

Evaluation of the Relationship between Subject Content in the Kiswahili Curricula used in Kenyan Public Universities and Kiswahili Curriculum used in Kenyan Secondary Schools

Mwanzi Jackline O. & Inyani Simala K.

Abstract

This study aimed at critically evaluating the relationship between Kiswahili curricula in Public Universities with the Curriculum prepared by the Kenya Institute of Curriculum Development (KICD) to be implemented in secondary schools in Kenya. The research set out to find whether the subject content student teachers of Kiswahili learn at university is relevant to what they are expected to teach at secondary school level upon graduation. The study was motivated by the fact that different public universities in Kenya use diverse Kiswahili curricula yet they all prepare teachers who are expected to implement one formal curriculum used in all secondary schools in Kenya. The main objective of the study was to identify the subject content of curricula used to teach Kiswahili in public universities and the one in the curriculum implemented in secondary schools in Kenya. This study is important because it identifies the subject matter of Kiswahili curricula used in public universities and that developed by the KICD to be implemented in secondary schools in Kenya. The study used the Model of Curriculum Development as propounded by Ralph Tyler (1949) in which Tyler & proponents of his model espoused the need and the relationship between curriculum aspects. Their main aim of assessing curricula was to discover strategies that can be used in teaching institutions to improve any teaching curricula. This study was carried out in five public universities in Kenya. Respondents were Kiswahili lecturers in those public universities, chairpersons of Kiswahili Departments in the universities together with teachers of Kiswahili from secondary schools in Bungoma County. The study design was descriptive survey. Data was collected using questionnaires, transcription, document analysis and interview schedules and was analysed qualitatively and quantitatively. Study findings revealed that there is no direct relationship between subject content in Kiswahili curricula used in public universities with that in Kiswahili curriculum approved to be used in Kenyan secondary school. Based on the findings of this study, it is recommended that public universities which train professional Kiswahili teachers liaise with the KICD to develop, review and reform the Kiswahili curriculum used to teach in secondary schools.

Keywords: Curriculum, Implementation, Subject Content.

DOI: 10.7176/JEP/13-8-07

Publication date: March 31st 2022

1.1 Introduction

The process of preparing teachers for secondary schools is faced by many challenges across the globe. According to Goodlad (1995, 1984), a lot of literature compiled about teacher education has raised debates concerning challenges facing the preparation of secondary school teachers. Some of these challenges affect them while implementing the secondary school curriculum.

Research carried out by Miller & Silvernail (2000) shows that the way teachers implement the high school curriculum does not match the teacher education they received while undergoing their training at the university level. Lynch (2003) has also shown that research done in one university to compare the teaching methods used to prepare teachers and the methods these teachers used while on school practice indicated that there was a problem in teacher preparation. The problem was caused by the fact that the subject content given to teachers while receiving their training at the university did not benefit them as they taught at the secondary school level. This therefore made it difficult for the teachers to carry out their school practice.

In Kenya, the process of teacher preparation has been criticized for many years. For instance, research done by the Committee of Deans in the faculty of Education at the University of Nairobi indicated there was a problem in teacher preparation (University of Nairobi, 1978) Following the findings of this committee, two major recommendations were made; The programme of Bachelor of Education be tailored to suit the needs of the secondary school curriculum. Secondly, Teacher Education programme be prepared to equip the teacher with the competency of handling topics/content in the secondary school curriculum.

Sitima (1995) observed that despite the recommendations made by the Committee of Deans of the University of Nairobi, there were still problems in teacher preparation in all the universities. Sitima reported that the problems were caused by the fact that most universities where teachers were prepared adopted the unit system of handling content. This system had a challenge whereby the teachers were handling topics as units which did not give them room to handle them exhaustively. This unit system did not reflect the content stipulated in the secondary school curriculum. This therefore made it difficult for teachers to handle and teach topics in the high school curriculum. The observation made by Sitima (1995) is what has been adopted by most universities as policy. In some of the

policies, universities have given room for students to handle courses which are compulsory (core courses) and others which are optional (elective). This policy becomes a challenge when a student drops a course at the university level for instance, “Ushairi” yet upon graduation, he/she is expected to handle it while implementing the secondary school curriculum. Therefore, according to Sitima (1995), challenges facing teacher preparation programmes are related to the core aspects of curriculum: goals, content and implementation. Following this kind of observation, it becomes imperative to evaluate the content adopted at the university level to prepare teachers to implement the secondary school curriculum in order to establish the relationship between the content in the university curricula and that developed by the Kenya Institute of Curriculum Development (KICD).

