

The Relationship between the Extent of Implementation of Kiswahili Curriculum in Secondary Schools in Vihiga County and Student Kiswahili Achievement

Rose Juma

Catholic University of Eastern Africa

Department of Education

rosejuma27@gmail.com

Effective curriculum implementation is essential for the realisation of set objectives. This study examined the relationship between extent of implementation of Kiswahili curriculum in secondary schools in Vihiga County and student Kiswahili achievement and attitudes towards Kiswahili. The study used *ex-post facto* research design. Probability sampling approaches were used. 98 students from national schools were selected, 105 from Extra-county schools and 140 from County schools. Research instruments included; questionnaires, document analysis schedule, Test re-test method was used to determine the reliability of the evaluation results. Data was analysed using frequencies, means and standard deviations. t test for significance of r and ANOVA were used to test hypotheses. The following are the main findings of the study. (1) There is a relationship between the extent of implementation of the Kiswahili curriculum and student Kiswahili achievement. (2) There is a relationship between the extent of implementation of Kiswahili curriculum and student attitudes towards Kiswahili and (3) There is a relationship between student attitudes towards Kiswahili and their Kiswahili achievement. Tests of hypotheses produced the following results: (1) There is a significant difference between mean Kiswahili achievement scores of students in schools with different levels of curriculum implementation. (2) There is a significant difference between mean attitude towards Kiswahili curriculum scores of students in schools with different levels of curriculum implementation and (3) There is a significant relationship between student attitudes towards Kiswahili and student Kiswahili achievement.

Keywords: Achievement, attitudes, curriculum, effective, implementation.

Background to the Problem

In his conception of curriculum Bobbitt (1918) affirmed that curriculum is the course of deeds and experiences through which learners become the adults they should be for success in adult society. In other words, curriculum encourages the entire scope of formative deed and experience occurring

both within and outside school for the purposeful formation of adult members of society. Kiswahili is a language spoken in East and parts of Central Africa. In Kenya it was selected to be a national language as well as official language (Constitution of Kenya, 2010). According to Hoque (2017) language is the method of expressing ideas and emo-

tions in the form of signs and symbols. These signs and symbols are used to encode and decode the information. Kiswahili subject is taught in schools mostly as a second language except for the inhabitants of the coastal region where it is a first language. The first language learned by a baby is his or her mother tongue. It is the language that he or she listens to from his or her birth. Any other language learned or acquired is known as the second language Hoque (2017). Second language acquisition tends to be referred to as language learning that is done under a controlled context in a classroom

One of the most significant changes in the teaching of Kiswahili in the Kenyan Secondary Schools' curriculum came with the introduction of the 8-4-4 system of education. This came about as a result of recommendations by the Mackay Commission (1981) which made Kiswahili compulsory and examinable in both primary and secondary schools. By making Kiswahili compulsory, it meant that a lot of adjustments needed to be done on the teaching of Kiswahili in schools. This is because the status of the language had changed. In reference to this, Chimera, (1998) observed that by making Kiswahili subject compulsory, students were required to pass it at the end of secondary education.

The new Kiswahili curriculum was implemented in 2003 and saw such changes as the introduction of oral literature, socio linguistics, short stories functional writing and new noun classes among other reforms(Mose, 2007). With the new changes in place, the questions that arose were concerned with the extent to which teachers were prepared to implement the new curriculum in terms of pre-service and in-service for those who were already in the service.Nnabuike, Aneke, and Otegbulu (2016) observed that curriculum implementation entailed the interaction of the learners and the curriculum content under the guidance of the teacher in order to acquire desired knowledge, attitudes, abilities and skills. With this regard it would be impossible to effectively implement the Kiswahili curriculum without teacher training and provision

of adequate instructional resources and infrastructure that would facilitate teaching and learning.

The Geographical Area of the Study

Vihiga County is located in the Western region of Kenya and constitutes 5 constituencies namely: Emuhaya, Sabatia, Vihiga, Luanda and Hamisi. It boardsers Kakamega County to the North, Nandi County to the East, Kisumu County to the South and Siaya County to the West. The County covers an area of 530.95sq. It has an annual average rainfall of between 1,800mm and 2000mm and average temperature of 24c. The County has hilly terrain and a good amount of forest cover such as Kibiri Forest which is an extension of Kakamega Forest. Agriculture is the main economic activity. Crops planted include: tea, maize, millet, bananas, avocado, papayas, sweet potatoes and cassava. Livestock rearing is also practised in the county.

