The Relationship Between Teachers' Characteristics and Performance in Kiswahili Poetry in Public Secondary School in Kenya.

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Abstract
Poetry enables students develop a sense of awareness of the self in the mainstream culture through dramatic interpretations of poems. The purpose of this study was to identify the classroom activities carried out by teachers while teaching Kiswahili poetry. The study was guided by the following objective: to identify teacher characteristics influencing performance in Kiswahili poetry in secondary schools in Bungoma North Sub County; The study employed mixed methods research paradigm where the objectives tended towards both qualitative and quantitative a cross-sectional survey design and the target population will be Kiswahili teachers in Bungoma North Sub County secondary schools. Stratified simple random sampling was used in the selection of schools and purposive sampling was used to select Kiswahili teachers. Data collection was done by self-administration of questionnaires; and an observation checklist which was used to ascertain availability of poetry resources and classroom activities students and teachers engage in. To determine whether there is a correlation between teacher, student and school characteristics and performance in Kiswahili poetry, Pearson moment of correlation (r) was used and $p<0.05$ was considered significant. Qualitative data obtained from open-ended questions on the questionnaire and that from observation checklist was summarized into themes as they emerged from the responses and presented in a narrative form. The study revealed that the teachers' attitude towards poetry is low. The curriculum enforcers should sensitize teachers on the need to apply right pedagogy in their teaching of poetry, school administrators to strictly develop and enforce language policies in their institutions besides provision of resources for teaching poetry in Kiswahili.

Key Words: *Teachers' characteristics, Kiswahili Poetry, Performance*

1.0 Introduction
Kiswahili poetry was integrated in the Kenyan Secondary School Curriculum in 2003.The objectives of teaching Kiswahili poetry according to KIE (2002), is to provide opportunities for learners to achieve oral skills through recitation of poems, promote writing skills through written exercises based on poetry, development of the learner's cognitive skills through the interpretation and analysis of poems and to provide opportunities for learners to acquire the creative use of Kiswahili.

The other rationale for teaching Kiswahili Poetry is that it provides students with the opportunity to explore linguistic and conceptual aspects of the written text without necessarily concentrating on the mechanics of the language (Chemwei, 2005). Further, poetry enables students develop a sense of awareness of the self in the mainstream culture through dramatic interpretations of poems (Chemwei, Kiboss & Ilieva, 2005).

Despite the crucial role of Kiswahili poetry in society, its performance is dismal according to (Knec, 2008 & Hamisi, 2002).Research has revealed that the low performance in Kiswahili at national examinations stems from low performance in Kiswahili poetry according to (Msanijila, 2005; Mose, Mokamba, Keraro& Nyagah (2011). Yet, Kiswahili is an integral part of subject cluster for all courses (Joint Admission Board, 2011).The performance in Kiswahili poetry is attributable to teacher, learner and school characteristics (Mose,
Mokamba, Keraro & Nyagah, 2011).

Students prefer using sheng to Kiswahili and this is likely to influence their performance in Kiswahili(Carless, 2008& Macho, 2012)because through the use of sheng, students break their morph syntactic or Kiswahili grammatical rules because they write some words in exams as they pronounce them. For instance, in Tanzania, Msanjila (2005) established that Kiswahili in secondary schools is poorly performed because of sheng. According to Msanjila, because of sheng, students write the way they speak and the reader is normally unable to comprehend the intended meaning.

 Classroom activities like teaching methods used by the teacher, teacher's competence in a subject, the language the teacher uses while teaching and a teacher's attitude towards teaching of Kiswahili poetry may contribute to a student's performance (Wenglinksy, 2001).Teaching methods can either facilitate student learning or serve as an obstacle to learning (Wenglinksy,2001).This is exemplified further by(Badiribo,2000 & Murunga 2014) who asserted that teachers may make Kiswahili poetry lessons appear difficult and unappealing to the learner due to teaching methods they utilize. For instance, Mbito (2013) established that by using lecture method, the teacher delivers the subject matter verbally in class without involving the student. Lecture method leads to teachers not being able to link lesson presentation to the ability of student's comprehension level Mbito (2013). However, according to a report on Maranda high school by Baraza (2011), for Kiswahili to be performed better, Baraza reported that in Maranda for instance they divided the students into groups according to their strengths and a teacher assigned a specific Kiswahili component like poetry, composition, grammar to handle. The importance of group work is that it helps students develop logic through combination of their own ideas with those of their peers. By expressing their concepts, asking for clarification and engaging in arguments, their understanding becomes sharper and more accurate. According to Gathumbi (2005), group work gives learners an opportunity to put language to work which is an ideal situation for language learning as various language skills are integrated. Group work is motivating as it allows learners to express themselves freely, thereby developing their verbal skills. These skills are very important as literature questions require that a student argues out the points to get marks.