According to Tyler (1949), teaching objectives are supposed to take into account the needs of the students concerned to enable them benefit from their training. More so, Tyler continues to observe that the content adopted must be presented systematically to suit the level of the students. If these two factors are not considered, there’s a high possibility of the curriculum in use facing challenges.

In his research, Oluoch (2006) concurs with Sitima in pointing out the fact that the teacher education programmes in Kenya face challenges. Among the challenges is the use of the unit system in presenting the subject content at the university level. Oluoch (2006) also brings on board the challenge of a curriculum with bloated content which cannot be suitably covered in the period allocated in terms of semesters and years. This led to some of the content not being delivered therefore leaving the students not well prepared. In matters subject content, Tyler puts it clearly that whatever subject content a teacher is supposed to cover must be proportional to the amount of time allocated to a given course. The findings of Oluoch (2006) motivated this research to evaluate the Kiswahili subject content presented at the university level and to examine its complexity at the presentation level.

One other factor affecting teacher education programmes is the uniqueness of every university adopting various policies that govern the preparation of teachers. In as much as the curricula used to prepare teachers have similar aspects, the implementation of curricula differs from one university to another. The difference is seen when it comes to: the number of courses students are expected to study; the core and elective courses; the different semesters and years when given courses are scheduled to be taught. Given that every university has its own policies, it follows that the subject content taught in those universities is presented differently. After training, these teachers are expected to implement one curriculum in secondary schools. This is a scenario that calls for evaluation to establish how these differences impact on the teachers as they implement the secondary school curriculum.

The situation in Kenyan universities brought forth by Sitima (1995) and Oluoch (2006) has come as a result of these universities not being ready to adopt change in their programmes and teaching strategies. This is discovery according to the findings of research done by Kafu (2013) and Nasimiyu (2017), who have observed that as much as the society is undergoing change, many universities are not willing to embrace change so as to improve their performance.

Basing on observations made by Sitima (1995), Oluoch (2006), Kafu (2013) and Nasimiyu (2017), the preparation of secondary school teachers is faced by the two major challenges: the complexity of subject content and the system of teaching courses offered at the universities. Therefore, with this state of affairs, this research was carried out so as to evaluate the relationship between the Kiswahili subject content in the universities’ curricula and that of the secondary schools developed by the Kenya Institute of Curriculum Development (KICD).

1.2 Problem Formulation

Varied views have been advanced concerning the challenges facing the teacher preparation programmes and how this affects the implementation of the secondary school curriculum (Sitima, 1995; Oluoch, 2006; Kafu, 2013; & Nasimiyu, 2017). Some of the factors arising from the research carried out by the mentioned scholars have to do with curriculum objectives, subject content and its implementation. Though efforts have been made to examine the teaching of Kiswahili language in educational institutions, there are still challenges concerning the subject content in the Kiswahili curricula used in universities in relation to the one developed by Kenya Institute of Curriculum Development to be implemented in secondary schools. Up to date, no research has been conducted to examine how the curriculum aspects relate and affect the teacher preparation programmes. Therefore, there is growing concern over how teachers prepared using different curricula are expected to implement one curriculum in secondary schools. It’s this concern that motivated this study in order to evaluate the relationship between the subject content in Kiswahili curricula used in the universities and the subject content in the curriculum developed by the KICD to be implemented in secondary schools.

