

**AN INVESTIGATION ON TEACHERS' INFLUENCE ON THE
IMPLEMENTATION OF KISWAHILI CURRICULUM IN PUBLIC
SECONDARY SCHOOLS IN NAROK NORTH SUB COUNTY**

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ABSTRACT

The purpose of this study was to investigate how teachers influence the implementation of Kiswahili curriculum in Narok North Sub County. The study was guided by three research questions and employed descriptive survey design. The sample population was 100 Kiswahili students, 10 Principals and 10 heads of Kiswahili department who were also Kiswahili teachers. The data was collected using questionnaires and interview schedule. This study sought to establish whether teachers' characteristics like age and gender influences the implementation of Kiswahili curriculum in secondary schools in Kenya, factors that affect curriculum implementation in public secondary schools as well as whether Kiswahili teachers are given opportunities to attend in-service courses which contributes to effective curriculum implementation. Data was collected using questionnaires and interviews. Data collected was analyzed using SPSS and Microsoft Excel. The analyzed data was then presented using column graphs, pie charts and bar graphs. The main areas proposed for action are as follows: enough number of teachers should be posted to the county to help solve the reported Kiswahili backlogs and teacher shortage in the schools; the government should provide and avail in service training, seminars and workshops to demonstrate and equip teachers on curriculum implementation strategies that are workable and result oriented; students should be guided and counseled towards their perception on Kiswahili subject and be motivated as well as encouraged to value Kiswahili just as they would value other subjects in the curriculum; trained teachers should be employed on permanent basis to help in proper curriculum implementation and ease the process by laying long term strategies towards the latter; enough resource materials and facilities should be put in place to facilitate the delivery of Kiswahili in schools as well as the remuneration should be revised to meet teachers needs and motivate them to have an overall participation of school activities leave alone curriculum implementation. If these research findings are fully implemented, the implementation of Kiswahili curriculum would be of great benefit to the Ministry of Education as well as the schools since the Kiswahili syllabus will be implementable and enjoyable to teach to both teachers and students at large.