

# Extensiveness of Teachers' Workload in Determining the Acquisition of Kiswahili Reading Skills Among Pupils in Public Primary Schools in Tanga City Council, Tanzania

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**Abstract:-** The study investigated the extensiveness of teachers' workload in determining the acquisition of Kiswahili reading skills among public primary school pupils in Tanga City Council, Tanzania. The study employed a convergent design under mixed methods research approach to collect both quantitative and qualitative data simultaneously and compare the results to obtain a more complete understanding of the research problem. The study targeted 80 public primary schools, 80 head teachers, 264 Kiswahili subject teachers, 24 Ward Education Officer and 1 City Council Primary Education Officer. Both probability and non-probability sampling techniques were employed to obtain respondents who participated in this study. The study involved 8 public primary schools, 8 head teachers, 88 Kiswahili reading skills teachers, 8 WEO and 1 CCPEO. Data were collected using questionnaires, and interview guide. Data collection instruments were validated by Mwenge Catholic University research experts. A pilot study was conducted in two public secondary schools. The reliability of questionnaires for Likert scale items was determined using Cronbach's Alpha Coefficient where reliability coefficient  $r = 0.892$  for Kiswahili subject teachers questionnaire was obtained. The reliability for qualitative data was established through peer debriefing and triangulation. The study adhered to research ethical principles throughout the research process. Quantitative data were analyzed using descriptive statistics particularly using frequencies, percentages and mean with the aid of SPSS Version 22. The study concludes that due to their overwhelming responsibilities, teachers find it challenging to give students timely and insightful feedback on their reading progress. Teachers find it challenging to plan and implement enjoyable reading activities that would greatly

enhance their pupils Kiswahili reading skills. Teachers are unable to give each pupils the individualized support and attention they need to improve their reading skills in Kiswahili, leaving them with little time and energy. The study recommends that heads of public primary schools can support teachers in working less by making sure that teachers have enough time to plan, organize, assign reading tasks, and help pupils who are failing with learning. The administration of public primary school should make sure that the school has enough teaching and learning resources for Kiswahili reading instruction.

**Keywords:-** Teachers' Workload, Kiswahili Reading Skills, Acquisition of Reading Skills, Public Primary School, Pupils.

## I. INTRODUCTION

In Tanzanian state primary schools, mother tongue can occasionally obstruct Kiswahili education, particularly in rural areas. Tanzania's public primary schools use Kiswahili as the medium of teaching, not English. A child readiness for other primary school topics will be determined by their fluency in Kiswahili reading. Educational and Training Policy (2014) the 2023 Edition, pupils in standard three are expected to have acquired the 3Rs skills as the foundation at this level and aim at enabling Standard I and II pupils to read, write and do arithmetic.

The problem of literacy has gained roots in Tanzania education as studies such as by Kasanga et al, (2023) and Sebastian, (2020) indicated that literacy is a major problem as 24% of standard seven students cannot read standard two Kiswahili textbook this caused introduction of cost sharing policy whereby the government reduced budget in education

sector. The Education and Training Policy (2014) states that by the time pupils finish standard two, they should have mastered fundamental literacy abilities which include the capacity to read, write and answer simple arithmetic problems. These imply that Tanzanian education is seriously fragile particularly with regard to the method that Kiswahili is taught in primary schools.

The learning of Kiswahili reading skills varies from one pupil to another whereby others learning as a second language, while others have some background understanding through storytelling and community communication, listening to the radio, watching TV, or going to public events (Kabugo, 2021). The pupil's differences may provide a serious challenge to teachers when they attempt to teach Kiswahili reading skills. The second concern is about the teachers' ability to teach Kiswahili reading skills and the strategies used in instruction. Because teaching Kiswahili reading skills is such a complex process that calls for a variety of teaching techniques, teachers find it challenging to teach reading in the Kiswahili. While most pupils learn as a second language. Mutheu (2019), Kotira & Shizhou (2022) argued that when it comes to teaching reading and language in particular, some Kiswahili teachers lack training and experience.