1.3 Research Objectives

The major objective of this study was to establish the relationship between the Kiswahili curricula used in the Kenyan public universities and the Curriculum developed by KICD to be implemented in the secondary schools. However, the specific objective of this study was to evaluate the relationship between the subject content in the Kiswahili curricula used in Kenyan public universities and the content in the Kiswahili curriculum used in Kenyan secondary schools.

2.0 Literature Review

2.1 Curriculum

Many scholars have defined curriculum in different ways (Bobbit, 1918; Tyler, 1949; Taba, 1962; Oliver, 1982; Shiundu & Omulando, 1992; & Oluoch, 2006). The definitions given have led to many heated debates by many other scholars. Schubert (1986) observed that the many definitions given can lead to the publication of a book in an attempt to give the right definition. This points to the fact that the concept of curriculum is complex. However, the many definitions given conclude that curriculum is all about what's expected to be done in an education system and how it's supposed to be done. Curriculum can be defined to be a system, a process, a systematic way of doing things in an education system and can also be a special document showing the various aspects that complete an education system.

Aspects of curriculum do cooperate at various levels in order to make the whole education system a success. Every aspect has a special role to play in the whole process of transferring and receiving knowledge in education. For instance, the curriculum objectives are derived and developed through the subject content. The implementation of the subject content depends entirely on the teacher who uses varied teaching methods and strategies. Therefore, subject content is used to deliver the curriculum objectives. Evaluation is carried out so as to measure the appropriateness of the subject content and the methods used to implement curriculum.

The four aspects of curriculum are the tenets of Tyler's model of curriculum development used in this research. These include curriculum objectives, subject content, implementation and evaluation.

There are three main types of curriculum; hidden curriculum, formal curriculum and informal curriculum. However, this research was based on formal curriculum which has the four aspects; Objectives, subject content; Implementation and Evaluation.

2.2 Formal Curriculum

Urvebu (1985) defines formal curriculum as a set of things taught in school as formulated in the syllabus. Some of these things include; Courses, lessons, students' activities, knowledge and various skills intended to be taught by teachers. According to various scholars, the official curriculum can be defined better basing on the following characteristics:

- i. Formal curriculum is programmed and written in special documents prepared by panels of specialists (Urvebu, 1985)
- ii. Formal curriculum is programmed and arranged in a special way (Smith, 2002)
- iii. Formal curriculum is tied to special subjects which are taught and presented in syllabus and course outlines (Eaton, 2011)
- iv. This curriculum is recognized only after it has been endorsed by specialists in matters education (Clayton & Darween, 2015)

The content in the formal curriculum is achievable because it's assessed by educationists to be taught within a given period of time (Wolk, 2010)

As much as this curriculum is prescriptive in nature, while implementing it, the teacher can decide to rearrange the content and implement it according to the learners' needs (Rose, 2010).

According to Oluoch (2006) this formal curriculum involves objectives, implementation strategies, evaluation methods and subject content as its major aspects.

Shiundu and Omulando (1992) also observe that the formal curriculum is all about what's contained in the syllabus and course outlines to be presented to students at various levels.

UNESCO (2011) says that formal curriculum is a plan meant to give direction about learning in school. It's a plan with teaching objectives, subject content, implementation strategies and evaluation. It's the teacher who implements whatever has been stipulated in this curriculum.

The characteristics of formal curriculum reveal the four aspects of a curriculum namely: Objectives, subject content, implementation and evaluation.

This research aimed at confirming how these characteristics of the formal curriculum are manifested in the Kiswahili formal curriculum used in the universities to prepare teachers and secondary schools which teachers are expected to implement.

In this research, the four major aspects of the curriculum have been discussed exhaustively although in this paper the aspect of subject content is the centre of focus. Shiundu & Omulando (1992) while quoting Tyler (1994) stated that students learn by interacting with their environment. The environment refers to the people and the things therein. Some of the things they interact with in the learning environment include: Subject content, teachers, experts in various fields, other students, teaching strategies, aids and methods.

2.3 Subject content as an aspect of the formal curriculum

According to Child (1977), subject content refers to all the skills taught in educational institutions. These skills are transmitted as subjects and it's expected that teaching them brings behavioral change among the learners and

society as a whole.