 According to Wanjiku (2012) teachers of Kiswahili rarely use Kiswahili in school while communicating. Equally when the same teachers are handling a Kiswahili lesson, they translate difficult Kiswahili words into English, some teachers use Sheng while teaching and in general communication within the school compound and hence low performance in Kiswahili.

1.1 Statement of the Problem
Kiswahili poetry is taught in the integrated Kenyan Kiswahili secondary school syllabus because it enables students develop a sense of awareness of the self in the mainstream culture through explication of poems (Chemwei, Kiboss & Ilieva, 2005). Kiswahili poetry according to KIE (2002) is of importance because it provides opportunities for learners to achieve oral skills through recitation of poems, It promotes writing skills through written exercises based on poetry and it promotes development of the learner's cognitive skills through the interpretation and analysis of

poems. Performance in poetry and Kiswahili in general at KCSE is below target scores (Knec, 2008-2012). Yet, Kiswahili is an integral part of subject cluster for all courses (Joint Admission Board, 2011).The overall low performance in Mose, Mokamba, Keraro & Nyagah 2011).The reason attributable to this low performance is that poetry is no longer compulsory. To improve on Kiswahili performance, teacher, learner and school characteristics play a key role as asserted by (Nyagah, 2011).

The reviewed studies were based on utilization of instructional resources in the teaching of Kiswahili poetry, the causes of difficulties in teaching and learning poetry in Kiswahili and factors affecting students' achievement in poetry in Kiswahili. However, studies on learner, teacher and school characteristics that influence Performance in Kiswahili poetry are not known. What is it about teacher characteristics that affect the performance, learner characteristics and school characteristics that affect performance Therefore, it is necessary to investigate on the learner, teacher and school characteristics that lead to low performance in Kiswahili poetry at KSCE in public secondary schools Kenya in reference to Bungoma North Sub County. It is like teachers affect performance of learners, learners themselves and school environment. However there is no or very little research on the same, hence, this research set out to identify the teacher , learner and school characteristics that influence performance of poetry in Kiswahili.

1.2 Objective of the Study
To describe teachers' characteristics influencing performance in Kiswahili poetry in public secondary schools in Kenya with reference to Bungoma North Sub County.

2.0 Teacher Characteristics
Teacher characteristics are those inherent to the teacher and they can influence performance of a student either positively or negatively. Teacher characteristics discussed herein are classroom activities which include language of instruction used, teacher attitude towards Kiswahili poetry, teaching methods teachers use.

Olasya (2014) conducted a survey on instructional practices of teachers of Kiswahili in upper primary schools in Emuhaya division Kakamega district. The intent of the study was to find out the language of instruction teachers use while teaching Kiswahili, the methods they use to deliver the lessons and the instructional materials used. Data collection was through the questionnaire only. The findings of the study revealed that Kiswahili teachers mix Kiswahili and English while teaching Kiswahili. Further, the survey revealed that Kiswahili words are translated into English for better comprehension. The weakness of the reviewed study is that the researcher only employed the questionnaire as the only tool for data collection yet one tool cannot improve on validity of the instruments. Therefore to improve on the weakness, the researcher will use methodological triangulation where two different instruments of data collection will be used that is the questionnaire and the observation checklist.

Maina (2014) did a survey on teaching and learning of Kiswahili poems in secondary schools in Kenya and he reported that there is over-emphasis of English use over Kiswahili thus the learner does not practice speaking in standard Kiswahili and it affects the explication of poems. Further, Maina reported that while teaching Kiswahili poems teachers use abstract without resources. However, Baraza, (2011) of Maranda high school Kenya reported that for schools that perform well in Kiswahili all conversations are done in Kiswahili on a specific day. They have a strategic plan formed by Kiswahili teachers, they set targets which include completion of syllabus and

introduction of poems to students right from form one instead of waiting until they reach form three. The weakness of this reviewed study is that Baraza(2011) did not point out what low performing schools do not do thus the current study will focus on the teacher, learner and school characteristics that influence performance in Kiswahili poetry in secondary Bungoma North Sub-County.

