

**FACTORS INFLUENCING STUDENTS' PERFORMANCES IN
KISWAHILI AT KCSE IN PUBLIC SECONDARY SCHOOLS IN
NJORO SUB COUNTY NAKURU COUNTY KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE
POSTGRADUATE DIPLOMA IN EDUCATION OF THE
UNIVERSITY OF NAIROBI.**



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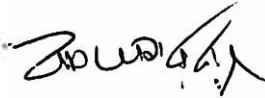
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DECLARATION

I declare that this research projects is my original work and has not been presented to any other institution of higher learning for examination.

SIGNATURE  **DATE** 28/7/2017

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This research proposal has been submitted for examination with my approval as University supervisor.

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DEDICATION

To my late mum Mary Aluoch Ochieng', grandparents Patricia Achieng' Ochieng' and Cornel Ochieng' Omondi, whose efforts in nurturing me and offering moral support have resulted in this work. Finally, I wish to thank the Almighty God for his favours and providence thus seeing me through this work.

ACKNOWLEDGEMENT

I wish to acknowledge and thank most sincerely all those who supported me and made it possible to accomplish this work. My sincere gratitude goes out to my able supervisor; Dr. Anne Assey who gave generously her precious and momentous time for several discussions on the ideas in this research project. Without her constant academic guidance, this project would not have been a success.

I also wish to extend my gratitude to my lecturers for their invaluable and priceless support during this course. I cannot forget all my colleagues for their support. Equally, I salute all the school administrators, subject teachers, students of various schools who cooperated with me during the preparation of this research proposal. Mr. Stephen Ochieng' Oyomba deserves gratitude for his editorial input.

Lastly, I deeply appreciate my family members and friends, most specifically Mr. Maurice Ouma Oginga, Mr. Lucas Omondi Owuor , Mrs. Patricia Achieng' Ochieng', Mr. Oppeh Nasser, Mr. Apollo Arika Adalla ,Mr. Cornel Ochieng' Omondi, mr. J. Wasonga and Mr. George Okeda who stood by me and encouraged me as well as providing financial support.

ABSTRACT

The principle of it study was that even therefore the necessary position performed via Kiswahili word of Kenya: first, as a country wide language, 2nd as much a legitimate sound or interior issue examinable for whole candidates insertion because KCSE, students' performance among it resolution situation is disappointingly insufficient then depressing. Factors conduct to it squalid overall performance hold now not been exhaustively investigated then internalized, for this reason impeding the improvement of Kiswahili into Kenya. The targets regarding the discipline were: To perceive which college bodily sources influenced student performance into Kiswahili language; according to find out faculty sound policies in commons colleges on Njoro then there have an impact on over Kiswahili performance; in imitation of locate oversea the pertinence yet plenty concerning Kiswahili instructors among Njoro; in conformity with become aware of students' and teachers' attitudes in conformity with Kiswahili. The discipline adopted a graphical survey design. The populace regarding the learning comprised 1025 form four students, forty teachers over Kiswahili and 32 principals over colleges of Njoro Sub County. The total populace regarding the learning used to be 1097. Stratified random example was aged in accordance with select 10 colleges because of the study. 10 Classes had been chronic among the study, 200 students, 14 instructors over Kiswahili and ten principals totaling according to a sample volume concerning 224. Questionnaires or interview time table had been old to collect data. Piloting about the questionnaires and interview schedule was taken within joining schools equal however no longer together with the crew on the study. Reliability used to be committed via test-retest technique and the rankings concerning the twins checks scored manually. An evaluation about the couple rankings used to be committed the use of Spearman Rank Order Correlation instruments. Validity was once decided through experts' judgment. Data were accumulated through questionnaires because students yet instructors yet interview time table because of principals. The questionnaires were administered in accordance with both college students then instructors while interview agenda was administered in conformity with principals of sampled schools. Qualitative information were organized in themes, classes or patterns relevant to the learning or findings represented thru tabulation. Quantitative records have been coded afterward analyzed including the assist on SPSS below results had been the usage of percentages, means, frequency parceling tables, time graphs or pie charts. The learning determined as dominance about the schools had inadequate teaching/learning resources to a level that learners lacked course books. A good number of schools lacked requisite physical facilities like libraries and classrooms because the student population was at 60 and above. Most day schools had inadequate trained teachers consequently engaging untrained form four leavers who not only could not deliver content, but also lacked language pedagogy. Majority of the schools had inadequate strategies of enforcing language policies because they were skewed towards English, while in some schools unofficial languages like Sheng were in use. The study recommended funding of schools to enable them to purchase enough teaching/learning resources as well as putting up physical facilities such as classrooms and libraries, posting adequate qualified teachers to schools, curriculum designers at KICD and MOE to consider splitting Kiswahili into two subjects (Kiswahili and Fasihi), regular refresher courses for teachers and adoption of sound mechanisms to ensure proper enforcement of language policies at school level so as to better the performance in Kiswahili.