The teaching of Kiswahili language, which is also the language of instruction in Kiswahili medium schools, is confronted with complex challenges that impact the development of reading and writing skills among students. As a result, many students encounter difficulties and fail to attain proficiency in these essential skills, leading to confusion and hindered academic progress (Hasani, 2023 and Ochieng'Opalo, 2022). The children's capacity to learn other subjects, such as civics education, science, and social science, to read and enjoy stories and to grasp current affairs by reading the newspaper, is retarded by their inability to read in Kiswahili at the primary school level (Hiza & Paschal, 2023). Reading proficiency plays a significant role because it correlates with academic performance of the child at all levels, from elementary school through university level. Students who read a lot and understand what they read typically receive good grades (Barton et al., 2020 & Stroebe, 2020). This implies that, regardless of the medium of instruction used in the education system, pupil's reading comprehension and academic accomplishment are integral part of teaching and learning process in primary schools.

It is crucial to identify elementary school pupils who are struggling with reading in Kiswahili. According to research, pupils who struggle with reading throughout their first three to four years of school typically find it difficult to make up lost ground later on (Juma and Kyalo, 2022). The most significant advancements in reading skills occur during the initial stages of primary education, and progress slows as students move to higher grades. Essentially, there is greater potential for improving reading skills in the lower primary levels compared

to the later years. Additionally, as students tackle more challenging subjects, the rate of improvement in Kiswahili reading reduces with each year of primary school (Amani, 2023 and Roemer, 2023). Therefore, early intervention and support for struggling readers are vital to ensure that all students have a firm foundation in Kiswahili reading, preparing them for success in their academic passage ahead.

In response to challenges related to the quality of education including literacy, the Government of Tanzania formulated the Educational and Training Policy (2014) in which policy statement number 3.1.2 states that; pre-primary education shall become compulsory and be provided to children aged between three and five years for one year. Moreover, policy statement number 3.1.4 states that; basic education shall become compulsory from standard one to form four; and to be provided for ten years and the age for joining standard one shall be between four and six years, depending on the progress and ability of a child to manage studies at a given level to eliminate illiteracy among children. Thus, pupils are expected to achieve literacy skills after completing standard two (URT, 2014). However, the way things are going in schools goes against the instructions regarding the low level of reading comprehension that Kiswahili primary schools possess.

The burden of basic education, is one of the primary causes of the prevalence of pupils who are unable to read in Kiswahili (Lauwo, 2020). The increased rate of learners with inability to read experienced in many primary schools in Africa particularly Tanzania is a situational phenomenon. In addition, it has been noted that, teachers have plenty of responsibilities which include preparing teaching aids, lesson notes, lesson plan, being teacher on duty, class teacher and other responsibilities which if not well managed compromise the implementation of the core responsibility of teaching (Kabuje, 2021). However, it is still unclear to what extent Tanzanian public primary school's pupils' acquisition of Kiswahili reading skills is influenced by their teacher's workload.

Apart the Tanzanian government's best efforts, parents and other stakeholders continue to have differing perspectives about the phenomenon due to the presence of students in so elementary schools who are unable to read words in Kiswahili. The majority of the examined studies were unable to identify the degree to which the problem's prevalence is influenced by teachers' workloads. Therefore, the current study investigated the extensiveness of teachers' workload to determine the acquisition of Kiswahili reading skills among primary school pupils in Tanga City Council.

#### ➤ *Statement of the Problem*

Poor Kiswahili reading ability of pupils at primary school level in public schools had always been associated to quality of basic education in Tanzania. Primary school pupils

graduate from school without mastering reading skills. Kasanga et al, (2023) and Sebastian, (2020) argue that Kiswahili reading ability is a major problem as 24% of standard seven pupils cannot read standard two Kiswahili textbook this due to the large class size and inadequate teachers training. These studies show that there is a critical challenge in the acquisition of literacy skills particularly Kiswahili reading skills.

Various studies have been conducted including: (Wandela, 2021; Juma & Kyalo, 2022; Mnyimae, 2022; Mwoma 2017; and Ndijuye (2023) on examined poor students' performance in Kiswahili, implementation of Kiswahili curriculum, children reading abilities, pupils' listening skills in Kiswahili and general challenges in teaching and learning using Kiswahili as a medium of instruction (Sebazungu et al., 2023). None of the studies assessed the extent teachers' workload determines the acquisition of Kiswahili reading skills. The study therefore sought to assess the extensiveness of teachers' workload in determining the acquisition of Kiswahili reading skills among primary school pupils in Tanga City Council.

#### ➤ *Research Question*

To what extent does teachers' workload determine the acquisition of Kiswahili reading skills among public primary school pupils in the Tanga City Council?