Mazrui and Sharrif (2002) did a survey on East African Swahili literature, they reported that among the other genres of Swahili literature, Swahili poetry is left untaught and the reason attributed to this is that many readers of the poems cite that they are hard to interpret due to lack of knowledge of the context in which the poems was written. Perhaps the reason why KNEC had advised teachers that the teaching of Kiswahili poetry is part and parcel of what candidates are required to cover in their four years programme and it is important that teachers do not overlook this section (KNEC report, 1985 & KIE, 2002). As one of the genres of literature in Kiswahili, it is important in testing one of the blooms levels of learning that is synthesis. The weakness of this reviewed report is that the researcher did not clearly define the variables of the study and this triggered the researcher to conduct the current research to find out whether teacher, learner and school characteristics influence performance in Kiswahili poetry.

Teaching and learning methods improves students' achievement (Henson, 2004).The author further indicated that, aligning learning styles of students with teaching styles of instructors could lead to an improvement in academic achievement. To expound on this Kangahi, Indoshi, Okwach and Osodo (2012) did a survey on teaching styles and learners' achievement in Kiswahili language in secondary schools in Hamisi district Kenya. The population of the study consisted of 1800 form four students and 76 Kiswahili teachers. Simple random sampling was used to get a sample size. Descriptive and correlation designs were employed. Data was collected through the use of questionnaire, observation schedule and document analysis. The findings of the study indicated that there was a positive relationship between teaching styles and learner's academic achievement in Kiswahili. The weakness of the reviewed study is that the researcher sampled form four. The form fours might be busy preparing for national examinations and thus they may not have enough time to provide the information required on the questionnaire. Therefore the current study will sample form three students alongside Kiswahili teachers. The other weakness of the reviewed study is that only simple sampling was used to get a sample size, while the current study will use purposive and stratified sampling because stratified sampling will enable participants of the study to achieve equal representation in the study. Lastly, the weakness of the reviewed study is that the researcher investigated on how teaching methods improves Kiswahili language but the researcher failed to point out whether the same teaching methods in the classroom improves the performance of Kiswahili poetry section therefore, the current study will investigate on the teaching methods in class which are likely to improve the performance of poetry.

Momanyi (2012) conducted a study on effectiveness of teaching methods on students' acquisition of Kiswahili language skills. The objectives of the study were to analyse teachers' initial training and professional qualifications and to examine the selection of teaching methods and analyse the linkage of students' acquisition of Kiswahili language skills. The researcher employed descriptive survey design. The target population was 14 teachers of Kiswahili. Stratified simple random sampling was used. The findings of the study were that teaching methods used influence greatly a student's acquisition of Kiswahili language. The weakness of the reviewed study is that the researchers only investigated on the role of teaching styles used and its effect on Kiswahili acquisition. The researcher did not point whether teaching styles affect a learner's performance at the Kenya Certificate Secondary Examination which the current study intends to investigate on.

Teaching methods used by the teacher influence performance of a student in Kiswahili poetry. Teachers use lecture method to teach Kiswahili poetry as asserted by Mbito (2013). Mbito further explained that through lecture method, the teacher delivers the subject matter verbally in class without involving the student. Lecture method lead to teachers not being able to match their presentation of the lesson to the comprehension level of their students. The sample of the study was form four students and Kiswahili teachers. The weakness of the reviewed study is that the researcher sampled form fours but this group of students may not have enough time to answer the questions on the questionnaire as required since they are busy preparing for national examinations therefore the current study will sample form three students.

The teachers' attitude towards a subject or a learner is likely to influence the learners' attitude and performance towards an area being taught (Hendrikz, 2000). The author observes that all of us bring with us into our teaching a collection of long held ideas about schools, children and learning without realizing it and this influence our actions and attitude in classrooms. This sentiment triggered the researcher to find out whether the attitudes of Kiswahili teachers affect the students' performance in Kiswahili in poetry. Mose (2007) did a survey on factors affecting implementing of Kiswahili curriculum reforms in public secondary schools in Ngong division Kajiado district Kenya. The intent of the study was to find out whether Kiswahili teachers have clearly understood the reforms in Kiswahili curriculum and also to find out whether the Kiswahili teachers were trained (pre-service and in service training) to competently implement reforms.