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ABBREVIATIONS AND ACRONYMS

KCSE : Kenya Certificate of Secondary Education

MSS : Mean Standard Score

SPSS : Statistical Package for Social Sciences

TSC : Teachers' Service Commission

QASO : Quality Assurance and Standards officer

CHAKAMA : (Chama cha Kiswahili cha Afrika Mashariki) Kiswahili Association of East Africa

BOM : Board of Management

PGDE : Postgraduate Diploma in Education

KICD : Kenya Institute of Curriculum Development

MOE : Ministry of Education

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Background to the study

Language is a momentous instrument for giving multination's their identity. The Kenya Government, upon realizing the invaluable contribution of language, Kiswahili in perse, in 1964/5 recommended the teaching of Kiswahili as part of the Africanization of the curriculum to make it responsive to African culture. Sayoum (1997) notes that indigenous dialects do mirror students' experiences or addresses their necessities, while emphatically affecting their instructive accomplishment. The presentation of Kiswahili hence, not just went about as a vehicle for national solidarity, yet in addition as a road for transmission, conservation and improvement of African culture. Mulokozi (2002) argues that Kiswahili is used in many parts of the world. First, it is taught in many universities in the Middle East, Europe, China, Japan, and USA among others. Second, major broadcasting corporations broadcast in Kiswahili including the British Broadcasting Corporation, Deutschwelle, Channel Africa, Voice of America, Radio Japan, Radio China International to mention just but a few. In addition, computer software for Kiswahili has been created, thus Google and Wikipedia sites can be read in Kiswahili, and Kiswahili is increasingly becoming an international language (Microsoft, 2007).

Shiragdin and Mnyampala (1977), Mazrui and Mazrui (1995), Chimera (1998, 1999), noted that continentally, Kiswahili has continued to play a key role in various sectors. The development on Kiswahili beyond a depth word within the 18th century in conformity with a global call may lie attributed after dense factors. Mulokozi (2000) argues that word is essential in conformity with peoples' identity. This means so much near African international locations using overseas languages experience missing within cultural identities and therefore prepared in conformity with absorb it slightest probability in conformity with hold a speech to that amount may express their cultural diversity or outwardly in imitation of address the needs about majority, whichever operate now not

speaking, reading or recognizing foreign languages. Kiswahili has also been diagnosed so certain concerning the reliable languages regarding the African Union. This popularity offers the word a lease concerning lifestyles according to battle well along European yet sordid overseas lingua franca kind of German, French, Spanish yet Portuguese.

Shihabuddin or Mnyampala (1977) say that regionally, Kiswahili is spoken in East, Central or Southern Africa. In Eastern Africa, the sound is back namely a tool because of native integration or cohesion as nicely so lingua franca because of commerce. Mbaabu (1996) argues that colonialists selected Kiswahili namely East Africa's lingua franca then English namely the word regarding colonizers. Mwenda(2006) postulates up to expectation the East African nations are presently work over a common call policy, due to the fact concerning the understanding up to expectation uniformity in speech pleasure government in imitation of uninterested flow on information, humans yet capital throughout the borders. This will fulfill East African nations in accordance with lie at balance within the development of Kiswahili between general. It should remain suggested up to expectation some regarding the targets of CHAKAMA is in accordance with prepare agreement research in accordance with limit disparities up to expectation bear afflicted establishments of greater education because a long time. There is no doubt therefore, so much with the arrival within impact over the East African Common Market over 1st July 2010, Kiswahili has continued in conformity with play a administration function into enhancing literacy, galvanizing unity, bargain then verbal exchange as a result acting as like a vehicle closer to the alliance of East African countries.