## II. THEORETICAL FRAMEWORK

The study was guided by social constructivism theory, developed by Vygotsky in the early 20th century. The theory states that in addition to teachers' workloads, social interactions and collaborative processes between teachers and pupils have an effect on pupil's growth of reading ability.

According to this theory, teachers should provide assignments and tasks that include pupils in practical learning, like group tasks, and problem-solving exercises. This theory recognizes the significances of taking into account the unique cultural and contextual elements presents in Tanga city council that may influence the development of reading skills in Kiswahili.

Social connections and collaborative learning are highly valued in the notion of social constructivism. It might not, however, sufficiently take into account the variations in each pupils including their learning preferences, cognitive capacities, and past knowledge. Kiswahili reading skills' teachers can create cooperative learning environment by introducing group tasks, conversations and group activities that motivate pupils to cooperate.

Teachers can facilitate the acquisition of Kiswahili reading abilities by providing opportunities for pupils to engage and provide mutual support to each other's reading

skill development. The social constructivism approach emphasizes the part that teachers play in helping pupils to learn by offering them direction and support.

## III. REVIEW OF EMPIRICAL STUDIES

Teacher workload refers to the total amount of teaching responsibilities assigned to a teacher during a given academic year as part of their overall job duties. This includes the number of classes taught, the number of students in each class, the preparation and grading required for each course, as well as any additional administrative, research, or service-related tasks the teacher is expected to fulfill. The purpose of this study was to find out how much the workload of instructors affects students' learning of Kiswahili reading skills in public primary schools. Through an analysis of the correlation between parameters about teacher workload and reading outcomes of students, the research aimed to offer insights that could guide policy and intervention decisions to improve Kiswahili literacy instruction.

The study conducted by Ayeni and Amanekwe, (2018) on Teachers Instructional Workload Management and Students Academic Performance in Public and Private Schools in Akoko North-East Local Government, Ondo State, Nigeria. Descriptive design of the survey type was adopted and a stratified random sampling was used to select 12 schools, which were 6 public and 6 private secondary schools, involving 132 participants who included 120 teachers and 12 principals. A self-constructed questionnaire titled "Teachers Workload and Students Academic Performance Questionnaire" (TWSAPQ), was administered. Five (5) hypotheses were tested using Pearsons product moment correlation (PPMCC) and T-test at  $p < 0.05$  level of significance.

The results showed that there was a negative correlation between teachers' workload and students' academic performance and a disparity between teachers' actual workload and workload policy standard. The findings indicated that teachers' workload is high in teaching activities (75.8%), data imputation (62.5%), and marking of students scripts (76.7%), and impacted negatively on teachers' instructional tasks performance and students' academic performance. The study by Ayeni and Amanekwe (2018) provide insight in the current study about Teachers Workload Hinders on hinder student performance in all subject. However, the current study specifically investigated the extent teachers workload hinders Kiswahili reading skills among primary school pupils. Moreover, the use of questionnaires as sole instrument for data collection compromises the triangulations of the findings. Therefore, the current study used questionnaires, interview and document guide in data collection to ensure the validity of the findings.

Gichure (2020) carried a study in Kenya on factors contributing to poor performance in Kiswahili subject among primary school students in Marmanet location in Laikipia County. The main aim of the study was to assess factors influencing performance of Kiswahili subject among primary school students in Marmanet Location in Kenya. The study employed a descriptive survey design and the target population was 8 school principals, 22 Kiswahili teachers and 1100 STD 5 and 6 students of Marmanet Location. The total population of the study was 1130 respondents and simple random sampling method was applied thus having 10 teachers, 50 girls and 55 boys and 4 school principals. Questionnaires were used to collect data; reliability test was done through test-retest method which made it easier for the random setup. The study found out that that learners' attitude towards Kiswahili is not that good. It also noted that teacher school ratio is very low. The study therefore informed the current study on the problem situation in Kenya where Kiswahili is taught as a subject while the rest of the other subjects are taught in English language. Although the study was highly useful in the context of the current study, it did not disclose how Kiswahili teachers' workload issues other than teacher-students' ratio affect Kiswahili reading ability of primary school children, which is the focus of this study.

