

**TEACHING PROCESS AND LEARNING OF PUPILS IN KISWAHILI  
LANGUAGE OF SELECTED PRIMARY SCHOOLS IN  
WAKISO DISTRICT, UGANDA**

A Research Paper  
Presented to the  
Institute of Continuing and Distance Studies  
Kampala International University



In Partial Fulfillment  
of the Requirements for the Degree  
Bachelor of Education in Arts

by

**BONUKE RUTH NYABOKE**

JUNE 2007

## TABLE OF CONTENTS

	Page
<b>AKNOWLEDGEMENT</b> .....	i
<b>DEDICATION</b> .....	iii
<b>DECLARATION</b> .....	iv
<b>ABSTRACT</b> .....	v
<b>INTRODUCTION</b> .....	1
Rationale of the Study.....	1
Theory.....	3
Review of Related Literature.....	4
Significance of the Study.....	8
Objectives.....	8
Statement of the Null Hypothesis .....	10
<b>RESEARCH METHODOLOGY</b> .....	11
Design.....	11
Environment.....	11
Respondents.....	11
Instruments .....	11
Data Collection Procedures.....	12
Statistical Treatment of Data.....	12
<b>DEFINITION OF TERMS</b> .....	15
<b>RESULTS AND DISCUSSION</b> .....	18
<b>FINDINGS</b> .....	24
<b>CONCLUSION</b> .....	25

<b>RECOMMENDATIONS</b> .....	26
<b>BIBLIOGRAPHY</b> .....	27
<b>APPENDICES</b>	
Appendix A - Transmittal Letter for the Head Teacher of St. Joseph’s Boarding Primary School.....	29
Appendix B1 – Questionnaire for Teachers .....	30
Appendix B2 – Questionnaire for Pupils .....	31
Appendix C - Plan for Data Presentation.....	35
Appendix D – Map of Research Environment .....	39
<b>CURRICULUM VITAE</b> .....	40

## LIST OF TABLES

Table		Page
1 - A	Profile of Teachers	19
1 - B	Profile of Pupils	21
2	Degree of Teaching Process	22
3	Level of Learning	23
4	Significant Relationship Between Degree of Teaching Process and Level of Learning	23

## **ACKNOWLEDGEMENT**

The work of researching has not been so easy anyway. Going to the field and getting the information the researcher needed has been so difficult. The researcher has had support from various people of good will. Therefore, the researcher wishes to acknowledge the following people:

Otieno John Odhiambo, researcher's fiancée, for his patience through out the exercise and his sincere support and encouragement.

Dr. Novembrieta R. Sumil, Deputy Vice Chancellor for Academic Affairs, for her understanding and care during my time for research.

Mr. Kule Warren Julius, researcher's supervisor, for his support throughout the research period.

Ms. Cybelle A. Gonzales, research specialist, for her kindness, dedication and support to revised/edited the study. May she be blessed always.

Sr. Beatrice Khasalamwa, Sr. Joan Seda, Sr. Jane Julius, researcher's friends, for their great support and prayers throughout the course. Let them be blessed.

Fr. Wafula Emmanuel, a religious priest, for his prayers and encouragement.

Mrs. Josephine Olivia Ddungu Mbogo, head teacher of St. Joseph's Primary school, for her motherly love and care and who encouraged me to research on Kiswahili language in Wakiso District.

Sr.Victoria Sango and Sr.Josephine, researcher's friends, who have been so generous and welcoming and have let me use their facility without a cost.

Madam Sarah Nanyonjo, researcher's friend, for her kind heart and willingness to help.

Mr.Kitimbo Stephen, who has worked so much especially in collecting the data. May God bless Him.

St.Joseph's Boarding Primary School teachers and learners , St. Theresa's Bunamwaya Primary School teachers and learners, Nsangi Primary school teachers and learners, Kyengera Primary School teachers and learners and Gayaza Primary School teachers and learners, for their support during the research process.

Mr/Mrs Bonuke Nyanamba, researcher's parents, for their determination, care and understanding. May God bless them now and always.

To Crown it all, To God the almighty for his protection and blessing. With Him everything is possible. And for sure with him, everything has been possible. I trust In Him. Amen

## **DEDICATION**

I dedicate this dissertation to Mrs Josepphie Olivia Ddungu( headteacher) and teachers of St.Joseph's Nabbingo, My Fiancée Otieno John Odhiambo and to my dear parents.

## DECLARATION


I BONUKE RUTH NYABOKE declare that this work is original and was a result of my personal efforts. This dissertation has never been presented before to any institution of learning for an award of a degree.

Bonuke Ruth Nyaboke

Sign: 

Date: 22/06/07

This dissertation was presented and submitted under the supervision of



---

KULE JULIUS WARREN, BAE, MBA

Date: 22/06/07



---

CYBELLE A. GONZALES, BSED, MATS

Date: 22/06/07



## ABSTRACT

**Objectives:** This study investigated the teaching process and learning of pupils in Kiswahili language in selected primary schools in Wakiso District, Uganda. Specifically, this study determined the profile of the teachers as to age, gender, marital status, educational qualification and number of years in service and pupils as to age and gender. This study determined the degree of teaching and learning process in terms of attitude, availability of teachers, culture, policies, availability of resources and training and level of learning in terms of attitude, availability of teachers, culture and availability of resources, and determined the significant relationship between degree of teaching process and level of learning of pupils in Kiswahili language.

