directly affect the performance. In addition, teachers' attitudes play a crucial role in shaping the classroom environment.

45(80.3%) of the participants agreed that Kiswahili teaching was taxing while 4(7.1%) disagreed to the same statement. The finding meant that those teachers who felt that Kiswahili teaching was taxing were the ones who had a negative attitude towards the subject. The other meaning would be that the teachers who had a low/negative attitude were not well prepared while in college and thus they were required to attend refresher courses regularly to improve their attitude. 33(59.0%) thought that Kiswahili was more complex than English. The reason attributed to the finding was that these groups of teachers were perhaps socialized that people who use Kiswahili look like they were not properly educated as compared to those who use English. The finding was in line with that of Topper (2009) who maintained that teachers' attitudes and beliefs shaped the sense they made of any educational innovation and played a crucial role in how they behave in the classroom situation. The teachers' attitude towards a subject or a learner is likely to influence the learners' attitude and performance towards an area being taught (Hendrikz, 2000). The author further observed that teachers bring with them a collection of long-held ideas about schools, children, and learning without realizing it and this influences the classroom activities and attitude towards a subject.

According to information presented in Table 1, 20 (35.7%) of the respondents agreed that teachers should attend regular workshops and seminars to equip themselves with new methodologies for implementing the Kiswahili curriculum. This implies that teachers' professional development in Kiswahili is strongly advocated for in public primary schools. The reason why maybe teachers value in-service courses on Kiswahili is that they perhaps felt there were aspects of Kiswahili in the curriculum which they lacked adequate knowledge on how to handle and hence the reason why they prefer English to Kiswahili and they also feel it is taxing to teach it. The reason attributed to the finding was that retraining could enable teachers to keep abreast of the emerging knowledge base to refine their conceptual understanding of the subject.

Further, the information shared at the workshops may enhance teaching performance. Further, teachers get to know about new Kiswahili knowledge and trends in the marking of Kiswahili examinations. Finally, the seminars/workshops are good avenues to disseminate proper teaching practices through interactions with other Kiswahili teachers on the ground. Thus those who do not attend miss a chance to hone their skills to step up performance in Kiswahili both in the school assessments and also the national examinations.

5(8.9%) of the participants strongly disagreed that only specialist Kiswahili teachers should teach it. The reason could these teachers felt that they had been trained and therefore were obligated to teach. 28(50.0) of the participants agreed that Kiswahili should be taught by specialists only. These group of teachers perhaps held a negative attitude toward Kiswahili hence the low learner performance. 56(100%) of the teachers strongly agreed that heavy workload affected Kiswahili teaching and consequently its performance. Due to the free primary education policy in Kenya, there are many pupils in public schools and this has burdened teachers for a long time because of the issue of understaffing. The finding meant that teacher workload was an indicator of school climate that might influence learner performance either positively or negatively. 45(80.3%) of the participants were of the view that strongly Kiswahili should be optional at the primary level of education. The finding implied that these participants were not aware of the importance of the language in the East African community and also that the participants ignored the fact that Kiswahili was recognized in The Kenyan constitution promulgated in 2010 that not only is it a national language but also it is an official language (Syomwene, Nyandusi & Yungungu, 2017).

Teaching Methods Used and Kiswahili Performance

Table 2: Frequency of Usage of Teaching Methods

Teaching method used	Frequency of observation	percentage
Oral questioning	9	75
Lecture method	10	83.3
Discussion	0	0
Group work	0	0
Dramatization	1	0.5
Role play	0	0
Simulation	0	0

The lecturing method regarding observation made in class during Kiswahili lessons was the most used teaching strategy at (83.3%), followed by teachers asking pupils oral questions (75%). The high occurrence of lecturing meant that Kiswahili language classrooms were tied to the traditional mode of teaching where teachers view themselves as sole sources of knowledge. Learners were therefore passive participants who were expected to participate when called upon. This also meant that teachers verbally dominate the classroom which in turn conditions learners to be dependent on the teacher The lecture method dominance in Kiswahili language classrooms may be due to a lack of resources in schools that would enable teachers to engage pupils actively in the learning process. Or it meant that teachers did not plan well before attending Kiswahili lessons or simply they had a negative attitude towards Kiswahili. From the observation schedule, discussion, group work, dramatization, role-play, and simulation teaching methods were not given much consideration. The finding meant that the teachers had forgotten that when a variety of teaching methods are used they capture the learner's interest and they improve performance. The finding was contrary to (Henson, 2004) who had established that teaching and learning methods improve students' achievement.

Language of Instruction and Kiswahili Performance

Table 3: Frequency of Usage of Language of Instruction

Language of instruction	Frequency of observation	percentage
Kiswahili	20	35.7
Code switching	15	26.71
Code mixing	0	0
Sheng	20	35.7
Mother tongue	0	0
English	0	0

According to data presented in Table 3, 20(35.7%) of the teachers observed used Kiswahili while delivering Kiswahili lessons. The reason that was attributed to the finding was that usage of Kiswahili enhances the oral and written learners' skills and thus positively influences the performance of the subject. The other reason would be that teachers who used Kiswahili language throughout the lesson were aware of Language policy while teaching a certain subject "When teaching Kiswahili a teacher should strictly use Kiswahili".