Shulman (1986) explains that subject content in the formal curriculum are concepts, theories, principles and general issues which are taught to students through specific academic courses.

Bilbao et. al (2008) have identified the criteria used to select subject content in the formal curriculum. First, the subject content in the formal curriculum must enable students to be self-reliant. It should also help them to discover new knowledge without depending entirely on the teacher. The teacher should only be their guide.

The subject content should be the channel through which the curriculum objectives are achieved. It's also expected that the subject content should enable students to acquire knowledge, attitudes and ability to perform what they learn.

Another criteria used to determine the subject content in the formal curriculum is its relevance to the prevailing times in the society. Curriculum planners and teachers are expected to have the subject content reviewed from time to time to ensure it's responsive to the emerging societal issues.

In their view concerning subject content in the formal curriculum, Flowerdew and Peacock (2001) observed that it must meet the needs of the learners and not the teacher. More so, before presenting the subject content to the learners, teachers must assess its relevance with regard to meeting curriculum objectives & learners needs considering their learning environment too.

Bilbao et. al (2008) insisted that the subject content in the curriculum must suit the level of learners together with their experiences. The teacher must ensure that it should not be too complex nor simple for the learners as much as some learning institutions have prescribed the subject content for the teacher to implement it the way it is. The teacher must have the freedom to rearrange, expand or reduce the subject content.

In conclusion, Bilbao et. al (2008) identified another criteria of selecting subject content to be the specific period of time of teaching it. That teachers must select the amount of subject content equivalent to the period of time scheduled for learning. Secondary school teachers are limited in this because they have no control the subject content they teach as compared to lectures at the university level.

In addition to the contribution given by Bilbao et. al (2008), Flowerdew and Peacock (2001) have explored the need for teachers to have knowledge about the subject content they are expected to teach. More so, they must know the skills they are to teach, pedagogy, teaching objectives and the behavioral changes expected among the learners.

Subject content is a very important aspect of the formal curriculum. According to Tyler (1949), it's used to measure the extent to which curriculum objectives have been achieved. It's through the subject content that the behavioural changes among the learners can be identified. The achievement of curriculum objectives is observed through behavioral changes.

Subject content benefits learners by enabling them to acquire knowledge, skills and attitudes they need in their day to day life (Gatehouse, 2001). When learners acquire the knowledge, skills and attitudes they in return benefit the society at large since the curriculum objectives are based on the needs of the society.

Nevertheless, subject content enables learners and teachers to be responsible in the learning and teaching process. Teachers are expected to disseminate subject content while learners are expected to get what is taught to them by teachers (Richards 2007).

Covering subject content in the formal curriculum does not happen in a vacuum. It's through the subject content that curriculum objectives are achieved after which evaluation is done to measure the extent to which the objectives have been achieved. Therefore, it's important to note that subject content as one of the aspects of the formal curriculum depends on the other aspects like objectives, pedagogy and evaluation.

The process of teaching and learning can be successful if only the teacher can have good understanding of the subject content. This is important to a teacher who expects to see behavioral change among the learners.

This study examined the Kiswahili subject content offered at the university level in relation to the subject content at the secondary schools to find out how the two categories of subject content met the criteria for selection as expoused by Bilbao et. al (2008), Flowerdew & Peacock (2001).

3.0 Research Methodology

The study design was descriptive survey whereby data was collected from the field from teachers of Kiswahili in secondary schools, lecturers of Kiswahili in the public universities together with chairpersons of Kiswahili departments in those universities.

A total of 42 secondary schools were selected from Bungoma county through stratified simple random sampling out of 140 schools. The 42 schools were 30% of the 140 schools. 42 teachers of Kiswahili were selected through simple random sampling. 17 lecturers of Kiswahili from 5 public universities were selected through simple random sampling. The 17 were 30% of the total number of lecturers in all the 5 universities. The 5 public universities were selected through purposive sampling. The 5 chairpersons of the Kiswahili departments in the 5 public universities were also selected through purposive sampling.

