

The Influence of Secondary School Students' Attitudes towards the Implementation of Kiswahili Curriculum in Igembe South District, Meru County, Kenya

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Abstract:

In the Kenyan education system, Kiswahili is taught as compulsory and examinable subject at Primary and secondary schools. This study sought to find out the influence of students' attitudes towards the implementation of Kiswahili curriculum at secondary level in Igembe South District. The study employed descriptive survey research design where the target population was 2,400 form four secondary school students from all 24 public secondary schools in Igembe South District, Meru County, Kenya. Data was collected through questionnaires from thirteen (13) students who were selected using simple random sampling method. The findings revealed that secondary school students in Igembe South District have a negative attitude towards Kiswahili as a subject which affects its implementation. The study recommends that the school administration and the Kiswahili subject teachers should find ways of helping students cultivate positive attitude towards Kiswahili through drama competitions in Kiswahili, poetry competitions in Kiswahili, taking students to theatres which show Kiswahili plays, encouraging students to join Kiswahili clubs such as journalism, debating, and young writers in Kiswahili.

Keywords

Students' attitudes, Kiswahili curriculum, Igembe South District, curriculum implementation