Nguya (2019) carried a study on teacher factors influencing the implementation of Tusome Program in Lower Primary Public Schools in Mvita Sub County, Mombasa. The study using a descriptive survey research design to analyzed teacher factors influencing the implementation of Tusome Program in lower primary public schools in Mvita Sub-County. This research study was anchored on Capital Theory of School Effectiveness and Constructivists Theory. The target population was 124 lower public primary teachers in all Twenty-five public primary schools in Mvita sub-county. The study used purposive sampling technique in determining the sample size. The main primary data collection method for the study was the questionnaire. The study concluded that Teacher preparedness, Teacher qualifications and teaching styles had a strong relationship with implementation of Tusome program therefore influencing implementation of the same. The study was specifically an evaluation of the program as it achieves promotion of use of Kiswahili among students and teachers with respect to translation of aspects of other subjects to be understood in Kiswahili. However, the study could not indicate the number of students learning in Kiswahili as well as the extent to which it assisted students with Kiswahili reading skills as addressed by the current study.

Another study in Kenya was conducted using ex-post facto research design by Juma and Kyalo (2022) on relationship between the extent of implementation of Kiswahili curriculum in primary schools in Vihiga County and student Kiswahili achievement and attitudes towards Kiswahili. The study aimed at examining the relationship between the extent of implementation of the Kiswahili

curriculum in primary schools in Vihiga County and student Kiswahili achievement and attitudes towards Kiswahili. The target population included secondary school students. Probability sampling approaches were used. Ninety-eight students from national schools were selected 105 from Extra-County schools, and 140 from County schools. Research instruments included; questionnaires, achievement tests, and an attitude scale for students. The study revealed that the Kiswahili curriculum was implemented to some extent in Vihiga County. Student's performance was influenced by the extent of Kiswahili language skills. This could be achieved through regular in-service training programs that were diversified to accommodate various needs of teachers coming from different schools. The study was informative to the current study as it provided useful insights on the general Kiswahili language skills from secondary school context. The current study was carried out to find out the extent to which Kiswahili teacher's workload determines the acquisition of Kiswahili, reading skills among public primary schools pupils.

In Tanzania, a qualitative study was conducted under triangulation research design by Mnyimae (2022) on teachers' heavy workload and its effects on syllabi coverage in Tanzania primary schools: A case of Kilwa District Council in Lindi region. The main research objective was to examine teachers' perceptions on excess workload effects on timely syllabus content completion in studied public primary schools in studied district council. The study sample size was 42 research participants, whose units of analysis were: primary school district officers, head teacher and subject teachers. The data were collected through interviews guide and questionnaires. The study revealed that teachers over workload exists in studied schools which made the majority of pupils to remain with low acquisition of knowledge and skills. The findings of the study are generally for all subjects because the studied subjects were not indicated. The findings also indicate that workload issues are cross-cutting among the batch of subjects taught but the study did not associate it with low acquisition of knowledge and skills taught in various courses. The current mixed methods approach study examined the extent to which teachers' workload determines acquisition of Kiswahili reading skills, specifically in public primary school pupils in Tanga City Council.

#### IV. KNOWLEDGE GAP

Most of the research studies that have been done on the subject of Kiswahili reading acquisition in Africa more especially in Tanzania and East Africa have been qualitative in nature.

The majority of research have only used qualitative methods, with very few using a mixed-methods approach. The findings' generalizability and transferability are restricted by their reliance on qualitative methodologies. Furthermore, the validity of several of the evaluated studies' findings may be

compromised by their inconsistent research designs. The current study used a convergent design, sampling techniques, and pertinent data gathering tools to fill in these methodological shorton topics other than Kiswahili, according to the literature evaluations, underscoring the knowledge gap that this study seeks to close. Therefore, this study assessed extensiveness of teachers' workload to determine the acquisition of Kiswahili reading skills among primary school pupils in Tanga City Council.

## V. RESEARCH METHODOLOGY

The study employed a convergent design under mixed research approach. Using this design allowed for the simultaneous collection of both quantitative and qualitative data, with the results being compared to gain a deeper comprehension of the study problem.

In order to make sure the two data sets were consistent, the researcher combined the two database by combining the outcomes during interpretation. The design enabled the researcher to collect large amount of data for a short period of time from variety of respondents (Creswell & Creswell, 2018). This study focused on 264 Kiswahili subject teachers, 24 Ward Education Officers, 1 CCPEO, 80 head teachers, and 80 primary schools.