Curriculum Implementation

Curriculum implementation according to Hunkins and Ornstein (2016) involved presenting new ideas to learners. Garba (2004) defined curriculum implementation as putting the curriculum into work for the achievement of the objectives for which it is designed. However, it is important to note that, it is one thing to develop/design curriculum, it is another thing to implement it effectively. Objectives of any level of education cannot be achieved if the planned programme for such level of education is not well implemented. Chaudhary (2015)observed that the process of curriculum implementation involved helping the learner acquire knowledge or experience. Effective implementation took place as the learner acquired the planned or intended experiences, knowledge, skills, ideas and attitudes that were aimed at enabling same learner to function effectively in a society. For successful Kiswahili curriculum implementation there should be qualified teachers who are key implementers, teaching and learning resources should be available, learners should have

a positive attitude and Kiswahili teachers needed to be trained on how to handle different aspects and be in-serviced regularly to update them on new knowledge (Nyaga, 2009).

Nevenkosky (2018) did a study in America on barriers to effective curriculum implementation in America. This was as a result of experienced lack of curriculum fidelity to a new phonics program in the south which created a need to identify barriers preventing full curriculum implementation. The study used the concern-based adoption model as the conceptual framework. The study was entirely qualitative case study. The study identified concerns and barriers teachers reported when implementing a new curriculum. Results indicated that teachers required additional information before the expected implementations occurred and an understanding of demands on their personal time. Common themes showed a desire for professional development, peer-collaboration, and access to curriculum resources. Murunga (2018) assessed how the instructional strategies used influenced the teaching and acquisition of listening skills in Kiswahili language in Kenyan secondary schools. The study used a sample of 13 secondary schools purposively selected from a total of 41 secondary schools in Wareng District. 13 teachers of Kiswahili and 130 form 2 learners formed the respondents. The study used descriptive survey design. Interview schedule and an observation schedule were used to collect data. The 13 teachers were interviewed, and 130 learners participated in focused group discussions while 13 Kiswahili lessons observed and tape recorded. The study found that poor teaching strategies used in the teaching of listening in Kiswahili language is one of the main causes of the poor levels of language acquisition. The study recommends that teachers of Kiswahili should build into their classrooms listening activities that have as much of the characteristics of real life listening as possible.

Kiswahili Achievement

Several researchers studying the relationship between teachers' and student achievements show that teachers with high test scores or highly selective educational backgrounds were more likely to produce gains in student achievement (Gachure 2020) A teacher who understood the subject content was likely to achieve teaching and learning objectives. Consequently, the teaching method used by teachers in class greatly influenced language performance. Kang'ahi, Indoshi, Okwach, and Osodo (2012) from their study revealed that there was a positive relationship between teaching styles and learners' academic achievement in Kiswahili subject ($r=.53, p<0.01$). Achievement was seen to increase with more learner centred teaching styles. Graves (2016) opined that teachers could realize effective teaching when they employed suitable instructional resources, as the resources possessed essential aspect vis-à-vis the process of teaching and their application translated to a positive teaching and learner performance outcome.

Learning would be passive and boring to student if teaching and learning resources are not incorporated in the lesson. These resources are supposed to be effectively organised and exploited for any meaningful teaching and learning (Gichure, 2020). The researcher further observed that Language policy played a significant role in the improvement of performance as well as understanding of a language as witnessed in schools that failed to put in place; proper language policy where issues such as mother tongue and sheng' influence performance in Kiswahili. Chan and Yuen (2014) categorised the school environment into four groups: Teacher characteristics (Level of training, teaching styles, attitudes), learners' characteristics (entry behaviour, attitude, discipline, society influence, School physical environment (buildings, textbooks, ICT, lighting, noise, climatic conditions) and school management characteristics (language policy, motivation policy, subject support policy) These factors greatly impacted on student performance and the achievement of teaching

and learning objectives

In most schools according to the researcher most teachers of Kiswahili were inadequate and a few were untrained simply because the schools had lacked other options of handling things out. Having the untrained teachers would absolutely lead to poor not even better performance (Gichure, 2020). Furthermore, Fakeye (2010) observed that the environment in which learning takes place is very important as it is capable of either enhancing or impeding the learning capacities of students.

