Quality education is a major concern in all societies today. Quality education is a result of enrichment of the process of teaching and learning of which a qualified teacher is responsible of imparting the knowledge to learners. This study sought out the challenges to teaching and learning of Kiswahili in primary teacher colleges. The study was guided by Sticht Functional Theory, which stresses the importance of making learning relevant to the learners experience and their work context. The study adopted descriptive survey design. The study was conducted in Central Region of Kenya. It focused to the four public teacher training colleges (PTTCs) in the region. The target population comprised of 28 Kiswahili teachers in the colleges, 1660 2nd year teacher trainees and four primary teacher colleges in central Kenya. A sample of 10 percent of the teacher trainees and a sample of 50 percent of the teacher trainers were used for the study. A total of 124 respondents were sampled. Instruments that were used for data collection were questionnaires for tutors and for student trainees, and an interview guide for heads of Kiswahili subject. Data gathered from the field was edited, coded and analyzed through Statistical Package for Social Sciences (SPSS) computer program. The findings were reported by use of bar graphs, pie-charts, percentages and frequency tables. The study findings are that: all teachers included in the sample were adequately academically trained. However, a majority of teachers had not been trained to teach in PTTCs. In addition, majority of teachers had not been in-serviced in teaching of Kiswahili in PTTC. Resources were available but not adequate, and there was unavailability of locally available materials, lack of time and high cost of improvisation. Attitudes of teachers and students were positive towards Kiswahili subject. Recommendations made were: all teachers teaching in PTTCs should be selected from those who have been trained to teach in PTTCs; both teachers trained and not trained in PTTCs be regularly in-services, that PTTCs initiate income generating activities to supplement and amass enough funds to purchase adequate resources and that teachers use simple Kiswahili terms in order to capture the interests of all students.