The sample size composed of 16 Kiswahili teachers, 224 form three students and 8 head teachers. Data collection was through questionnaire and interview schedule, data analysis was through descriptive statistics and data was presented inform of frequency tables. The findings of the study revealed that 75% of the teachers sampled had a negative attitude towards Kiswahili reforms and the reason adduced to this is that most of them are not properly trained to handle Kiswahili literature which was introduced when the secondary Kiswahili syllabus was revised in 2002. This reviewed study was conducted in a different setting from that of the current research, meaning that the teachers' attitudes may have been affected by their beliefs. The weakness of the reviewed study is that the researcher only focused on implementation of reforms whereas the current study will go deeper and investigate on the performance of Kiswahili poetry after the implementation process has been done.

3.0 Research Methodology and Methods
In this study cross-sectional survey research design was used. This design was preferred as it allowed data to be collected at one point in time and survey allowed data to be collected from a large population according to (Kothari, 2004). The sample for this study will be drawn from 39 secondary schools where 102 Kiswahili teachers were involved. The data collection instrument used were the questionnaire and observation checklist.

Data generated was both quantitative and qualitative in form. Quantitative data was generated from items on a likert scale on the questionnaire whereas open ended questions on the observation guide and on the questionnaire provided qualitative data. The qualitative data on the observation guide was generated by the researcher observing classroom activities as they are conducted by Kiswahili teachers during a poetry lesson. The questionnaires were administered by the researcher and it left with the respondents to fill and then be picked after two weeks.

4.0 Findings and Discussion

The purpose of the study was to analyze the relationship between teachers' characteristics on poetry performance. According to a critique of literature, there was need to conduct the study. The following is the objective of the study;

To identify the relationship between teachers' characteristics and learner performance in Kiswahili poetry.

4.1 Teacher Characteristics and poetry performance

The objective sought to find out the relationship between teacher characteristics and poetry performance. Among the characteristics which were investigated under this objective were teacher attitude, classroom activities which they engage the learner, time when they introduce poetry and frequency of poetry teaching.

4.1.1 Teacher's attitude

The respondents were required to respond to attitude items on a questionnaire. Their responses are as shown on Table 4.1

Table 4.1 Teachers' Attitude

ITEMS	MEAN	SD
Poetry is not an important component of Kiswahili literature	2.0	0.91
Teachers prepare the necessary Kiswahili poetry instructional records such as lesson plans and schemes of work.	1.9	1.22
Kiswahili teachers are competent in teaching Kiswahili poetry	2.2	2.3
Teaching Kiswahili poetry is taxing	2.0	2.2
Teaching Kiswahili p poetry should be optional.	2.9	1.5
Kiswahili poetry should be taught by special teachers	2.1	0.9
Teachers can demystify poetry	4.6	1.8
Kiswahili poetry should discard the classical rules all together	3.7	1.3
Poetry is totally incomprehensible	1.8	2.0
I inspire my leaners to read recite and chant Kiswahili poetry	2.4	0.5
I like the matching of rhymes in Kiswahili	4.1	1.5
I don't find anything difficult in Kiswahili poetry.	2.5	2.5
Kiswahili poetry is more complicated than poetry in English	2.8	0.8
Poetry is good for entertainment not academic work.	2.3	0.7

To measure attitude, teachers were required to respond to questions on the questionnaire and the mean and standard deviation of their responses were computed, the results were as most of the respondents disagreed that Kiswahili poetry is not an important component of Kiswahili. This can be attributed to the fact that the teachers are aware that Kiswahili poetry is integrated in the Kenya Secondary Kiswahili syllabus (Mazuri 2002) and it should be given preference in terms of teaching as is Kiswahili lugha. However, 13 of the respondents agreed that Kiswahili poetry is not an important component of Kiswahili. The reason that can be attributed to this finding is that teachers bring with them into their teaching a collection of long held ideas about schools subjects learners and with realizing it influences their actions and attitudes in classrooms (Hendrikz, 2000). Other teachers disagreed that they prepare the necessary records such as lesson plans and schemes of work. The reason attributable to this finding is that these teachers ignore the fact that lesson plans

and schemes of work are official documents which guide a teacher on what to teach and when the subject matter should be taught.