Chemutai (2020) investigated the influence of school based factors on students K.C.S.E performance in Kiswahili in public secondary schools in Kenya the study used a descriptive survey research design. The target population included 55 principals, 55 HOD's and 110 Kiswahili teachers from 55 public secondary schools. 17 schools were purposively selected. simple random sampling technique was used to select 2 Kiswahili teachers from the 17 public schools. 17 principals, 17 HODs and 34 teachers of Kiswahili were selected. Findings of the study indicated that most students had a positive attitude towards Kiswahili and the main problem was the failure to use the library facility, inadequate teaching and learning resources, lack of formal school language policy and use of mother tongue and sheng which affected their performance.

Attitudes towards Kiswahili

Getie (2020) observed that students' attitudes were an integral part of learning and should become an essential component of second language learning pedagogy. This was because attitudes influenced one's behaviour, inner mood and therefore learning. Both negative and positive attitudes had strong impact on the success of language learning. Mbugua and Kiptui (2009) argued that attitudes of students towards a particular subject had an implication on their academic achievement. Learning occurred easily when the learner had a positive attitude towards the language and learning. Kiswahili is a compulsory subject in both pri-

mary and secondary school. Most Kiswahili students had a negative attitude because Kiswahili teachers were not interesting in class and failed to involve them in learning of Kiswahili (Kamau, 2013). Ohakamike-Obeka (2016) noted that one major reason why students failed English language woefully in the yearly school certificate examination was the negative attitude of some students to the subject

Kinniard (2010) sought to find out how attitude impacted academic performance in central Ohio State. The purpose of the research was to study, observe and analyse the academic performance of high school students (9th grade through 12th grade) receiving special education services and gather information about students' feelings and attitudes towards their academic settings. The participants involved 16 high school students. findings indicated no clear relationship between a student having a positive attitude towards his/her academic setting and achieving academic success in the classroom, as 13 of 16 students surveyed demonstrated a positive attitude towards the respective class and only 3 of the 16 students were achieving academic success

Problem Situation

Since Kiswahili subject is compulsory, poor implementation means that the overall objectives of teaching this subject in secondary schools will not be achieved. As a result, students would perform poorly in their national exams. Poor outcomes suggest that learners overall mean grade of would be affected negatively and hence affect the type of courses students select in higher learning institutions. Being a national as well as an official language, Kiswahili is mandated to unify all Kenyans and promote better governance and this can only be achieved through its effective implementation. Additionally, the emergence and popularity of Sheng among the youths in the urban centres is a major concern especially with education stakeholders that this slang may replace the language in future. Its influence is now felt across

Kenya's social strata, influencing the way other languages are acquired, learnt and used, even with educational system such as schools and colleges. Therefore, it is imperative that all stakeholders come together to ensure effective implementation of Kiswahili curriculum in secondary schools.

Statement of the Problem

The status of Kiswahili in Kenya, East Africa and Africa at large cannot be overemphasised. Consequently, it was adopted in the united Nations along with English French Arabic, Spanish Chinese and Russian as a medium of communication in security council debates (Oguta, 2014) In secondary schools, it is a core compulsory and examinable subject for all candidates at KCSE level. Despite the importance of this subject, its performance has been wanting especially in Vihiga County indicating a significant challenge in its implementation. The Ministry of Education in Kenya has put in resources in terms of books, infrastructure and trained teachers to ensure that this subject is performed well, but still no significant improvement has been registered. Maithya (2013) Evaluated implementation of the Revised Kiswahili Curriculum and the focus was Teachers College in Kenya. Consequently, Mandukwini (2016) studied challenges towards curriculum implementation in Eastern Cape. Oguta (2014) investigated factors influencing implementation of primary school Kiswahili curriculum in Ugunja District –Kenya. Research of literature shows that no study has been conducted to investigate the relationship between extent of implementation of Kiswahili curriculum in secondary schools in Vihiga County and students Kiswahili achievement and attitudes towards Kiswahili. Therefore, this study examined the relationship between extent of implementation of Kiswahili curriculum in secondary schools in Vihiga County and student Kiswahili achievement and attitudes towards Kiswahili.

Research Questions

1. What is the extent of implementation of Kiswahili curriculum in secondary schools in Vihiga County?
2. What is the Kiswahili performance of secondary school students in Vihiga County?
3. What are the attitudes of secondary school students in Vihiga County towards Kiswahili?
4. Is there a relationship between implementation of Kiswahili curriculum and students Kiswahili achievement?
5. Is there a relationship between extent of implementation of Kiswahili curriculum in secondary schools in Vihiga County and students attitudes towards Kiswahili?
6. Is there a relationship between attitudes of secondary school students in Vihiga County and Kiswahili achievement?