**Design:** This study employed the descriptive survey method of investigation.

**Respondents:** This study were involved 50 teachers and 150 P7 pupils, wherein 10 teachers and 50 pupils from Joseph's Boarding Primary School, 10 teachers and 50 pupils from St. Theresa's Bunamwaya Primary School, 10 teachers and 50 pupils from Gayaza Primary School, 10 teachers and 50 pupils from Nsangi Primary School and 10 teachers and 50 pupils from Kyengera Primary School, these are located in Wakiso District, Uganda

**Findings:** The findings revealed the following: the age mean of teachers was 30.28 and age mean of pupils was 14.79; the degree of teaching process were evaluated generally fair (mean=1.93); the level of learning of pupils was fair (mean=1.99). It was evident that the

degree of teaching process was not significantly related to the level of learning of pupils.

**Conclusion:** Based on the findings, it is concluded that the teaching process and learning of pupils in Kiswahili language were evaluated generally fair. However, these aspects are needed to be improved.

**Recommendations:** The recommendation on the findings was implement the policy concerning the teaching process and learning of pupils in Kiswahili language in the schools.

## **THE PROBLEM AND ITS SCOPE**

### **INTRODUCTION**

#### **Rationale of the Study**

Before Kiswahili language was introduced, different groups of people spoke their languages. Baganda, Langi, Lugbara, Kakwa and Nilotes all reinforced the use of their language. This brought serious differences between them and hence Kiswahili came in to be a language which would bring unity among all people in Uganda and especially in the armed force.

Swahili was first introduced in Uganda as the language of religion and trade in the second half of the 19<sup>th</sup> century. Later on it featured prominently as the common language among the multi-racial builders of the Kenya-Uganda railway. In the period 1900 to 1912 Swahili was the official local language. Until 1952, it was one of the recognized vernaculars in Uganda schools and was the official language of the armed forces.

The colonialists found Swahili a well established language in the different kingdoms and chiefdoms in East Africa in terms of trade and communication. By 1879 even prayers were conducted in Swahili. However, the British colonizers depended greatly on Baganda agents to administer other parts of the country leading to the imposition of Luganda on the then Eastern province and Ankole.

When Bishop Tucker arrived on the scene in 1891, he ordered the

translation of the bible into Luganda. Luganda had powerful protagonists in the Christian missionary society (CMS) mission and that is how it came to be the first indigenous language to be written both for literary and religious purposes.

When it came to the need to link the political and ecclesiastical arenas in the country the Christian Missionary Society's mission was solidly in support of Luganda as the language that would be appropriate for the unification of the country.

The mission exerted maximum efforts to promote Luganda and succeeded in having it replace Swahili as the official language of the protectorate being made to recognize other indigenous languages, prevented the proponents from 1912 to around 1924.

Swahili / Luganda controversy has been a hindrance to Luganda gaining the status of universal language. While the mission was born between Luganda and the various vernaculars, it was largely united in opposition to Swahili. During the 1950s, Swahili was officially accorded the status of "inter-territorial language" for Uganda.

Makerere University was made the main centre for the development of Swahili with a research centre established there for this purpose.

With the history above, effort has been put in making Kiswahili the national language of Uganda, but all has failed. The government white paper emphasized the teaching and learning of Kiswahili language but hasn't picked up yet.

What are the ways in which Kiswahili is important to Ugandans? Why must Kiswahili be a national language instead of any one of the local languages of Uganda? What could be factors that have hindered the teaching and learning of the Kiswahili Language Wakiso district schools?

The soldiers have made Kiswahili to be a language used on duty and for interaction within the camps. What factors might have led to this!

The researcher who is a student of Bachelor of education and specializing in language, wish to find out the teaching process and learning of pupils in Kiswahili language in Wakiso District, Uganda.

## **Theory**

This study is based on the theory of Mukuthuria (2001), which states that the role of Kiswahili language in the organization and mobilization of the liberation forces in the 1980s is what made the Kiswahili language to find favour in the eyes of the leaders of National Resistance Movement. The Kiswahili language is basically of Bantu origin, kiswahili is an indigenous African language whose origin is the coast of Kenya. Swahili spoken natively by ethnicity strewn along about 1,500 miles of the East African coastline has become a second language spoken by tens of millions in two countries, Kenya and Tanzania where it is an official language. The neighboring country of Uganda made Swahili a required subject in primary schools in 1992, although this mandate has not been well implemented, and declared it an official

language in 2005.

The whole of East African Region and central Africa is using the Kiswahili language for wider communication, improving literacy, galvanizing unity, commerce and many other roles. However, Uganda as a country has squandered the opportunity of developing Kiswahili early enough to reap the benefits the sister East African countries are enjoying.

Giving Kiswahili new lease of life and impetus of fresh development in this country where it has been down looked for along time with a lot of suspicion, this paper therefore intends to explicate the dynamics of Kiswahili development in Uganda giving a keen attention to the reasons why the current leadership is frantically putting a lot of effort to popularize Kiswahili.

It is in this failure that this research intends to explicate the factors that led the status quo as it is today and examine the efforts that Uganda is putting though belatedly. Finding out reasons for this late entry will be expounded and the benefits that this effort might reap will be viewed in the light of the future that Kiswahili has in this country.