Data was collected using questionnaires, interviews, transcription and document analysis. The questionnaire

was prepared for teachers of secondary schools and lecturers of Kiswahili from public universities. Through the questionnaires the teachers and lecturers gave data concerning subject content taught in the secondary schools and universities' formal curriculum. The chairpersons of Kiswahili Departments in the universities were interviewed over the subject content in the curricula used in their universities. The documents which were analysed had information concerning subject content. The documents included; the Kiswahili syllabus used in secondary schools, Kiswahili course outlines and course descriptions used to teach in the selected universities.

Responses from the respondents enabled this study to find data concerning the implementation of the formal curriculum in both secondary schools and public universities. More specifically, the responses showed how the subject content offered in the public universities while preparing teachers was related to the subject content in the secondary school curriculum.

3.1 Data Analysis & Presentation

Data was analysed qualitatively and quantitatively. Data that was collected through interviews, questionnaires and document analysis was analysed qualitatively. Data that was collected through closed ended questionnaires was analysed quantitatively. The two methods of data analysis led to the drawing of conclusions concerning the research problem.

4.0 Findings and Discussions

4.1 Subject content in the Formal curriculum used in the Kenyan Public universities.

Subject content in the curricula used in the universities is reflected in the courses designed for teaching. The various topics in the courses form the syllabi used at every level/year of study. These topics which form the courses (syllabi) are formulated by lecturers after which they are approved by the respective departments and later approved by the Faculty Board and finally by the Senate. The syllabus is formulated to make it easy teaching the subject content at the university.

When the Chairpersons of the Kiswahili departments at the universities were interviewed, two out of five regretted that some lecturers did not have their syllabi approved at the department. This stood in their way as a major challenge in checking to confirm the appropriateness and relevance of the subject content taught in their departments. However, they reported that the formal curriculum at the university was supposed to be reviewed after every five years.

This study discovered that courses offered at the university were divided into three strands: Literature, Language grammar and Linguistics.

The number of courses in every strand differed from one university to another as shown in the table 4.1 below

Table 4.1

Number of Courses Offered in the universities' curricula in the three strands				
University	Literature	Language	Linguistics	Total
MMST	15	10	08	33
UON	08	10	07	25
MOI	08	03	06	17
KU	09	10	04	23
EGERTON	11	07	06	24

The table (4.1) above points to the fact that 3 out of 5 universities had a higher number of literature courses compared to those of language and linguistics. This indicated that the subject content in the Kiswahili courses offered was more of literature as compared to the other two strands. This means that teachers prepared in the 3 universities were well versed in the very literature courses which gave them easy time to teach literature as they implemented the secondary school formal curriculum prepared by the KICD. In their responses as indicated in table 4.1.2 below, teachers prepared in the five universities indicated how well they interacted with the subject content in the secondary school formal curriculum.

Table: 4.1.2

Percentage of Teachers in relation to their interaction with the universities' curricula.			
No. of Teachers trained per University	Percentage of Teachers' preference for the subject content in the KICD formal curriculum		
	Literature	Language	Linguistics
Masinde Muliro (09)	06 (67%)	02 (22%)	01 (11%)
Nairobi (07)	03 (43%)	03 (43%)	01 (14%)
Moi (09)	05 (56%)	03 (33%)	01 (11%)
Kenyatta (13)	10 (77%)	02 (15%)	01 (8%)
Egerton (05)	03 (60%)	01 (20%)	01 (20%)

The figures in the table (4.1.2) above indicate that the subject content taught to secondary school teachers during their professional training of the university impacts greatly on how they implement the subject content at the secondary school level. They enjoy teaching the subject content which is dominant in the courses they take while undergoing their professional training. Results of this study show that most secondary school teachers performed dismally while handling language and linguistics aspects of the Kiswahili syllabus. When they were interviewed, these teachers said the reason for was their interaction with few linguistics and language courses at the university. This led to a recommendation given by this research to the effect that universities were advised to generate more language and linguistic courses. This would help to improve the teaching of grammar in secondary schools. Since grammar and linguistics is all about rules that govern proper use of language, then it would also enhance communication skills among the teachers and students. Universities were therefore advised to have more courses with subject content in grammar and linguistics.