Research Hypotheses

H_1 : There is a relationship between extent of implementation of Kiswahili curriculum in secondary schools in Vihiga County and students Kiswahili achievement.

H_2 : There is a relationship between extent of implementation of Kiswahili curriculum in secondary schools in Vihiga County and students attitudes towards Kiswahili.

H_3 : There is a relationship between attitudes of secondary school students in Vihiga County towards Kiswahili and Kiswahili achievement.

Research Design and Methodology

The research design for this study was the *ex-post facto* research design. The design is used in explanatory studies where the alleged cause and effect have already occurred. The researcher does not manipulate the independent variables. It is used when the researcher seeks to determine the cause of differences among groups. In the current study the researcher sought to explain the differences in student performance in relation to the

extent of curriculum implementation. The criterion of measure included the extent of curriculum implementation that were compared with students' performance in order to explain the relationships.

The target population included all schools, and students in Vihiga County.

Description of the Sample

Probability sampling method was used to select students and schools.

Sampling of schools. The sample size obtained for the study was 45 schools in Vihiga county. The schools that participated were categorised into three strata, namely: National schools, extra-county schools and county schools. There were 2 national schools, 32 extra-county schools and 125 county schools. This method was used in order to find out the extent at which each of these school implemented the Kiswahili curriculum since these schools differed in terms of the type of students they enrolled in terms of performance, infrastructural development and the general teaching and learning resources available in the schools.

Table 1

Sample Size for Schools

| Type of school | No. of schools | Sample size |
|----------------|----------------|-------------|
| National | 2 | 2 |
| Extra-county | 32 | 9 |
| County | 125 | 34 |
| Total | 159 | 45 |

Sampling of Students. The total number of students in the 159 targeted schools was 62600 of these students, 1281 were in national schools while 26114 were in Extra-county schools while 35205 were from County schools. 98 students from national schools were selected, 105 from Extra-county schools and 140 from County schools. Students were selected to participate in the study so as to ascertain how their attitudes impacted on the achievement of effective implementation of Kiswahili curriculum. The results of the students'

sample were as presented in Table 2.

Table 2

Distribution of the Sample Size for Students

| Type of school | No. of students | Sample Size |
|----------------|-----------------|-------------|
| National | 1281 | 98 |
| Extra-county | 26114 | 105 |
| County | 35,205 | 140 |
| Total | 62,600 | 343 |

Research Instruments

Data were collected by use of attitude scales and achievement tests. Students were given Kiswahili achievement test in order to rate their performance in the subject. The test comprised of grammar questions that was done by all students selected to rate their performance in Kiswahili. The attitude scale was administered to students to find out how their attitudes towards Kiswahili curriculum and how its implementation affected students' performance. The scale was divided into 4 sections. The first section included the student's background information like type of school, gender and form. The second section constituted general information on implementation of Kiswahili subject that ranged from the availability of teachers, teaching and learning resources, participation in co-curricular activities involving Kiswahili among others and finally, student's attitude towards implementation of Kiswahili subject. This was computed on a Likert scale where students were scored on the basis of whether they strongly agree, agree, undecided disagree or strongly disagree. The scale was constructed as follows (SA=5, A=4, U=3, D=2, SD=1). The questionnaires, attitude scales and achievement test were piloted in the county to ascertain its validity.

Data Analysis Procedures

Test retest method was used to check the reliability of instrument's results. Data were analysed by use of means and standard deviations. Inferential data was analysed by use of ANOVA and T-test for significance of r.

Results

Extent of Implementation of Kiswahili Curriculum in Secondary Schools in Vihiga County

The first research question sought to ascertain the extent of implementation of Kiswahili curriculum in secondary schools in Vihiga county. To achieve this, schools were categorised into four groups. These included schools that had implemented the curriculum to: a very large extent, a large extent, some extent, low extent and a very low extent.