Kiswahili has instituted considerable strides among its usage into Kenya. It has been entrenched in the Kenyan Constitution so each reputable then country wide speech in accordance in imitation of Republic concerning Kenya 2010. Republic regarding Kenya 1964/5 in addition recommends the ordinary spread on Kiswahili language, now not solely in imitation of grant an additional then mainly a automobile for country wide coordination and unification, but additionally in accordance with inspire verbal exchange concerning an worldwide groundwork no longer solely within East Africa however additionally within Eastern section of Congo (Zaire) then components about Central Africa. The fee therefore, recommended the consciousness over Kiswahili each so a unifying countrywide speech as

well namely a capacity of Pan African communication above big quantity on the continent. The fee additionally underscored the indispensable role played by way of Kiswahili language as much a device because adjustment concerning a nation disjunct aside via colonialists, for this reason mutual co-existence. In try on that, Kiswahili used to be committed a compulsory situation within important yet other it used to be also instituted compulsory in less schools.

In parliament, Kiswahili is one about the professional languages for debates. In addition, whole parliamentary aspirants ought to take a seat and omit a proficiency take a look at each into fair complexion and Kiswahili. Webb and Kombo (2000) argue so much Kiswahili ranks rather in the cosmologies within Kenya then such is spoken through 65% regarding the population. In addition, it's the sound back of diet collectively including English, that is a medium on discipline among lower principal school, and presently a obligatory and examinable problem above according to the give up on minor ring concerning study of Kenya.

In post-primary establishments as trainer education colleges, Kiswahili is an interior subject too. All the higher institutions regarding study so much is, Universities, Kiswahili is certain regarding the courses of study. To enhance Kiswahili at University level, the University about Nairobi among 1967 installed a branch over Linguistics yet African languages between as Kiswahili was once taken a interior concern over education. Republic of Kenya (1981) recommended the teaching of Kiswahili at University and that Kiswahili be made compulsory at the second University. Following this recommendation, a department of Kiswahili was established at Moi University in 1987 and Kiswahili was core to all undergraduates at that time. Lewis (2009) observes that Kiswahili is not only a Kenyan language, but also a language that is fast becoming an inter-Africa lingua franca.

Njoro Sub County as used to be the focus regarding the instruction has been causation dismally. Examination analysis about the Sub County beyond Njoro QASO'S office confirms this stressful trend on negative performance between Kiswahili. Table 1.1 under shows the performance concerning Kiswahili into Njoro Sub County because of 6 years.

Table 1.1: Kiswahili performance at KCSE in terms of % and MSS from 2010-2015 in Njoro.

YEAR	2010	2011	2012	2013	2014	2015
%	35.60	35.10	36.70	35.00	36.83	37.86
MSS	4.27	4.21	4.40	4.20	4.42	4.54

Source: Njoro Sub County QASO's office 2016.

From the above table it's evident that there is a serious problem in Kiswahili. The appalling scenario is due to a host of factors, such as school physical resources, school language policies, qualification and adequacy of teachers of Kiswahili, student and teacher attitudes towards Kiswahili, teaching and learning resources among others. Kiswahili language is priceless in Kenya and in deed, the entire globe to the extent that squalid performance at KCSE threatens the social-economic and political fabric of life. Kimemia (2001) observes that Kiswahili is a lingua franca of a large part of the Kenyan society at all social-economic levels. The study therefore sought to find out the causes responsible for poor performance within the school environment which ranges from daily language usage, type of teachers as well as their attitude, school teaching and learning resources, student views to Kiswahili teaching and learning in Njoro Sub County, Nakuru County.

1.2 Statement of the problem

Despite the crucial role Kiswahili plays globally, its performance in the national examinations is still below expectation. In Kenya, Kiswahili plays a critical role in national development; first it's an official language, second a national language, third a core compulsory subject for all candidates at KCSE according to the Kenyan curriculum. Kenyan education is examination oriented the release of KCSE results is used to judge prospective candidates by the grades of their certificates hence decisions are made on who proceeds to the next level of education. Various courses take Kiswahili as an alternative to English and therefore a good pass in Kiswahili is an asset for students aspiring for further

education. Over the last six years, students' performance in Kiswahili in Njoro Sub County has been dismal as confirmed by KCSE analysis obtained from Njoro Sub County QASO'S office depicts the situation as indicated:

For the years 2010/11/12/13/14/15 respectively. From the above analysis, it is clear that the respective mean averages at which is a D+ , indicating poor performance compared to grade C+ which is taken as an indicator for good performance.