The respondents who took part in this study were sampled using both probability and non-probability sampling techniques. 8 primary schools, 8 head teachers, 88 Kiswahili reading skills teachers, 8 and 1 CCPEO participated in the study. Utilizing interview guide and questionnaire, data were gathered. Research expertise at MWECAU evaluated the data gathering equipment. A pilot research was carried out at two primary public schools. While reliability for qualitative data was confirmed by peer debriefing and triangulation. The Likert scale questions on the questionnaires were evaluated using Cronbach's Alpha Coefficient, yielding  $r=0.892$  (Kiswahili subject teachers)

Throughout the whole research procedure, the study complied with research ethics. With the use of SPSS version 22, descriptive statistics, specifically frequencies, percentages, and means, were used to analyze quantitative data. Qualitative data was analyzed thematically according to Creswell and Creswell (2018) suggestion of six steps where data was organized and prepared for analysis, read or looked into, coded, described and themes were generated, interrelated and finally interpretation was done.

## VI. FINDINGS AND DISCUSSION

The first research question for this study aimed to investigate the Extent Teachers Workload Determines the acquisition of Kiswahili Reading Skills among Primary School Pupils. In order to report this research question, data was collected through the use of questionnaires distributed to teachers, which required them to indicate their level of agreement with specific statements. Additionally, interviews were conducted with the head of schools, Ward Education Officer, and CCPEO. A five-level Likert scale was utilized for the analysis, with 1 representing "Not at All," 2 representing "Small Extent," 3 representing "Moderate," 4 representing "Great Extent," and 5 representing "Very Great Extent." The frequencies and percentages were then calculated, with percentages categorized as follows:  $\leq 20\%$  as extremely minority, 21-49% as minority, 50-59% as moderate, 60-69% as majority, 70-89% as very high majority, 90-99% as extremely majority, and 100% as overwhelming majority (Taherdoost, 2019). Furthermore, a mean score greater than 3 for an item indicates that Community Policing has improved the specific aspect, while a mean score less than 3 indicates that Community Policing has not improved the specific aspect. A mean score exactly equal to 3 implies that Community Policing has either improved or not improved the specific aspect (Chyung & Hutchinson, 2023). These methods were employed to gain a comprehensive understanding of the extent to which teacher's workload influences the development of Kiswahili reading skills among primary school pupils. Response for teachers and students are summarized in Table 1.

**Table 1. Teachers Responses on Extent to which Teachers Workload Determines the acquisition of Kiswahili Reading Skills among Primary School Pupils (n=88)**

S/N	Statement	NA		SE		ME		GE		VGE		Mean
		f	%	f	%	f	%	f	%	f	%	
1	I find it challenging to allocate enough time for individualized instruction and reading practice in Kiswahili	0	0	2	2.3	24	27.3	34	38.6	28	31.8	4
2	Workload affects my ability to provide timely and constructive feedback to pupils regarding their Kiswahili reading skills	0	0	2	2.3	34	38.6	31	35.2	21	23.9	3.8
3	I encounter difficulties in planning and implementing engaging reading activities	0	0	2	2.3	25	28.4	34	38.6	27	30.7	3.9
4	I feel overwhelmed by administrative tasks, such as grading papers and preparing assessments, which limits my time to enhance Kiswahili reading proficiency	0	0	2	2.3	17	19.3	41	46.6	28	31.8	4.07
5	Workload affects my ability to provide individualized support and interventions for pupils with Kiswahili reading skills	2	2.3	0	0	25	28.4	28	31.8	33	37.5	4.02
6	Workload prevents me from integrating technology and digital resources effectively to support Kiswahili reading skills	0	0	2	2.3	16	18.2	36	40.9	34	38.6	4.15
7	Workload hampers my ability to collaborate with teachers, share practices, and develop innovative strategies	0	0	2	2.3	35	39.8	25	28.4	26	29.5	3.85
8	Workload negatively impacts my ability to focus on improving Kiswahili reading skills	0	0	0	0	22	25	43	48.9	23	26.1	4.01
9	Workload limits development opportunities for improving Kiswahili reading instruction.	0	0	4	4.5	26	29.5	30	34.1	28	31.8	3.93
10	It limits to overcome administrative tasks, on Kiswahili reading proficiency.	6	6.8	4	4.5	12	13.6	42	47.7	24	27.3	3.84
<b>Grand Mean</b>											<b>3.95</b>	

**Source: Field Data (2024): Key:** [1= (NAT) Not at All, 2= (SE) Small Extent, 3= (M) Moderate, 4= (GE) Great Extent, 5= (VGE) Very Great Extent, F=frequencies, P=Percentages]