Table 3

Extent of Implementation of Kiswahili Curriculum in Secondary Schools in Vihiga County

| | % |
|------------------------|------|
| To a very large extent | 25.2 |
| To a large extent | 23.0 |
| To some extent | 22.2 |
| To a low extent | 17.0 |
| To a very low extent | 12.6 |
| Total | 100 |

Kiswahili Performance of Secondary School Students in Vihiga County

The researcher sought to find out Kiswahili performance of secondary school students in Vihiga County. To achieve that the mean scores and standard deviations were obtained for Kiswahili achievement test. The findings are indicated in Table 3 and Table 4.

Table 4

Mean Scores and Standard Deviations of Kiswahili Performance of Students in Vihiga County by Gender

| Gender | n | \bar{X} | SD |
|--------|----|-----------|--------|
| Male | 40 | 52.40 | 10.024 |
| Female | 40 | 73.93 | 8.827 |
| Total | 80 | 63.165 | 9.426 |

Findings from Table 3 indicate that the mean scores and standard deviations of students' achievement scores in Kiswahili according to gender. From the results, it was evident that girls performed better in Kiswahili subject ($M=73.93$, $SD=8.827$) as compared to boys ($M=52.40$, $SD=10.024$). The results findings are similar to Qian (2015) who established that female students' memory was significantly better than that of male students in second language learning hence women were superior to men in language acquisition. Kang'ahi et al. (2012) observed that female students outperformed the male students on the average in Kiswahili subject although there was a statistically non-significant difference between males and females in achievement of Kiswahili language examination, $t(315)=0.79$, $p=94$. The findings concluded that though there seemed to be mean difference between male and female students in achievement, the average gender gap was statistically non-significant and thus gender differences in achievement tended to decline with time.

Table 5

Mean Scores and Standard Deviations of Kiswahili Performance of Students in Vihiga County by Type of School

| Type of School | n | \bar{X} | SD |
|----------------|-----|-----------|--------|
| National | 31 | 65.58 | 13.571 |
| Extra County | 30 | 54.57 | 13.813 |
| County | 29 | 36.00 | 9.772 |
| Sub-County | 30 | 31.63 | 11.987 |
| Total | 120 | 47.19 | 18.541 |

Results from Table 4 indicate that national schools performed better in Kiswahili subject ($M=65.59$, $SD=13.571$) followed by Extra-county schools ($M=54.57$, $SD=13.813$). On the other hand, the county and sub-county schools performed poorly ($M=36.00$, $SD=9.772$) and ($M=31.63$, $SD=11.984$) in that order. This could be as a result of enrolment whereby national schools and extra-county schools selected students

with better grades as compared to county and sub-county schools. In addition, national schools and extra-county schools are adequately equipped in terms of human, financial and physical resources.

Relationship between Extent of Implementation of Kiswahili Curriculum and Students Kiswahili Achievement

Table 6
Distribution of Kiswahili Mean Achievement Scores of Students by Different Levels of Implementation of Kiswahili Curriculum

| Level of Implementation | N | \bar{X} | SD |
|-------------------------|-----|-----------|--------|
| Large Extent | 40 | 63.98 | 13.4 |
| Some Extent | 41 | 47.10 | 13.5 |
| Very Low Extent | 39 | 39.33 | 12.5 |
| Total | 120 | 50.20 | 16.617 |

The schools were grouped into three categories namely Schools where the Kiswahili Curriculum was implemented to a large extent, schools where the curriculum was implemented to some extent and schools where it was implemented to very low extent. The descriptive statistics in Table 6 indicated that Kiswahili performance was high in schools where the curriculum was implemented to a larger extent ($M=63.98$, $SD=13.356$) as compared to schools where it was implemented to some extent ($M=47.10$, $SD=13.583$) and very low extent ($M=39.33$, $SD=12.493$).

This implied that schools where the curriculum was implemented effectively performed better in Kiswahili subject as opposed to schools where it was not well implemented. Chaudhary (2015) observed that the process of curriculum implementation involved helping the learner acquire the planned or intended experiences, knowledge, skills, ideas and attitudes. For successful Kiswahili curriculum implementation there should be qualified teachers who are key implementers, teaching and learning resources should be available, learners should have a positive attitude and Kiswahili

teachers needed to be trained how to handle different aspects and should be in-serviced regularly to update them on new knowledge (Nyaga, 2009).