The respondents disagreed that Kiswahili teachers are competent in handling Kiswahili poetry. This finding is likely to be attributed to the fact that on Table 4.2 5 (20.8%) of teachers indicated that they have attended seminars on Kiswahili poetry teaching 5-8 times while 9(37.5%) of the respondents indicated that they had only attended seminars and workshops 1-2 times. Seminars and workshops contribute to teachers' development because it enables them to update the knowledge and skills gained while teachers underwent training at teachers' colleges lack of competence to teach Kiswahili poetry is the likely reason why some teachers 4 (17%) and 7 (29%) introduced poetry while students are in form two and form three respectively.

It was established that some of the respondents disagreed that Kiswahili poetry is taxing to teach, the finding is in line with Mazrui and Sharrif (2002) who established that Swahili poetry is left untaught and the reason attributed to this finding is that many readers of the poems cite that they are hard to interpret due to lack of knowledge of the contexts in which the poems are grounded.

Many of the respondents agreed that Kiswahili poetry should be examinable. This finding is in line with that of (KIE, 2002) which states that Kiswahili poetry is part and parcel of what candidates are required to cover in their four years program at secondary schools and as one of the genres of literature on Kiswahili, it is important in testing one of the blooms' levels of learning that is synthesis.

Teachers sampled said that they can demystify poetry and make learners enjoy it. The implication of this finding is that if teachers change their attitude that Swahili poetry should be left untaught because it is hard to interpret (Mazrui and Sharrif, 2002).Other teachers said that Kiswahili poetry should be discard the classical rules all together. The reason which can be attributed to this finding is that these teachers are aware that each genre of literature has got its own conventions which should be followed and it is through these conventions that we have for instance oral literature being different from play or the novels. The respondents agreed that they enjoy teaching Kiswahili poetry .This finding was confirmed by data on the observation checklist where it was observed that the classroom environment in most schools 77.8% was conducive for learning poetry and 66.7% of the teachers clearly stated the learning objectives to be achieved at the end of the lesson. The respondents agreed that they hardly find anything difficult in poetry this is perhaps because their attitude towards poetry is positive. However, some of the respondents disagreed perhaps, it is because they feel that everything in poetry is difficult that they form a negative attitude towards poetry and this is likely to influence a learner's performance, this finding is in line with (Hendrikz, 2000).

Table 4.2 Correlation between Teacher Attitude and Student Performance

	Teacher Attitude
Performance	r=0.208
	p=0.422

The null hypothesis was that there is positive correlation between teachers attitude towards teaching poetry and students 'performance in poetry though not statistically significant (r=0.208, p=0.422).

4.1.2 Poetry Teaching

Teachers were requested to respond on the item on the questionnaire the level at which they introduce poetry teaching in their schools and the responses are as shown

Table 4.3 Introduction of poetry teaching

Class /Form	Frequency	Percent
Form 1	13	54
Form 2	4	17
Form 3	7	29

More than half 13(54.2%) of the teachers as indicated on figure 4.1, reported to have introduced poetry teaching in form one while 4(17%) of the teachers reported to have introduced poetry teaching while students were at form two level and 7 (29%) of the teachers introduced poetry teaching while students were at form three as indicated in fig.4.1 below. The reason that may be attributed to this finding is that the teachers defy the guidelines on the syllabus (K.I.E, 2006) and also that the quality assurance officers perhaps do not constantly advise the teachers on the importance of introducing Kiswahili poetry at an earlier level so as to enable the students to get acquitted with the techniques of tackling poems.

4.1.3 Frequency of poetry teaching

In order to obtain data on frequency of teaching poetry, teachers were required to answer items on the questionnaire and the responses are as shown on Table 4.4

Table 4.4: Frequency and Adequacy of Time of Teaching Poetry

Indicator	frequency	%
Teaching poetry		
Once a week	17	70.8
Twice a week	4	16.7
Other	3	12.5
Adequate time		
Strongly agree	2	8.7
Agree	8	34.8
Undecided	1	4.3
Disagree	9	39.1
Strongly disagree	3	13

As indicated in the table 4.4 most of the respondents, 17(70.8%) indicated that they teach poetry once a week while 4(16.7%) reported that they teach poetry twice per week. This is perhaps the reason why poetry is not performed well. Attendance to poetry lessons will enable the teachers to cover the syllabus early enough and it will allow learners time to revise as established by (Robins & Hargreaves, 2010). 9(39.1%) out of 24 respondents disagreed that time allocation for Kiswahili per week is adequate. However, 8(34.8%) of the respondents agreed that allocated time for Kiswahili poetry is enough.