In this study it was also discovered that every university offered core and elective courses. On the whole, core courses were more than the electives. There were disparities in the distribution of both core and elective courses across all the five universities as indicated in the table 4.1.3 below.

Table 4.1.3

The number of core and elective courses per University.		
University	Core	Electives
MMUST	20	22
Nairobi	17	14
Moi	18	—
Kenyatta	12	12
Egerton	16	10
Total	83	58

Having universities offer more core courses than electives was an indication that they controlled most of the subject content studied by students while undertaking their professional training.

The study further realized that most of the core courses contained subject content that was related to that found in the Kiswahili syllabus designed by KICD to be implemented in the Kenyan secondary schools. This can be observed in table 4.1.4:

Table 4.1.4

Content found in the Universities' curricula that is related to that in the Secondary School curriculum.					
Content	MMUST	UON	MOI	KU	EGERTON
Phonetics and phonology	√	√	√	√	√
Morphology	√	√	√	√	√
Semantics	√	X	√	√	X
Syntax	√	√	X	√	√
Poetry	√	X	√	√	√
Sociolinguistics	√	√	√	√	√
Kiswahili Drama	√	X	X	X	X
Kiswahili Novel	√	X	√	X	√
Short Stories	X	X	√	X	√
Oral Literature	X	√	√	√	√
History & Standardization of Kiswahili	√	√	√	√	√

Basing on the data in table 4.1.4 above, it can be confirmed that subject content in most of the core courses taught in universities is related to the content in the formal curriculum used to teach Kiswahili in secondary schools. However it was noted that some courses were offered as electives in some universities yet they were related to the content in the secondary school curriculum. This therefore posed as a challenge to teachers who may have not studied those very courses while at the university yet they were expected to teach them. For instance "Short Stories" as a course was taught as an elective in four out of five universities. The same was the case with the

Kiswahili Drama Course. This leads to the conclusion that the teachers who did not study those courses at the university had challenges in teaching them at the secondary school level.

The presentation of subject content in the secondary school curriculum was different from that of universities. In secondary schools, learners are expected to learn all the content in the syllabus. On the other hand, learners in the universities have the freedom to choose content which is learnt through the elective courses in addition to what they learn in the core courses. Elective courses differed from one university to another. This becomes a complex matter in the sense that teachers prepared in different universities end up teaching the same subject content in the syllabus prepared by KICD for secondary schools which they may have not learnt at the university if they were being offered as electives. This affected their working directly because they confessed that they had difficulties in teaching subject content they did not learn while at the university as such they did not enjoy teaching it.

The difference between the subject content in the universities' curricula and the KICD secondary school curriculum and how it is implemented is a matter of concern. It raises the following question: How can teachers in secondary schools teach subject content in the KICD syllabus some of which they did not learn at the university because to them it was an elective course? This is a matter which needs to be addressed because it affects the implementation of the KICD curriculum in secondary schools. That is why this study recommended that it would be better if all the content in the KICD curriculum would be incorporated in the core courses offered at the university. If this was to happen, then the teaching of Kiswahili would be improved at the secondary school level.

4.2 Subject Content in the formal curriculum used in Kenya Secondary School.

The subject content in the secondary school syllabus falls in two main strands: Language and Literature. This content is taught basing on the four language skills; listening, speaking, reading and writing. This study discovered that teaching subject content basing on the four language skills made it possible for teachers to realize the behavioral changes that occurred among the students as a result of learning. These behavioural changes enabled teachers to measure the extent to which their teaching objectives had been achieved.

According to the findings of this study, the formal curriculum used in the secondary schools is prescriptive in the sense that teachers are expected to implement it the way it is. Topics found in the syllabus are arranged systematically and logically according to the different levels of students. They range from form one to form four topics. These topics are arranged from the simplest to the most complex according to KICD. As much as the secondary school curriculum is prescriptive, teachers opted to rearrange the topics in order to suit the abilities of the students. During the interviews, 18 (43%) indicated that they rearranged the topics in the syllabus whereby they shifted some topics from form one first term to form two first term. Specifically these were topics on phonetics which they felt were complex for the form one students to comprehend at that level. The teachers justified this by saying that they had control over the learning environment of students if they were to achieve their objectives.