Relationship between Level of Implementation of Kiswahili Curriculum and Students Attitudes towards Kiswahili

Table 7
Mean Attitude towards Kiswahili Scores and Standard Deviations of Students by Different Levels of Implementation of Kiswahili Curriculum in Vihiga County

| Level of Implementation | N | \bar{X} | SD |
|-------------------------|-----|-----------|--------|
| Large Extent | 40 | 73.93 | 10.02 |
| Some Extent | 40 | 52.40 | 8.82 |
| Very Low Extent | 40 | 33.90 | 12.78 |
| Total | 120 | 53.41 | 19.541 |

The findings in Table 7 showed that the mean attitude of students in Kiswahili was high when the curriculum was implemented at a large extent ($M=73.9$, $SD=10.02$), some extent ($M=52.4$, $SD=8.83$) and finally the mean attitude was where Kiswahili subject was implemented at a very low extent ($M=33.90$, $SD=12.79$). This implied that when the curriculum objectives are interpreted correctly and plans put in place for its effective implementation like provision of appropriate resources, curriculum supervision and a conducive school environment then improved student attitude towards the subject is expected.

Relationship between Attitudes of Secondary School Students in Vihiga County towards Kiswahili and Student Kiswahili Achievement

A Pearson product-moment correlation was run to determine the relationship between students' attitudes in Kiswahili and performance in the subject. The findings indicated that there was a strong positive correlation between students' attitudes towards Kiswahili and their Kiswahili achievement which was statistically significant

($r=0.605$, $n=125$, $p=.000$). The correlation coefficient, r , indicated the strength of the linear relationship between student attitude and performance in Kiswahili subject. According to Fakeye (2010) positive attitudes more often than not led to successful learning, Similarly Gardner and Lambert (1972) observed that success in mastering a second language depended not so much on intellectual capacity or language aptitude as on learners attitudes towards the particular language, attitude could help the language learning process by changing student orientation towards particular linguistic cultural groups and therefore modify their motivation to learn that language.

Attitudes of Secondary School Students in Vihiga County towards Kiswahili by Gender

Table 8 presents means and standard deviation of student attitudes towards Kiswahili.

Table 8
Means and Standard Deviations of Students Attitudes towards Kiswahili

| Gender | N | \bar{X} | SD |
|--------|-----|-----------|--------|
| Female | 56 | 48.91 | 11.903 |
| Male | 64 | 14.78 | 14.78 |
| Total | 120 | 52.61 | 13.34 |

From the results shown in Table 8 it was observed that female students had a positive attitude towards Kiswahili ($M=48.91$, $SD=11.903$) as compared to male students ($M=14.78$, $SD=14.78$). The findings implied that most female students liked Kiswahili subject hence performed better as compared to the male students whose mean attitudes were low hence they did not perform well in the subject. Daviran (2014) concluded that positive academic attitudes of male students impacted on their academic success. Similarly, the academic attitudes of female students impacted on their success.

Tests of Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

H_{01} : There is no significant difference between mean Kiswahili achievement scores of students in schools with different levels of implementation of Kiswahili curriculum.

H_{02} : There is no significant difference between mean attitude towards Kiswahili scores of students in schools with different levels of implementation of Kiswahili curriculum.

H_{03} : There is no significant relationship between attitudes of secondary school students in Vihiga County towards Kiswahili and their Kiswahili achievement.

$$H_{01} : \mu_1 = \mu_2 = \mu_3$$

$$H_{A1} : \mu_1 \neq \mu_2 \neq \mu_3$$

H_{01} was tested using simple analysis of variance. The results are presented in Table 9.

Table 9
ANOVA Summary Table

| Source of Variation | Sum of Squares | df | Mean Square | F | Sig |
|---------------------|----------------|-----|-------------|--------|-------|
| Between Groups | 32,101.02 | 2 | 16,050.51 | 140.79 | 0.000 |
| Within Groups | 13,337.98 | 117 | 114.00 | | |
| Total | 45,438.99 | 119 | | | |

ANOVA test was carried out to test the null hypothesis of no significance difference between mean Kiswahili achievement scores of students in schools with different levels of curriculum implementation. Study findings illustrated in Table 8 revealed that the p value of ($p=0.000$) was less than significant value (0.05). The study therefore rejected the null hypothesis and concluded that there was a significant difference between mean Kiswahili achievement scores of students

in schools with different levels of curriculum implementation. The conclusion of the study was also supported by a large F value of 140.8 which was greater than the critical value of (3.10) The findings indicated that with effective curriculum implementation, there was likelihood of improvement in student performance in Kiswahili subject, hence secondary schools where Kiswahili curriculum was successfully implemented had a high likelihood in recording better student performance in Kiswahili. A school where the curriculum had been implemented to a large extent and that learning in a conducive classroom environment that can boost an individual's self-esteem led to successful learning (Bajaj, 2013).