Data presented in Table 3 show that 15(26.71%) of the teachers switched codes while teaching. The finding suggested an acknowledgment within the schools observed that code-switching was a common occurrence. The finding agreed with previous research in multilingual communities (Ting & Then, 2009) which had revealed that the use of two or more languages within a single discourse, sentence, or constituent was a widespread phenomenon that extended from daily life and workplaces to classrooms in which specific languages had been instituted as the official languages of instruction. The finding was in agreement with Johanes (2017) who had revealed that code-switching and code-mixing influenced student's failure to learn the Kiswahili language because it creates a lack of confidence in speaking, limited students' practice in speaking the Kiswahili language, retarded the ability of studentsto master Kiswahili language and fail to understand and master it. In addition, the study revealed that, teachers were the main source for code-switching and code-mixing and that more efforts be placed on training them to improve their pedagogy skills 20 (35.7%) of teachers used sheng. The finding meant that sheng usage was rampant among teachers. The usage of the language corrupts not only the students' spoken Kiswahili but also affects their written prowess, especially in Insha, and eventually it leads to poor performance.

Owing to peer orientation the general inclination is for the people to speak non-grammatical and colloquial Kiswahili which impacts negatively on Kiswahili results. This non-grammatic orientation towards Kiswahili usage has a spillover effect on the wider society where acclaimed personalities such as politicians and popular radio and television presenters are regarded with awe as they address the masses using broken Kiswahili. As such they have come up with a slogan that translated means "Kiswahili is not our mouth" implying that they are excused to break the spoken and the written Kiswahili. Given that teachers are products of society they get influenced by the media. Sheng usage makes it difficult for the Kiswahili teaching-learning enterprise to be successful. It also has to a great

extent led to poor performance in Kiswahili subjects. Sheng influences word formation processes and patterns used in speaking and writing. Pupils used a lot of cutting-off of the final syllables of words and fixed coined syllables to complete the words by so doing, they altered the meaning of words. The finding was contrary to Oduor, 2013) who had established that the use of the 'Sheng' language was not the main reason for students to perform poorly in languages. There would be other factors such as student and teacher attitudes that contribute to poor performance and they need to be interrogated.

References

Callahan, R. M. (2005). *English Language Proficiency and Track Placement: Variable Effects on Academic Achievement*. Somerville: Cascadilla Press.

Callahan, R. M. (2005). *English Language Proficiency and Track Placement: Variable Effects on Academic Achievement*. Somerville: Cascadilla Press.

Chika, P. O. (2012). The Extent of Students' Responses in the Classroom. *International Journal of Academic Research in Business and Social Sciences, 2*. Retrieved from www.hrmars.com/journals on 23/6/2012.

Dooly, M. (2005). How aware are they? Research into teachers' attitudes about linguistic diversity. *Language Awareness, 14*, 97-111

Hendrikz, E. (2000). *Introduction to Educational Psychology*. London: The Macmillan Press.

Isayi, P. L. (2007). The use of poetry in the teaching of language in secondary schools in Uasin Gishu District (Unpublished Thesis). Moi University.

Johanes, J. ((2017) *The Influence Of Code-Switching and Code-Mixing on Learning English Language in Secondary Schools: The Case of Rombo District*. A published Master's thesis at the Open University of Tanzania.

Henson, T. (2004). *Swahili poetry*. Zanzibar.

Hou, C. S. (2007). *A study on the Relationship between Teacher-Student Style Match or Mismatch and English Learning Achievements* (Unpublished master's thesis). National Yunlin University of Science & Technology, Yunlin, Taiwan.

Tanner, K. (2009). Approaches to Life Sciences Teaching and Learning. Retrieved from http://www.lifescied.org/cgi/content/full/8/2/89 on 26/10/2011.

Jjingo. C. (2011). *Language policy and the promotion of Kiswahili in Uganda.Thesis Makerere University Institutional Repository.*

Malilo, N. H. (2014). *Challenges of Teaching the Expanded Kiswahili Syllabus in Secondary Schools: A Study of Selected Secondary Schools in Trans-Nzoia County, Kenya* (M.Phil. Thesis). Moi University.

Momanyi C. (2009). The effects of sheng' in the teaching of Kiswahili in Kenyan schools. *Journal of Pan African Studies.*

Mose, R. M. (2007). *Factors affecting implementation of Kiswahili curriculum reforms in public secondary schools in Ngong Division, Kajiado District, Kenya.* Masters of Education Thesis University of Nairobi.

Murunga, F. (2016). *Factors affecting student's achievement in poetry in Kiswahili: A study of selected secondary schools in Bungoma District, Kenya.* (Unpublished Thesis). Moi University, Kenya.

Obanya, P. (1999). *The Dilemma of Education in Africa.* Dakar: UNESCO-BREDA.

Otunga, R. N., Odeo, I. I., & Barasa, P. L. (2011). *A Handbook for Curriculum and Instruction.* Eldoret: Moi University Press, Kenya.

Syomwene, A., Nyandusi, C. M., & Yungungu, A. M. (2017). *Core Principles in Curriculum.* Eldoret: Utafiti Foundation.

Tella, J., Indoshi, F. C., & Othuon, L. A. (2010). Relationship between Students' Perspectives on the Secondary School English Curriculum and their Academic Achievement in Kenya. Journal of Educational Research, 1 (9), 382-389. Retrieved from interes journals. Org /ER /pdf /2010 /October /Tella%20et%20 al. pdf on 3/3/2011.

Wamalwa, W.E., Adika S.K & Kerogo A.U. (2013), Multilingualism and language attitudes. Students' perception towards Kiswahili in Mtwara Region of Tanzania. *Research on Humanities and Social Sciences, 3.*

Zeeb, M. S. (2004). *Improving Student Success through Matching Learning and Teaching Styles.* Retrieved from http://www.creativelearningcentre.com/downloads/lsia/Zeeb%20LSA%20research%20pilot%20edited%20US.pdfon 25/7/2012.