Pearson Product Moment Correlation was used to determine whether there was a relationship between the number of times poetry is taught in a week and performance of students in Poetry.. The results are displayed in the table below:

Table 4.5: Correlation between number of times poetry is taught and performance

VARIABLE	R	Significance
Number of times poetry is taught	0.075	0.951

*Significant at $P < 0.10$ ** Significant at $P < 0.05$

Although there was a positive relationship between the numbers of times poetry is taught in a week and performance, the relationship is weak.

4.1.4 Classroom Activities

The respondents were provided with items on the questionnaire which required them to indicate the various classroom activities they employ while teaching Kiswahili poetry and the responses are as shown on Table 4.6

Table 4.6 Classroom activities

CLASSROOM ACTIVITIES	MEAN	SD
Teacher was punctual and kept time for the lesson. No = 1,yes=2	1.24	1.20
Teacher taught for just few minutes No=1, yes=2	1.45	0.5
Teacher and learners displayed mother tongue influence in their spoken language. No=1, yes=2	1.41	0.52
Only Kiswahili was spoken throughout the lesson .No=1,yes=2	2.22	1.12
Teacher and learners spoke mixed language during the lesson. No=1, yes=2	2.67	1.23
space and classroom environment was conducive for learning poetry. No=1, yes=2	1.34	0.48
Learning objectives were clearly stated by the teacher. No =1,yes=2	1.61	0.45
Teacher emphasizes key points in the poem. No=1, yes =2	1.5	0.53
Teacher made effective use of the chalk board. No=1, yes=2	1.24	0.44
Teacher displayed positivity and encouraged learners. No=1, yes=2	2.44	0.51
Teacher interacted well with students .No=1, yes=2	2.31	1.24
Teacher encouraged equal participation of both boys and girls (mixed schools)No=1,yes=2	1.76	1.25
Teacher asked open ended and closed ended questions. No=1,yes=2	1.44	0.51
Learners with special needs give special attention. No=1, yes=2	1.27	0.46
Teacher evaluated students answers. No=1,yes=2	1.66	0.49
Teacher encouraged learners to ask questions.No=1,yes=2	1.4	0.53

On observation of classroom activities, the following was noted that the teachers were punctual and kept time for lesson attendance represented. This implied that teachers adhered to the time table. However, in some schools, the teachers taught for a few minutes. In quite a number of schools visited it was noted that the teacher and the learner displayed mother tongue influence in their spoken language and it was only in a few schools that Kiswahili was spoken throughout the lesson. The schools which used mixed languages were presented by a mean score of 22.67. The classroom environment in most schools was not conducive for learning poetry and the teachers presented by a mean of 1.67 only clearly stated the learning objectives to be achieved at the end of the lesson. It

was observed that few teachers made good use of the chalkboard. The implication of this finding is that teachers are aware that the chalkboard is a vital teaching aid. All teachers in the schools sampled did not interact well with the learners during the time of lesson delivery.

The fore discussed findings are contrary to (Herbertt, 1999) who established that classroom activities play a key role to promoting teaching. A number of teachers encouraged equal participation of both boys and girls during the lesson. The reason behind this finding is that the teachers were gender responsive. It was in very few schools that teachers gave special need learners attention. The reason that might be attributed to this finding is that the teachers have not been trained on how to deliver inclusive education. These finding implies that the teachers who participated on this study are aware of the importance of using various classroom activities to teach poetry. Classroom activities attract attention of the learners and they also facilitate to the understanding of difficult concepts this finding is in agreement with that of (Wenglinksy, 2001) who asserted that activities facilitate student learning.

5.0 Conclusion

Based on the findings of the study, the researcher concluded that teachers did not introduce poems at the right as stipulated in the secondary school syllabus. The teachers were found to be restricted to only the traditional methods of teaching poetry and left out the use of technology. Teachers were found to be mixing English and Kiswahili while teaching poetry. Teachers rarely prepared the necessary records such as lesson plans and schemes of work. Teachers rarely utilize teaching and learning aids such as radio/tape recorders.

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