Data in Table 1. indicates that the majority (59.1%) of teachers rated to the great extent and very great extent that teacher workload affects ability to provide timely and constructive feedback to primary school pupils regarding their Kiswahili reading skills while minority (38.6%) of teachers were rated to the moderate extent that teacher workload affects ability to provide timely and constructive feedback to primary school pupils regarding their Kiswahili reading skills. The mean score is 3.8 for teachers. This implies that teachers feel that their workload has a strong negative impact on their ability to provide feedback to pupils on developing their Kiswahili reading skills. Since timely and constructive feedback is important for pupils to improve their reading, this data suggests teacher workload hampering effective development of Kiswahili reading skills. The heavy workload leaves teachers with less time to provide individualized feedback which pupils need. The findings are supported by the

arguments of the head teacher through face-to-face interviews shared the views that;

The number of teachers is not enough compared to the number of pupils. Hence, you find that teachers are overloaded with the teaching activities. It is difficult to handle the classroom of 162 pupils for 40 minutes to ensure that each pupil capture the subject contents (HT1 Personal Interview, April 1<sup>st</sup>, 2024).

With teachers workload WEO had this to say:

Large class sizes are creating a heavy workload for teachers. With 142 students in a single class for just 40 minutes, it's a challenge to make sure every student understands the material (WEO1 Personal Interview, April 5<sup>th</sup>, 2024)

The interviews with the Head teacher and the WEO implies that the heavy workload of teachers is affecting their ability to provide timely and constructive feedback to primary school pupils regarding their Kiswahili reading skills. Both sources highlighted the challenge of handling large class sizes within a limited time frame, resulting in difficulties in ensuring that every student receives individual attention and feedback. The Head teacher expressed concern over the overwhelming number of pupils per teacher, making it challenging to effectively deliver subject contents and provide personalized feedback. Similarly, the WEO emphasized the burden placed on teachers due to the large class sizes, making it a formidable task to ensure that every student comprehends the material within the given time. The findings from the study are in line with those by Ayeni and Amanekwe, (2018) who affirmed that, there was a negative correlation between teacher's workload and students' academic performance and a disparity between teacher's actual workload and workload policy standard.

Data in Table 1.0 indicates that the majority (69.3%) of teachers rated to the great extent and very great extent that teacher frequently encounter difficulties in planning and implementing engaging reading activities in Kiswahili due to time constraints caused by workload while minority (28.4%) of teachers were rated to the moderate extent that teacher frequently encounter difficulties in planning and implementing engaging reading activities in Kiswahili due to time constraints caused by workload. The mean score is 3.9 for teachers. This implies that the majority of teachers feel constrained by time limitations caused by their workload, making it challenging for them to create engaging reading activities for their students. Critical literacy theory recognizes that access to quality educational resources and learning opportunities is often unequal, with underfunded schools and marginalized communities facing significant disadvantages. This could potentially hinder the effectiveness of teaching Kiswahili reading skills and overall student engagement in the classroom. The findings are supported by the arguments of the WEO through face-to-face interviews shared the views that;

Teachers are multipurpose and they encountered with many responsibilities for instance to prepare teaching aids, lesson notes, lesson plan, being teacher on duties, class teacher and other responsibilities. Hence, this makes difficulties for teachers in planning and implementing engaging reading activities in Kiswahili due to time constraints caused by workload (WEO3 personal interview, April 6<sup>th</sup>, 2024).

With difficulties in planning and implementing engaging reading activities City Council Primary Education Officer had this to say:

Juggling numerous responsibilities, teachers struggle to find time for planning and implementing engaging Kiswahili reading activities. These responsibilities include preparing

teaching aids, lesson notes, and lesson plans, along with duties like being a teacher on duty or a class teacher. This heavy workload creates time constraints that make it difficult to design and implement effective reading activities. (City Council Primary Education Officer Personal Interview, April 4<sup>th</sup>, 2024)

The statement implies that teachers face significant challenges in planning and implementing engaging reading activities in Kiswahili due to time constraints caused by their heavy workload. The teachers' multipurpose roles, such as preparing teaching aids, lesson notes, and lesson plans, as well as fulfilling duties like being a teacher on duty or a class teacher, contribute to this difficulty. The heavy workload creates time constraints that hinder teachers from effectively designing and implementing engaging reading activities. As a result, the majority of teachers feel constrained by these time limitations, impacting their ability to create engaging reading activities for their students. This situation has the potential to hinder the effectiveness of teaching Kiswahili reading skills and overall student engagement in the classroom. The findings from the study are in line with those by Mnyimae (2022) who affirmed that, teachers over workload exists in studied schools which made the majority of pupils to remain with low acquisition of knowledge and skills.