## **Review of the Related Literature**

According to Mukama, kiswahili language was first used by the monarchies of Buganda and Bunyoro. It was introduced to the Kabaka Royal court and Kabaka Mutesa I of Buganda who was the ruler by then had a high proficiency of Kiswahili language. The Uganda experience on

a common language was interesting because of the relationship between who ruled the country and who dominated the armed force. Both Milton Obote and Idi Amini come from the northern part of Uganda and were linked to the nilotes.

Consequently, the armed forces recruited mostly from the nilotes who were very conscious of their separateness from the Bantu groups that were predominantly settled in the southern parts of Uganda. The nilotes were especially alienated from the Baganda.

Enhancing an amicable interaction of the people of East Africa by removing all the barriers to communication given the multilingual nature of the East African people, hence Kiswahili has become the lingua franca i.e. it will improve people's literacy, galvanize unity, among people, and spell out people's identity. Language is fundamental to people's identity and culture (Mulokozi, 2000).

Most African states using foreign languages feel lacking in cultural identity and hence are ready to use every opportunity to have a language that can express their diversity and extensively to address the needs of the majority who do not speak, read or understand the foreign languages. So, Kiswahili is very instrumental in forging unity in diversity and as well stop the wanton abuse of human rights to the entire non-literate citizens. This is because people are alienated by foreign languages which make them loose creativity (Nsibambi, 2000).

The other factor we need to consider is the fact that Kiswahili affords us with examples that fit linguistic globalization. Compared to

English, its use is not associated with the establishment of colonies. It is not used for ideological reasons alone but to also influence ethnic loyalties and was an instrument for changing ethnic behavior. Although Swahili was deeply associated with legacy of the mosque, it was later exploited by the church in its ministries for the purpose of Christianization. Among the Muslims, Kiswahili was a socialization tool among different ethnic groups and regions (Mazrui and Mazrui, 1999).

To spread Kiswahili language, the government of Uganda has: Established a National Kiswahili council, in 2002, Kiswahili development was given prominence in the education system by being declared as a compulsory subject in primary and secondary schools, however the policy has not been enforced.

It is on the education curriculum right from primary, secondary and universities to train high caliber man power to address the current Kiswahili needs.

The Ugandan constitution also gives a leeway for Kiswahili to proliferate. This is because as much as it stipulates that English is the official language, it also provides for any other language to act as a medium of instruction in schools or other education institutions, or legislative, administrative or judicial process as may be ordered by the law. Thus Kiswahili can assume a wider role with regard to national development (Sunday Monitor, 2004).

Government stipulates that the teaching of Kiswahili should be strengthened at secondary school level in order to prepare for the



training of teachers of this language. The potential for Kiswahili to promote the badly desired national unity is for greater than that of any other Ugandan languages.

The education system will be making its contribution through emphatic teaching of Kiswahili towards the attainment of this noble goal of national unity.

Kiswahili and English will be taught as compulsory subjects to all children throughout the primary cycle, in both rural and urban areas. Emphasis in terms of allocation of time and in provision of instructional materials, facilities and teachers will, however, be gradually placed on Kiswahili as the language possessing greater capacity for uniting Ugandans and for assisting rapid social development point number 3 in the NRM Ten-point programme (Government White Paper, 1992).

It is important to encourage leaders and the citizens of East Africa not to succumb to the pressure to de-emphasize Kiswahili by promoting English medium schools. It is sad to note that many of these have resorted to the colonial stile of enforcing an English only environment in the English only schools. Students who are caught their local languages or Kiswahili on school compounds are punished by hard labor or by withholding certain privileges like a trip to town for shopping or taking away their free time. Their have been reports of students who were kept out off class to work in the school gardens as a form of punishment. The sad part is that these English medium schools have children in primary one who are hardly eight years old. The

message these kids are getting from such punishments is their local language or Kiswahili is inferior to English and that mastery of English was the most important thing in their academic endeavors (Moshi, 1999).

### **Significance of the Study**

This study will help the primary schools in Wakiso district to set up a proper strategy to ensure that the language is taught.

The district officers will evaluate its former approach to the teaching of the Kiswahili language.

The head teachers will be helped to discover better mechanisms to the learning and teaching of the Kiswahili language in their various schools.

The curriculum developers will be helped in designing an appropriate programme that will help to enhance the teaching and learning of Kiswahili language for both literary and functional purposes. This will be a motivating factor for students of the language and their instructors as well as an example to promote global understanding.

The researchers will gain knowledge on reporting aspects of data collection, statistical treatment of data and help her be awarded her degree in education.

The future researchers will use the study as a basis and source of information to carry out research in a related field.

## Objectives

**General:** This study investigated the teaching process and learning of pupils in Kiswahili language of selected primary schools in Wakiso District, Uganda.

**Specific:** this study sought to

1. determine the profile of the respondents as to:

1.1 Teachers

1.1.1 age

1.1.2 gender

1.1.3 marital status

1.1.4 educational qualifications

1.1.5 number of years in service

1.2 Pupils

1.2.1 age

1.2.2 gender

2. determine the degree of teaching process in terms of:

2.1 attitude

2.2 availability of teachers

2.3 culture

2.4 policies

2.5 availability of resources

2.6 training

3. determine the level of learning as to:

3.1 attitude

3.2 availability of teachers

3.3 culture

3.4 availability of resources

4. determine if there is significant relationship between degree of teaching process and level of learning of pupils in Kiswahili language.