The subject content in the secondary school curriculum was selected basing on the three domains of knowledge; cognitive, psychomotor and affective. Content taught at various levels was tailored towards achieving learning objectives based on the three domains. It is taught in four years. Each year is split in three terms. This content is in line with the changes occurring in society. Because of these changes, this curriculum is revised after a period of time so as to accommodate these emerging issues. It is for this reason that the Kiswahili syllabus was revised in the year 2002. It is during this revision that aspects of sociolinguistics, oral literature and emerging issues were included in the syllabus. The inclusion of emerging issues in this curriculum has made learning interesting for the students,

In matters curriculum development and constitution of subject content, most teachers (40-95%) interviewed admitted that they were not involved in developing the subject content in that curriculum. Only 2 (5%) indicated that they had been engaged by KICD to review the curriculum in the year 2002. This therefore explains why teachers found some aspects of the content to be strange to them. Some of the aspects which teachers found new were Sociolinguistics (10 teachers-24%) and Oral Literature (18 teachers-43%). The reason they gave for this was that either they were not offered in the universities' curricula during their training or they were offered as electives which they never chose to study.

On the whole, there is a close relationship between subject content in the universities' and secondary schools Kiswahili curricula.

4.3 Relationship between subject content in the Universities and secondary schools formal curriculum.

In the universities, the subject content falls into three strands: Literature, language and Linguistics. In the secondary school formal curriculum, subject content falls into two main strands; Literature and language which contain some scanty aspects of linguistics. In the universities, language and linguistics courses are very independent of each other but in the secondary schools they are merged and taught as one. Since the two courses are taught as core courses in all the universities and are covered in detail, teachers, upon graduation are expected to teach them well given that they do not teach them in detail at the secondary school level because of the level of the students. An

interaction with the secondary school teachers revealed that most of them (38—90%) did not find teaching linguistics aspects pleasant since they did not like the linguistics courses during their professional training at the university. Just a few (4—10%) indicated that they were comfortable in teaching linguistics aspects at the secondary school level. Most teachers (38) expressed their disappointment at how the linguistics courses were taught at the universities. They cited lack of text books written in Kiswahili while others said they were taught linguistics in English. This, they could not practice while teaching the linguistics aspects in the Secondary School formal curriculum developed by KICD.

As the teachers were being prepared at the university, they were not expected to learn all the subject content in the formal curriculum that had been prepared for them. That is why they had core courses that were compulsory and the electives where they had the freedom to choose the courses they wanted learn. The case was different in the secondary schools where they were posted to teach after their training. The formal curriculum in the secondary schools is prescriptive in nature whereby the teachers were expected to teach all the subject content in it. In cases where teachers were expected to teach that which they did not learn in the university during their training, they became professionally challenged in handling such subject content. They had to teach according to how they understood on their own and not according to how they were taught. For instance teachers who were prepared in MMUST where oral literature and short stories courses were optional yet they were part of the subject content to be taught in secondary school. Another case in point was Kiswahili drama which was taught as an elective course in four out of the five Universities yet it was compulsory in the Secondary Schools. This kind of experience points to the fact that some of the teachers were not adequately prepared to handle some aspects of the subject content taught at the secondary school level

5.0 Conclusion & Recommendations

The study came up with these conclusions:

That teachers did not learn the whole subject content contained in the university syllabus. This occurred due to the fact that teachers had an opportunity to choose the topics they wanted to learn among the topics outlined to be taught in various courses. When these teachers got posted to teach in secondary schools they were required to teach all the topics outlined in the syllabus prepared by KICD. This effected their teaching since they were required to teach all the topics outlined as much as they had not learnt them fully.