H_{02} : There is no significant difference between mean attitude towards Kiswahili of students in schools with different levels of implementation of Kiswahili curriculum.

ANOVA test was carried out to test the null hypothesis of no significant difference between mean attitudes towards Kiswahili of students in schools with different levels of curriculum implementation. The researcher sought to find out whether students attitudes towards Kiswahili was affected by the level of curriculum implementation in the school. The schools were divided into three categories; where the curriculum was implemented to a large extent, To some extent and to a low extent.

Table 10
ANOVA Summary Table

| Source of Variation | Sum of Squares | df | Mean Square | F | Sig |
|---------------------|----------------|-----|-------------|---------|------|
| Between Groups | 143.117 | 2 | 71.558 | 177.192 | .000 |
| Within Groups | 47.250 | 117 | .404 | | |
| Total | 190.367 | 119 | | | |

Study findings illustrated in Table 10 revealed that the p value of ($p=0.000$) was less than significant value (0.05). The study therefore rejected the null hypothesis and concluded that there is a

significant difference between mean attitude scores towards Kiswahili of students in schools with different levels of curriculum implementation. The findings indicated that with effective curriculum implementation, there was likelihood of improvement in student attitudes towards Kiswahili subject, hence secondary schools where Kiswahili curriculum was successfully implemented had a high likelihood of creating positive attitudes in Kiswahili. Ohakamike-Obeka (2016) reviewed attitudes and achievement of students in English language and it was observed that if the learning environment is not conducive for learning students were likely to develop negative attitude toward the subject with the resultant poor achievement.

Relationship between Student Attitudes towards Kiswahili and Kiswahili Achievement

In order to test for significance of correlation coefficient in the relationship between attitudes towards Kiswahili and student achievement in Kiswahili subject. The t test for significance of r was performed. Results indicated that the t observed (10.58) was greater than the t critical value of (1.98) at 0.05 level of significance. The study therefore rejected the null hypothesis of no relationship and concluded that that there was a significant relationship between students' attitudes and performance in Kiswahili. The results suggested that with improved student attitudes towards Kiswahili, there is probability of increase in performance. Therefore, schools that focus on encouraging positive attitude among students with respect to Kiswahili were likely to report improved performance among students. According to Getie (2020), students' attitudes was an integral part of learning and should become an essential component of second language learning pedagogy. This is because attitudes influence one's behaviour, inner mood and therefore learning. Both negative and positive attitudes have strong impact on the success of language learning.

Conclusion

The study concluded that students score highly in schools with high levels of curriculum implementation, and secondly, there is a relationship between student's attitudes and Kiswahili performance whereby, students with positive attitudes towards Kiswahili performed better as compared to those with negative attitudes towards the subject. This explained the shortcomings experienced in the implementation of the subject. Students' and teachers' attitudes towards Kiswahili greatly influenced effective implementation of the curriculum.

Recommendations

There is need for teachers to come up with new teaching methods that will focus on improving the performance of the male students in Kiswahili subject so as to bridge the gap between the female and male students' performance. This can be achieved through regular in-service training programs that are diversified to accommodate various needs of teachers coming from different schools. For effective Kiswahili curriculum implementation, the ministry should provide adequate resources in order to achieve the set objectives. Further the school administration need to augment and monitor platforms that allow students to hold interactive discussions in Kiswahili in and out of school for the purpose of enhancing their interest and improving their attitudes. This could be achieved through extracurricular activities and enactment of favourable language policies that promoted the subject. Finally, all the stakeholders should conduct a needs assessment so as to come up with relevant remedies of tackling the challenges that affect effective implementation of the curriculum specific to their schools.