**Statement of the Null Hypothesis ( $H_0$ )**

There is no significant relationship between the degree of teaching process and learning of pupils in Kiswahili language.



## **RESEARCH METHODOLOGY**

### **Design**

This study was employed the descriptive survey method to investigate the teaching process and learning of pupils in Kiswahili language of selected primary schools in Wakiso District, Uganda.

### **Environment**

This study was conducted in five (5) selected primary schools namely: St. Joseph's Boarding Primary School, St. Theresa's Bunamwaya Primary School, Gayaza Primary School, Nsangi Primary School and Kyengera Primary School, these are located in Wakiso District, Uganda. Out of the five primary schools, only St. Joseph's Boarding Primary School caters for both day and boarding school while the rest offers only day school.

### **Respondents**

This study involved 50 teachers and 150 P7 pupils, wherein 10 teachers and 50 pupils from Joseph's Boarding Primary School, 10 teachers and 50 pupils from St. Theresa's Bunamwaya Primary School, 10 teachers and 50 pupils from Gayaza Primary School, 10 teachers and 50 pupils from Nsangi Primary School and 10 teachers and 50 pupils from Kyengera Primary School, these are located in Wakiso District, Uganda.

## **Instruments**

This study was utilized a researcher devised instrument which was a questionnaire that contained questions about profile of the teacher as to age, gender, marital status, educational qualifications, number of years in service and pupils as to age and gender. The degree of teaching process in terms of attitude, availability of teachers, culture, policies, availability of resources, training and level of learning of pupils in terms of attitude, availability of teachers, culture and availability of resources.

## **Data Collection Procedures**

Letters was presented to various respondents asking for permission to carry out a research in their respective areas of operation.

After collecting the data, the researcher went ahead to calculate the frequency and percentage to determine the profile of the teacher as to age, gender, marital status, educational qualifications, number of years in service and pupils as to age and gender. The weighted mean was used to determine the degree of teaching process in terms of attitude, availability of teachers, culture, policies, availability of resources, training and level of learning of pupils in terms of attitude, availability of teachers, culture and availability of resources in Kiswahili language. The Pearson product moment correlation was used to test the significant relationship between degree of teaching process and learning of pupils in Kiswahili language.

## Statistical Treatment of Data

The frequencies and percentages were used to describe the profile of teacher as to age, gender, marital status, educational qualifications, number of years in service and pupils as to age and gender.

Formula:

$$f/n \times 100$$

where: f = frequency

n = total number

100 = constant

The weighted mean was used to determine the degree of teaching process in terms of attitude, availability of teachers, culture, policies, availability of resources, training and level of learning of pupils in terms of attitude, availability of teachers, culture and availability of resources in Kiswahili language.

Formula:

$$\bar{x} = \frac{\sum x}{n}$$

where:  $\bar{x}$  = mean score

$\sum x$  = summation of the individual scores of the pupils

n = total number of pupils

The obtained data were expressed in the following numerical values:

3.26 – 4.00 = very satisfactory

2.51 – 3.25 = satisfactory

1.76 – 2.50 = fair

1.00 – 1.75 = poor

The Pearson product moment correlation coefficient was used to measure the relationship between degree teaching process and level of learning of pupils. Significance of the relationship was determined by comparing the computed  $r$  – values with their critical values at 0.05 level of significance.



## DEFINITION OF TERMS

For the purpose of this study, the following terms are defined operationally.

Degree of Teaching Process is whether it is very satisfactory, satisfactory, fair and poor in the following aspects:

1. Attitude which includes the following: willing to learn Kiswahili language, willing to communicate in Kiswahili, have confidence in teaching Kiswahili, encourage the learners to learn Kiswahili and shows concern of helping learners to adapt the language.
2. Availability of Teachers which includes the following: have enough teachers teaching the language, willing to train as a Kiswahili teacher, have courage to train the language in schools, interested in monitoring learners' learning and to access the learners' performance.
3. Culture which includes the following: accepts Kiswahili language, willing to communicate in Kiswahili, parents liking Kiswahili language, encouraging the learners to learn the language and the importance of teaching the language.
4. Policies which includes the following: the implementer's willingness to follow, encouraged to implement the set policy, difficult in the implementing the new policy, monitoring the learning process and teaching of Kiswahili and ready to supervise the policy set.
5. Availability of Resources which includes the following: have

books for Kiswahili, have enough teaching aids / materials, has a well equipped library, there is adequate space for teaching and learning of the language and have conducive and friendly environment.

6. Training which includes the following: shows concern and seriousness towards Kiswahili teachers, shows readiness to train as Kiswahili teachers, provides assistance facility for training, have confidence in training as a teacher and encouraged to train teachers for Kiswahili.

Level of Learning is whether it is very satisfactory, satisfactory, fair and poor in the following aspects:

1. Attitude which includes the following: willing to learn Kiswahili language, willing to communicate in Kiswahili, have confidence in communicating the language, shows interest in the language and open to adopt new challenges

2. Availability of Teachers which includes the following: have enough teachers for Kiswahili, the teachers willing to teach the Kiswahili language, teachers have confidence in teaching the language, teachers are free and open for new challenges and teachers openness towards the teaching and learning the language.