Data in Table 1.0 indicates that the majority (69.3%) of teachers rated to the great extent and very great extent that teacher workload affects ability to provide individualized support and interventions for pupils who struggle with Kiswahili reading skills while minority (28.4%) of teachers were rated to the moderate extent that teacher workload affects ability to provide individualized support and interventions for pupils who struggle with Kiswahili reading skills. The mean score is 4.02 for teachers. This suggests that the majority of teachers feel overwhelmed by their workload, making it difficult for them to dedicate sufficient time and attention to address the specific needs of struggling students. Consequently, this could potentially hinder the progress and development of students who require additional support in improving their Kiswahili reading skills. The findings are supported by the arguments of the City Council Primary Education through face-to-face interviews shared the views that;

The number of teachers in our council is many but not sufficient and that is the normal situation. It is true that teachers are overloaded but when arranged their working plan they can accommodate the situation. Furthermore, they have trained to use various strategies in the large classrooms to address the specific needs of struggling students (City Council Primary Education Officer Personal Interview, April 4<sup>th</sup> 2024)

With individualized support and interventions for pupils who struggle with Kiswahili reading skills head teacher had this to say:

While we do have a significant number of teachers in our school, it's not quite enough to meet all our needs. This is a common challenge in many schools. Despite the workload, teachers can often adapt by carefully planning their schedules to maximize efficiency. However, face challenges to address the specific needs of struggling student (HT2 Personal Interview, April 7<sup>th</sup>, 2024).

The interviews with the City Council Primary Education Officer and the head teacher shed light on the challenges posed by teacher workload in providing individualized support and interventions for pupils struggling with Kiswahili reading skills. Both interviewees acknowledged the overwhelming nature of teacher workload, citing the inadequacy of teachers to fully address the specific needs of struggling students. While the City Council Primary Education Officer emphasized that teachers can accommodate the situation through careful planning, it is evident that the workload remains a significant obstacle. The head teacher also recognized the issue, noting that despite efforts to adapt and maximize efficiency, challenges persist in addressing the specific needs of struggling students. These insights underscore the impact of teacher workload on the ability to provide tailored support and interventions for pupils encountering difficulties with Kiswahili reading skills. The findings from the study are in line with those by Aslam et al., (2022) who affirmed that, workload has adverse effects on class performance, teaching quality, teaching skills, and health, and can be improved through collaborative working environments and bimonthly training.

Data in Table 1.0 indicates that the majority (57.9%) of teachers rated to the great extent and very great extent that teacher workload hampers ability to collaborate with other teachers, share best practices, and develop innovative strategies to enhance Kiswahili reading proficiency among primary school pupils while minority (39.8%) of teachers were rated to the moderate extent that teacher workload hampers ability to collaborate with other teachers, share best practices, and develop innovative strategies to enhance Kiswahili reading proficiency among primary school pupils. The mean score is 3.85 for teachers. This suggests that a majority of teachers feel constrained by their workload, which limits their capacity to engage in collaborative efforts aimed at improving teaching methods and student outcomes. As a result, this could potentially hinder the overall effectiveness of initiatives aimed at enhancing Kiswahili reading proficiency among primary school pupils. The findings are supported by the arguments of the head teacher through face-to-face interviews shared the views that;

Every teacher is busy to ensure that their lessons are taught as scheduled at the sometime the workload is heavy. Hence you find that is difficult to get a time to collaborate with other teachers, share best practices and develop

innovative strategies to enhance Kiswahili reading proficiency among primary school pupils (HT4 Personal Interview, April 2<sup>nd</sup>, 2024)

In collaboration with other teachers, share best practices, and develop innovative strategies to enhance Kiswahili reading proficiency WEO had this to say.