References

- Bajaj, S. (2013). Study of learning environment of urban and rural government middle schools: An overview of Jammu district. *Asian Journal of Research in Social Sciences and Humanities*, 3(2), 273–280. (Publisher: Asian Research Consortium)
- Bobbitt, J. F. (1918). *The curriculum*. Houghton Mifflin.
- Chan, S., & Yuen, M. (2014). Personal and environmental factors affecting teachers' creativity-fostering practices in Hong Kong. *Thinking Skills and Creativity*, 12, 69–77. (Publisher: Elsevier)
- Chaudhary, K., Gr. (2015). Factors affecting curriculum implementation for students. *IJAR*, 1(12), 984–986.
- Chemutai, I. (2020). *Influence of school based factors on students KCSE performance in Kiswahili in public mixed day secondary schools in Nyamira North sub-county, Kenya* (Unpublished PhD Thesis). Kisii University.
- Daviran, A. (2014). Investigation of impact of educational attitudes of students and teachers on academic achievement of third grade middle school students in Zanjan. *International Journal of Academic Research in Progressive Education and Development IJARPED*. (Publisher: Citeseer)
- Fakeye, D. O. (2010). Assessment of English language teachers' knowledge and use of information and communication technology (ICT) in Ibadan Southwest Local Government of Oyo State. *American-Eurasian Journal of Scientific Research*, 5(4), 270–276.
- Garba, M. (2004). The critical role of educational resources on curriculum implementation. In D. Shonibare, A. Ojo, & T. Olujuwon (Eds.), *Curriculum implementation and professionalizing teaching In Nigeria*.
- Gardner, R. C., & Lambert, W. E. (1972). Attitudes and motivation in second-language learning. (Publisher: ERIC)
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*,

- 7(1), 1738184.
- Gichure, C., N. (2020). *Factors contributing to poor performance in kiswahili subject among secondary school students in Marmanet location in Laikipia county in Kenya* (Unpublished doctoral dissertation). Unpublished Thesis, Grets University.
- Graves, M. F. (2016). *The vocabulary book: Learning and instruction*. Teachers College Press.
- Hoque, E. (2017). An introduction to the second language acquisition. *Language Acquisition*, 1–23.
- Hunkins, F. P., & Ornstein, A. C. (2016). *Curriculum: Foundations, principles, and issues*. Pearson Education.
- Kamau, M., J. (2013). *Challenges facing teachers and students in the process of teaching and learning Kiswahili in public secondary schools in Kiambu District Kiambu County, Kenya* (Unpublished doctoral dissertation). Unpublished Research Report Kenyatta University.
- Kang'ahi, M., Indoshi, F. C., Okwach, T. O., & Osodo, J. (2012). Gender and students' academic achievement in Kiswahili language. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(5), 716–720. (Publisher: Scholarlink Research Institute)
- Kinniard, J. (2010). Does attitude impact academic achievement. *Published M. Ed Dissertation, Ohio University*.
- Maithya, P. M. (2013). Evaluation of Implementation of the Revised Kiswahili Curriculum: A Case of a Teachers' College in Kenya.
- Mandukwini, N. (2016). *Challenges towards curriculum implementation in high schools in Mount Fletcher district, Eastern Cape* (PhD Thesis).
- Mbugua, Z. K., & Kiptui, D. K. (2009). In EMSK. *Kenya journal of education, planning, economics and management*, 1.
- Mose, R. M. (2007). *Factors affecting implementation of Kiswahili curriculum reforms in public secondary schools in Ngong Division, Kajiado District, Kenya* (PhD Thesis).
- Murunga, F. (2018). Effect of instructional strategies on the teaching and acquisition of listening skills in Kiswahili language. *International Journal of Education, Learning and Development*, 6(2), 1–13.
- Nevenglosky, E. A. (2018). *Barriers to effective curriculum implementation* (PhD Thesis). Walden University.
- Nnabuike, E. K., Aneke, M. C., & Otegbulu, R. I. (2016). Curriculum implementation and the teacher: Issues, challenges and the way forward. *International Journal in Commerce, IT & Social Sciences*, 3(6), 41–48.
- Nyaga, D. M. (2009). *Factors influencing teachers' implementation of Kiswahili curriculum in public primary schools in Kiambaa division, Kiambu east district, Kenya* (Unpublished PhD Thesis). University of Nairobi.
- Oguta, E. A. (2014). *School factors influencing implementation of primary school Kiswahili curriculum in Sigomere Division, Ugunja District, Kenya* (PhD Thesis). University of Nairobi.
- Ohakamike-Obeka, N. (2016). The school learning environment and students' attitude and achievement in English language. *Research on humanities and social sciences*, 6(2), 31–37.
- Qian, W. (2015). A study of the influence of gender differences on English learning of senior high school students. *Higher Education of Social Science*, 8(6), 66–69.