3. Culture which includes the following: parents encourage you to learn Kiswahili, the environment's willingness to embrace Kiswahili language, social groups eager to learn the language,

religions maintain positive outlook to influence the interaction in Kiswahili within the community and government are willing to support the teaching and learning of the language.

4. Availability of Resources which includes the following: available and affordable in the school, are well equipped in the library, are efficient and convenient for use, are suitable and well modified for use and have enough access to the materials for learning the language.

## **RESULTS AND DISCUSSION**

This study presents, analyses and interprets the profile of the teachers as to age, gender, marital status, educational qualifications, number of years in service and pupils as to age and gender; degree of teaching process in terms of attitude, availability of teachers, culture, policies, availability of resources, training; level of learning of pupils in terms of attitude, availability of teachers, culture and availability of resources in Kiswahili language; and significant relationship between degree of teaching process and learning of pupils in Kiswahili language.

### **Profile of Respondents**

#### **A. Teachers**

A total of 50 teachers were included in this study where twenty (20) were male and thirty (30) were female. The ages were categorized into five: twenty years below, twenty one years to twenty five years, twenty six to twenty years old, thirty one to thirty five years old and thirty years and above.

Ten percent were twenty years and below, ten percent were twenty one to twenty five years old, twenty percent were twenty six to thirty years old, forty percent were twenty one to thirty five years old and twenty percent were thirty six and above. It implies that the majority of the respondents belonged to thirty one to thirty five years old.

Their marital status was categorized as follows: forty percent (40%) were single, sixty percent (60%) were married. There were no

divorces and widowed. It implied that most teachers were married.

With the educational qualifications the following were registered: there was no Ph.D. holder, six percent (6%) were Master's Degree holders, fourteen percent (14%) were Bachelor's Degree holder and forty percent (40%) were Diploma and Certificate holders.

The numbers of years in service were categorized into four: one to five years, six to ten years (6-10) years, eleven to fifteen years (11-15) years and fifteen to twenty (15-20) years old.

Ten percent (10%) were one to five years (1-5) and six to ten (6-10) years old, sixty percent (60%) were eleven to fifteen (11-14) years old and twenty percent (20%) were fifteen to twenty (15-20) years old.

Table 1 - A  
Profile of Teachers

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Age		
36 – above	10	20
31 – 35	20	40
26 – 30	10	20
21 – 25	5	10
20 – below	5	10
Total	50	100

Gender		
Male	20	40
Female	30	60
Total	50	100
Marital Status		
Single	20	40
Married	30	60
Divorce	0	0
Widowed	0	0
Total	50	100
Educational Qualifications		
Ph.D.	0	0
Master's Degree	3	6
Bachelor Degree	7	14
Diploma	20	40
Certificate	20	40
Total	50	100
Number of Years in Service		
15 - 20	10	20
11 - 15	30	60
6 - 10	5	10
1 - 5	5	10
Total	50	100

## B. Pupils

A total of 150 pupils were included in this study, where sixty (60) were male and ninety (90) were female. The ages were categorized into three: ten to twelve (10-12) years old, thirteen to fifteen (13-15) years old and sixteen to eighteen (16-18) years old.

Thirteen percent (13%) were ten to twelve (10-12) years old, sixty percent (60%) were thirteen to fifteen (13-15) years old and twenty seven percent (27%) were sixteen to eighteen (18-20) years old. It implies that the majority of the respondents were belonged to thirteen to fifteen (13-5) years old.

Table 1 - B  
Profile of Pupils

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Age		
16 - 18	40	27
13 - 15	90	60
10 - 12	20	13
Total	150	100
Gender		
Male	60	40
Female	90	60
Total	150	100

### Degree of Teaching Process

Table 2 shows that the majority of respondents' attitude, availability of teachers, culture and training were rated fair.

The attitude and culture had the greatest mean followed by availability of teachers and finally training. For policies and availability of resource, were rated poor where availability of resources was poorer than policies.

Table 2

#### Degree of Teaching Process

Category	Mean	Interpretation	Rank
Attitude	2.16	Fair	2
Availability of Teachers	2.13	Fair	3
Culture	2.16	Fair	2
Policies	1.48	Poor	4
Availability of Resources	1.46	Poor	5
Training	2.21	Fair	1
Total	1.93	Fair	6

### Level of Learning of Pupils

Table 3 reveals that the majority of the respondents' attitude, availability of teachers and culture were rated fair.

The attitude had the highest mean, followed by availability of teachers and lastly culture. Availability of resources was rated poor with the lowest mean.



Table 3  
Level of Learning

Category	Mean	Interpretation	Rank
Attitude	2.24	Fair	1
Availability of Teachers	2.16	Fair	2
Culture	2.11	Fair	3
Availability of Resources	1.46	Poor	4
Total	1.99	Fair	4

### Significant Relationship Between Degree of Teaching Process and Level of Learning

As reflected in table 4, there is no significant relationship between the degree of teaching process and the level of learning of pupils in Kiswahili language as shown by the critical r - value which is greater than the computed r - value.

Table 4  
Significant Relationship Between Degree of Teaching Process  
and Level of Learning of Pupils

Area	Critical r - value	Computed r - value	Decision on H <sub>0</sub>	Interpretation
Teaching Process and Learning	0.195	0.187	accept H <sub>0</sub>	not significant

## **FINDINGS**

### **A. Profile of the Respondents**

The age mean of teachers was 30.28 and age mean of pupils was 14.79.