This study recommended that there be regular reviews of the official curriculum developed by KICD to be used in secondary schools whereby teachers and the teacher trainers are fully involved to assess the aspect of subject content in relation to the teacher preparation programme in the university. In this context, the teachers will be able to give their contribution concerning the challenges they face while implementing the secondary official curriculum and the desirable changes they can wish to have. The involvement of teacher trainers will enable them to train teachers with those changes in mind. By doing this, they will prepare teachers to handle the content in the official curriculum effectively.

Bibliography

- Bilbao, P. P., Lucido, P. I., Iringan, T. C., and R. B. Javier (2008). *Curriculum Development*. Quezon city: Lorimar Publishing, Inc.
- Child, D (1977). *Psychology and the Teacher*. (2nd ed.). Britain: Rinehart and Winston Publishers.
- Clayton W. and Darween, J. (2015). *The Importance of the Informal Curriculum and Academic Involvement in Supporting Sustainability Engagement*. Paper presented at 'Learning from the Sharp End' Implications for Sustainability in Higher Education.
- Eaton, S. E. (2011). *Family Literacy and New Canadian Formal, Non-formal and Informal Learning. The Case of Literacy, Essential Skills and Language Learning in Canada*. Presented at the National Metropolis Conference, Vancouver B.C.
- Gatehouse, K. (2001). *Key Issues in English for Specific Purposes (ESP) Curriculum Development*. TESL Journal, 7(10).
- Goodlad, J. I. (1995). *Ralph Tyler: The Educators' Educator*. Educational Policy, 29(1), 75-81
- Goodlad, J. I. (1984). *A Place Called School: Prospects for the Future*. New York: McGraw Hill
- Kafu, P. A. (2013). *Teacher Education: the Incubator of Science and Technology for Development in Africa*. African Journal of Education Science of Technology (AJEST), 1(1), 1-14.
- Lynch, D. E. (2003). *So You Want to Make a Real Difference: An Introduction to Learning Management for the Teacher in Training*. Monograph: Central Queensland University.
- Miller, L and Silvernail, D. (2000). *Learning to Become a Teacher: the Wheelock way*. In L. Darling Hammond (Ed), *Studies of Excellence in Teacher Education. Preparation in the Undergraduate Years*. Washing D.C: American Association of college for teacher education.
- Nasimiyu, G, (2017). *Preparation of Teacher Trainees in Pedagogy in Kenyan Universities*. Journal of Education and Practice, V8 n 13 pg 28-34.

- Oluoch G. P. (2006). *Essentials of Curriculum Development*. Nairobi Longhorn publishers.
- Richards, J. C (2007). *Curriculum Development in Language Teaching* (8th ed.). New York: Longman
- Rose, M. (2010). *Standards, Teaching and Learning*. Phi Delta Kappan, 91(4), 21-27.
- Schubert, W. H. (1986). *Curriculum: Perspective, Paradigm and Possibility*. NY: Macmillan.
- Shiundu, J. S. and Omulando, S. J. (1992). *Curriculum: Theory and Practice in Kenya*. Nairobi: Oxford University Press.
- Shulman, L. (1986). *Those Who Understand: Knowledge Growth in Teaching*. Educational research, 15(12), 4-14.
- Sitima, T. M. (1995). *Maintainance of Standards in Teacher Education*. In: Ministry of Education. Report of Proceedings of the 3rd Teacher Education Conference. Nairobi, Jomo Kenyatta Foundation.
- Smith, F. A.(2002). *How Global is the Curriculum? Journal of Educatinal Leadership*. Vol,60,No.2,pg 38-41,Oct,2002.
- Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.
- University of Nairobi. (1978). *A Review of Graduate Teacher Evaluation in Kenya*. Nairobi: University of Nairobi.
- UNESCO (2011). *The Hidden Crisis: Armed Conflict and Education*. Background paper prepared for Education for All Global Monitoring Report.Paris, UNESCO.
- Urvebu, A. O. (1985). *Curriculum Studies*. Ikeja: Longman.
- Wolk, S. (2010). *What Should Students Read?* Phi Delta Kappan, 91(7), 8-16.