Teachers are laser-focused on delivering their packed schedules, leaving little room for collaboration. This heavy workload makes it difficult for them to share best practices and develop innovative strategies together. Unfortunately, this lack of collaboration hinders efforts to improve Kiswahili reading proficiency among primary school students (WEO4 Personal Interview, April 6<sup>th</sup>, 2024)

The interviews with the head teacher and the WEO indicate a consensus on the impact of teacher workload on the ability to collaborate, share best practices, and develop innovative strategies to enhance Kiswahili reading proficiency among primary school pupils. Both sources highlight the heavy workload faced by teachers, resulting in limited time for collaborative efforts. This constraint hinders the exchange of best practices and the collective development of innovative strategies. Consequently, the lack of collaboration poses a significant challenge to improving Kiswahili reading proficiency among primary school students. The findings from the study are in line with those by Serede and Mwoma, (2022) who affirmed that Teaching strategy had little or no impact on learners' reading preparation, and the collaboration had the greatest impact on primary school children's reading skills.

Data in Table 1.0 indicates that the majority (79.5%) of teachers rated to the great extent and very great extent that teacher workload prevents me from integrating technology and digital resources effectively to support Kiswahili reading instruction for primary school pupils while extremely minority (18.2%) of teachers were rated to the moderate extent that teacher workload prevents me from integrating technology and digital resources effectively to support Kiswahili reading instruction for primary school pupils. The mean score is 4.15 for teachers. This implies that the majority of teachers felt overwhelmed by their workload, which limits their capacity to effectively incorporate technological tools and resources to enhance Kiswahili reading instruction for primary school pupils. Consequently, this could hinder the utilization of valuable educational technology and digital resources that could potentially improve learning outcomes and engage students more effectively in their Kiswahili reading development. The findings from the study align with the Cognitive Theory of Reading, which focuses on the cognitive processes necessary for reading, such as decoding, comprehension, and fluency.



This theory delves into the impact of factors like phonological awareness, vocabulary development, and reading strategies on a reader's proficiency. Additionally, the Cognitive Theory of Reading explores how the availability and quality of resources, such as textbooks, reading materials, and technological tools, influence the acquisition of Kiswahili reading skills. By investigating these aspects, the study contributes to a deeper understanding of the underlying cognitive mechanisms involved in reading and sheds light on the potential strategies for enhancing Kiswahili reading proficiency. The implications of these findings may have significant implications for educators, curriculum developers, and policymakers in designing effective interventions and resources to support the development of reading skills in Kiswahili.

Generally, other items in Table 1.0 show that, Item 1 on teachers find it challenging to allocate enough time for individualized instruction and reading practice in Kiswahili due to my workload Mean scores were 4.00, item 4 on I often feel overwhelmed by administrative tasks, such as grading papers and preparing assessments, which limits the time I can dedicate to enhancing Kiswahili reading proficiency among primary school pupils mean scores were 4.07 for Teachers, item 8 on The workload as a teacher negatively impacts my ability to focus on improving Kiswahili reading skills among primary school pupils mean scores were 4.01 for Teachers, item 9 on Workload limits professional development opportunities for improving Kiswahili reading instruction mean scores were 3.84 for Teachers and item 10 on Overcome of administrative tasks, limiting focus on Kiswahili reading proficiency mean scores were 3.84 for Teachers. Additionally, the average mean score of all ten statements was 3.95. These mean scores imply the great extent ratings provided Teachers which indicate that the Teachers Workload Determines the acquisition of Kiswahili Reading Skills among Primary School Pupils to the great extent.

## VII. CONCLUSION

The study concludes that due to their overwhelming responsibilities, teachers find it challenging to give students timely and insightful feedback on their reading progress. Due to their busy schedules, teachers find it challenging to plan and implement enjoyable reading activities that would greatly enhance their pupils' Kiswahili reading skills.

Because of their heavy workload, teachers are unable to give each pupils the individualized support and attention they need to improve their reading skills in Kiswahili, leaving them with little time and energy. Teachers can assist pupils by teaching their peers best practices for teaching reading in Kiswahili, however this is hampered by their busy schedules.

## RECOMMENDATION

Heads of public primary schools can support teachers in working less by making sure that teachers have enough time to plan, organize, assign reading tasks, and help pupils who are failing with learning. The government should keep providing regular, in-depth training programs that give teachers the resources they need to effectively teach Kiswahili reading, provide feedback, and manage large classrooms. In order to create interesting, pupils-centered Kiswahili reading activities, Kiswahili teachers should promote and assist collaborative planning meetings among teachers.

In order to assure that pupils acquire Kiswahili reading skills, the administration of the public primary school should make sure that the school has enough teaching and learning resources for Kiswahili reading instruction. These resources should include interactive learning tools, leveled reading materials, and pertinent supplemental materials. Additionally, the administration should support teachers in their creative use of both contemporary and local instructional technology.

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