### **B. Degree of Teaching Process**

The attitude mean was 2.16, availability of teachers mean was 2.13, culture mean was 2.16 and training mean was 2.21 which belonged to the fair category. The policies mean was 1.48 and availability of resources mean was 1.46 which belonged to the poor category.

### **C. Level of Learning of Pupils**

The attitude mean was 2.24, availability of teachers mean was 2.16 and culture mean was 2.11 which belonged to the fair category, and only availability of resources mean was 1.46 which belonged to poor category.

### **D. Significant Relationship Between Degree of Teaching Process and Level of Learning of Pupils**

There was no significant relationship between degree of teaching process and level of learning of pupils.

## **CONCLUSION**

Based on the findings, it is concluded that the teaching process and learning of pupils in Kiswahili language were evaluated generally fair. However, these aspects need to be improved.

## **RECOMMENDATIONS**

Based on the findings of the study, the following are recommended:

1. The District Education Officer should implement the policy concerning the teaching and learning process in their schools.
2. The Government should train teachers who can teach the Kiswahili language effectively.
3. The teachers to be more interested with the teaching and learning of the language so that they are able to encourage learners to learn the language.
4. The teachers to talk to parents on the importance of Kiswahili language so that they may have a positive attitude towards the language.

## BIBLIOGRAPHY

### Books

- Chiraghdin, Sihabuddin and Mnyampala, Mathias 1977. Historia ya Kiswahili. Oxford University Press Nairobi.
- Kajubi W.S. (1989), Education for National Integration and Development: Report of the Education Policy Preview Commission. Kampala, Ministry of Education.
- Khamisi, Abum 1990 Swahili as a National Language in Legere. K (ed): 95-114.
- Kikerman, J.S 1964, Man and Movement on the East Africa Coast, Cape Town Lutter Worth.
- Mbaabu, Ireri 1991 Historia ya Usanifishaji wa Kiswahili Longman Kenya, Nairobi.
- Mlacha, Shaaban A.Kand Hurskanainen, Arvi ( eds) 1995 lugha, Utamaduni na Fasihi simulizi Ya Kiswahili Tuki, Dar es salaam.
- Mugambi, Peter J.M Langugae and identity chemichemi International Journal of Arts and social science, Faculty of Arts, Kenya University, Nairobi PP114-117
- Mukuthuria M, (2001) Matatizo Yanavyokabili Kiswahili Karne ya Ishirini na Moja. Islamic University Journal 2(2): 135-143. Mbale-Uganda, Kiswahili and its Expanding Role of Development
- Mulokozi, M.M 1972 Kalerala and Africa Nordic Journal of Africa studies NJAS (Secial issue on language, Traditio and Identity) Vol. 1 no 2, Helsinki / UPPSALA PP 71-81
- Mulokozi, Mugyabuso M2000 language, literature and the Foreign of a pan -African identity Kiswahili 63:71-80
- Nsibambi, R. 2000. A Language Policy for National Integration: Factors and Inhibitors.
- Palime, E.G 1967 Swahili language Handbook Washington, Washington centre for Applied Linguistics.
- Uganda Government (1992). Government White paper on the implementation of the Recommendation of the Report of Education Review Commission.

**Internet**

BRYAN, M.A 1957. The Bantu Languages of Africa London, O.U.P.

"GLOBALISATION" In Encorarta world English Dictionary 1999: 759.  
Bloomsbury Publishing, St Martin's Press, New york NY.

Leger, Karsten (ed) The Role of Language in Literacy Programs with  
special Reference to Kiswahili in East Africa. A contribution to the  
International literacy Year DSE, BAKITA, KENYA KISWAHILI  
Association, Goethe institute- Nairobi.

GRENVILLE, Freeman G.SP 1962. The East Africa coast. London,  
Clarendon Press

Whiteley, Wilfred 1967 Swahili. The rise of a national language  
London, Methuen and CO. Limited.

**APPENDIX A****TRANSMITTAL LETTER FOR THE HEAD TEACHER OF ST. JOSEPH'S  
BOARDING PRIMARY SCHOOL**

June 20, 2007

The Head Teacher  
St. Joseph's Boarding Primary School  
P.O. Box 11029, Kampala

Dear Sir/ Madam,

I am writing to request for permission to carry out research in your school. I am a student at Kampala International University pursuing Bachelor of education. I am currently undertaking research on "TEACHING PROCESS AND LEARNING OF PUPILS IN KISWAHILI LANGAUGE IN WAKISO DITRICT, UGANDA" which is a requirement in for my degree.

Any assistance rendered to me to complete the research will be highly appreciated.

Yours faithfully,

**BONUKE RUTH NYABOKE**



**APPENDIX B - 1**

## QUESTIONNAIRE FOR THE TEACHERS

## I. Profile of the Teachers

Age: \_\_\_\_\_

Gender: Male Female 

Marital Status:

Single Married Divorced Widowed 

Educational Qualifications:

Ph.D. Masters Degree Bachelors Degree Diploma Certificate 

Number of Years in Service

15 - 20 11 - 15 6 - 10 1 - 5 yrs 

## II. Degree of Teaching Process

Direction: Please be guided in the following choices below:

4 – strongly agree (you agree with no doubt at all)



3 – agree (you agree with some doubt)

2 – disagree (you disagree with some doubt)

1 - strongly disagree (you disagree with no doubt at all)

### **A. Attitude**

\_\_\_\_\_ 1. willing to learn Kiswahili language

\_\_\_\_\_ 2. willing to communicate in Kiswahili

\_\_\_\_\_ 3. have confidence in teaching Kiswahili

\_\_\_\_\_ 4. encourage the learners to learn Kiswahili

\_\_\_\_\_ 5. shows concern of helping learners to adapt the language

### **B. Availability of Teachers**

\_\_\_\_\_ 1. have enough teachers teaching the language.

\_\_\_\_\_ 2. willing to train as a Kiswahili teacher

\_\_\_\_\_ 3. have courage to train the language in schools.

\_\_\_\_\_ 4. interested in monitoring learners' learning

\_\_\_\_\_ 5. to access the learners' performance

### **C. Culture**

\_\_\_\_\_ 1. accepts Kiswahili language

\_\_\_\_\_ 2. willing to communicate in Kiswahili

\_\_\_\_\_ 3. parents liking Kiswahili language

\_\_\_\_\_ 4. encouraging the learners to learn the language

\_\_\_\_\_ 5. the importance of teaching the language

### **D. Policies**

\_\_\_\_\_ 1. the implementers willingness

\_\_\_\_\_ 2. encouraged to implement the set policy

\_\_\_\_\_ 3. difficult in the implementing the new policy

\_\_\_\_\_4. monitoring the learning process and teaching of Kiswahili

\_\_\_\_\_5. ready to supervise the policy set.

### **E. Availability of Resources**

\_\_\_\_\_1. have books for Kiswahili

\_\_\_\_\_2. have enough teaching aids / materials

\_\_\_\_\_3. has a well equipped library

\_\_\_\_\_4. there is adequate space for teaching and learning of the language

\_\_\_\_\_5. have conducive and friendly environment

### **F. Training**

\_\_\_\_\_1. shows concern and seriousness towards Kiswahili teachers

\_\_\_\_\_2. shows readiness to train as Kiswahili teachers

\_\_\_\_\_3. provides assistance facility for training

\_\_\_\_\_4. have confidence in training as a teacher

\_\_\_\_\_5. encouraged to train teachers for Kiswahili

## APPENDIX B - 2

### QUESTIONNAIRE FOR THE PUPILS

#### I. Profile of the Pupils

Age: \_\_\_\_\_

Gender:     Male     

              Female   

#### II. Level of Learning

Direction: Please write on the blanks provided, your response which

indicates the correct answer rated below:

4 – strongly agree (you agree with no doubt at all)

3 – agree (you agree with some doubt)

2 – disagree (you disagree with some doubt)

1 - strongly disagree (you disagree with no doubt at all)

#### **A. Attitude**

\_\_\_\_\_ 1. willing to learn Kiswahili language

\_\_\_\_\_ 2. willing to communicate in Kiswahili

\_\_\_\_\_ 3. have confidence in communicating the language

\_\_\_\_\_ 4. shows interest in the language

\_\_\_\_\_ 5. open to adapt new challenges

#### **B. Availability of Teachers**

\_\_\_\_\_ 1. have enough teachers for Kiswahili

\_\_\_\_\_ 2. the teachers willing to teach the Kiswahili language

\_\_\_\_\_ 3. teachers have confidence in teaching the language

\_\_\_\_\_ 4. teachers are free and open for new challenges

\_\_\_\_\_5. teachers openness towards the teaching and learning the language.

### **C. Culture**

\_\_\_\_\_1. parents encourage you to learn Kiswahili

\_\_\_\_\_2. the environment's willingness to embrace Kiswahili language

\_\_\_\_\_3. social groups eager to learn the language

\_\_\_\_\_4. religions maintain positive outlook to influence the interaction in  
Kiswahili within the community

\_\_\_\_\_5. government are willing to support the teaching and learning of the  
language.

### **D. Availability of Resources**

\_\_\_\_\_1. available and affordable in the school

\_\_\_\_\_2. are well equipped in the library

\_\_\_\_\_3. are efficient and convenient for use

\_\_\_\_\_4. are suitable and well modified for use

\_\_\_\_\_5. have enough access to the materials for learning the language

**APPENDIX C**

## PLAN FOR DATA PRESENTATION

Table 1 - A

Profile of the Teachers

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Age		
36 – above		
31 – 35		
26 – 30		
21 – 25		
20 – below		
Total		
Gender		
Male		
Female		
Total		
Marital Status		
Single		
Married		
Divorce		
Widowed		
Total		
Educational Qualification		
Ph.D.		

Master's Degree		
Bachelor Degree		
Diploma		
Certificate		
Total		
Number of Years in Service		
15 - 20		
11 - 15		
6 - 10		
1 - 5		
Total		

Table 1 - B  
Profile of the Pupils

Category	Frequency	Percentage (%)
Age		
16 - 18		
13 - 15		
10 - 12		
Total		
Gender		
Male		
Female		
Total		

Table 2  
Degree of Teaching Process

<b>Category</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
Attitude			
Availability of Teachers			
Culture			
Policies			
Availability of Resources			
Training			
Total			

Table 3  
Level of Learning

<b>Category</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
Attitude			
Availability of Teachers			
Culture			
Availability of Resources			
Total			

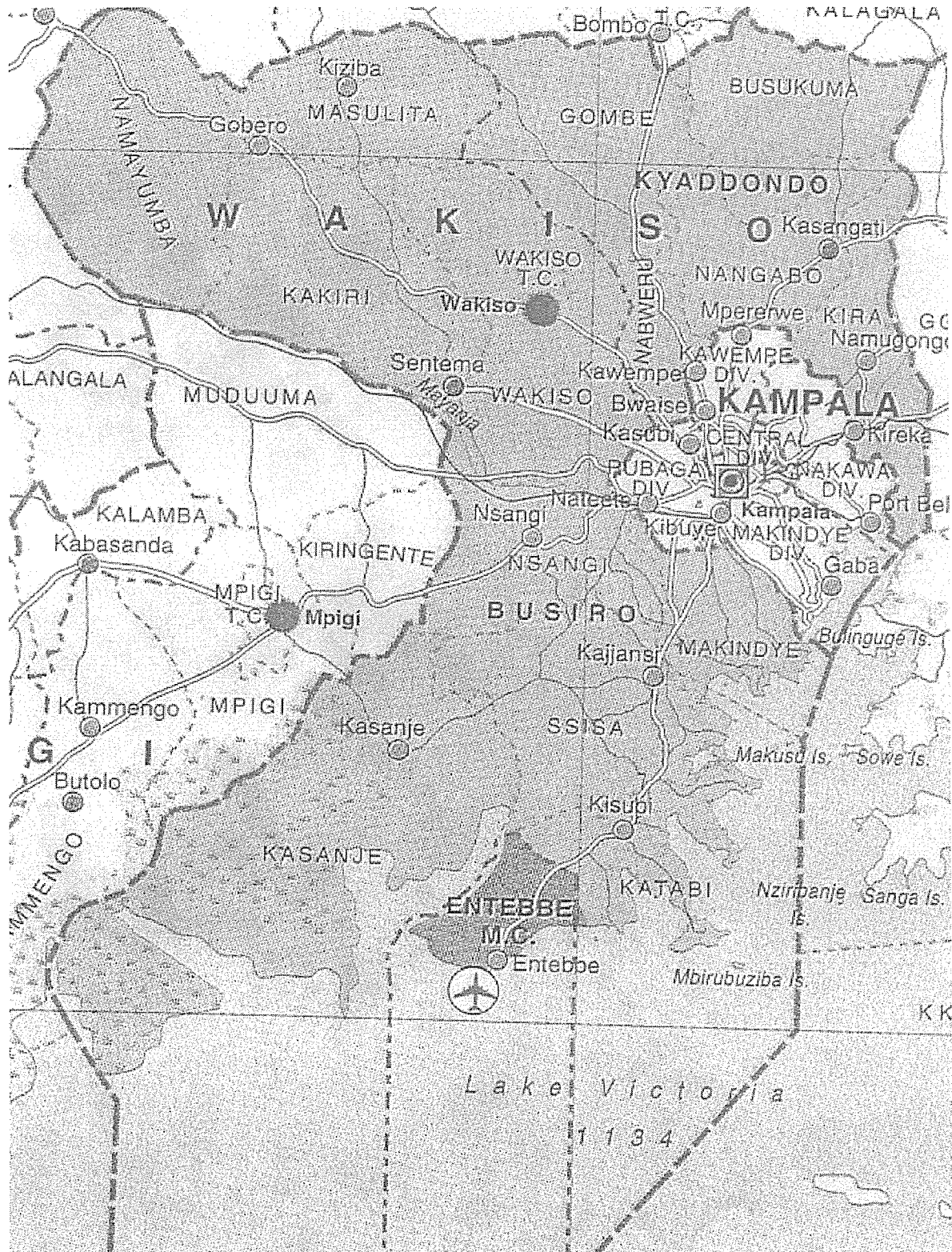
Table 4  
Significant Relationship Between Degree of Teaching Process  
and Level of Learning

Area	Critical r - value	Computed r - value	Decision on $H_0$	Interpretation
Teaching Process and Learning				



APPENDIX D

MAP OF THE RESEARCH ENVIRONMENT



## **CURRICULUM VITAE**

### **PERSONAL BACKGROUND**

NAME : BONUKE RUTH NYABOKE  
REG.NO : BED/6467/42/DF  
AGE : 34 YEARS  
GENDER : FEMALE  
CIVIL STATUS : SINGLE  
ADDRESS : P.O. BOX 11029, KAMPALA, UGANDA  
DATE OF BIRTH : 22 SEPTEMBER 1972  
CONTACT # : +256782417110

### **EDUCATIONAL BACKGROUND**

COLLEGE : KAMPALA INTERNATIONAL UNIVERSITY  
Bachelor of Education in Arts  
2005 - 2007  
: ST. PAUL'S TEACHERS TRAINING COLLEGE  
CERTIFICATE OF PRIMARY TEACHING  
1996 - 1998  
SECONDARY : ST. PETER'S CHIRONGE SECONDARY SCHOOL  
1988 - 1991  
ELEMENTARY : CHIRONGE PRIMARY SCHOOL  
1980 - 1987

### **RESEARCH EXPERIENCE**

Bachelor ion Education in Arts

"THE TEACHING AND LEARNING OF THE KISWAHILI LANGUAGE IN  
SELECTED PRIMARY SCHOOLS OF WAKISO DISTRICT"