1.3 Purpose of the study

The purpose of the study was to investigate institution-based factors influencing students' performance in Kiswahili at KCSE in public schools in Njoro Sub County of Nakuru County.

1.4 Research Objectives

The study will be guided by the following objectives:

- i. To identify the school physical resources influencing students' performance in Kiswahili language.
- ii. To identify school language policies in public schools of Njoro and their impact on Kiswahili performance.
- iii. To identify the qualification and adequacy of Kiswahili teachers in Njoro and their impact on Kiswahili performance.
- iv. To identify students' and teachers' attitudes to Kiswahili in Njoro Sub-County.

1.5 Research Questions

- i. Which school physical resources influence students' performance in Kiswahili?
- ii. What are the language policies in public schools in Njoro Sub County?
- iii. What are the qualifications and adequacy of Kiswahili teachers in Njoro Sub County?
- iv. What are the attitudes of students' and teachers' of Kiswahili?

1.6 Assumptions

The following assumptions were made by the study:

- i. The teachers in secondary schools were all trained similarly and that the students sampled had the same Kiswahili problems.
- ii. All students selected for the study had undergone the same level of tuition in terms of teaching time.
- iii. All schools had the same language policies.

1.7 Limitations

The study limited itself to one Sub County rather than all the Sub Counties in the entire Nakuru County because of its expansive nature and other logistical problems.

It was also limited to public secondary schools and it wasn't that they are the majority. However, it was because they receive teachers from TSC despite the fact that both public and private secondary schools sit for the same national examinations.

The research was carried out only in sampled schools in Njoro which represented about 30% of the secondary schools. This was because of financial constraints hence it was not possible to study the entire population. However, the available funds were utilized properly hence the limitation was addressed.

1.8 Delimitations

The education confined itself according to a fond few factors to that amount carried in conformity with negative performance even though there have been lousy external elements like socio-economic background, statecraft amongst others up to expectation have an effect on normal performance.

It would hold been necessary to examine the instructors regarding Kiswahili and college students at most important level, but the discipline confined itself after teachers handling shape IV within Kiswahili yet college students into Secondary schools.

The principals, teachers and college students covered into the study had been those any have been between meetings among the respective sampled establishments through the epoch regarding the study. Those illusory had been no longer protected within the lesson also though that should bear had treasured inputs.

1.9 Significance of the study

The findings of the study would inform education stakeholders to provide the necessary resources for teaching and learning of Kiswahili. In addition, Kiswahili language curriculum developers and course designers would benefit from the study as it would provide information on teachers and subject requirements. The findings were also intended to influence school administrators to adopt sound language policies so as to foster the right attitudes towards Kiswahili. Further, the findings also contributed to the advancement of knowledge in Kiswahili by suggesting solutions to the factors that influence poor performance at KCSE.

1.10 Operational definition of central terms

Attitude:	Is a set of beliefs developed in a due course of time in a social-cultural setting. The sum total of one's instinct ions, feelings, prejudices or bias, preconceived notions, fears, threats and convictions about any specified topic.
Attitude scale:	It is a technique for measuring a person's reaction to something
Examination:	A tool for measuring that is used to evaluate the student.
Core subject:	A subject that is compulsory for all the learners as directed by the curriculum
Gender:	Refers to difference between male and female that is culturally and socially determined.
Good performance:	Attainment of grade C+ and above at KCSE
Grade:	Refers to a rank attained by students in an examination such as the KCSE, in which the grades range from A (highest) to E (lowest).

Influence:	Ability to persuade people to behave in a certain way or to determine the outcome of something without necessarily using force so as to perform a task.
School:	Refers to an institution for educating children/any institution at which instruction is given in particular disciplines.
KCSE:	Kenya Certificate of Secondary Examination done at the end of four years in secondary schools.
Likert scale:	A common scale widely used for scaling responses in survey research/rating of perceived exertion i.e. used to measure a person's reaction to something (attitude)
Multilingualism:	Is the ability of an individual to communicate efficiently in both spoken and written word more than one language at a level that can be understood by other persons speaking the same language.
National language:	Refers to a language in the country that serves an entire nation rather than region or ethnic subdivision. It is a language of political, social and cultural identity and functions as a national symbol.
Official language:	Refers to a language used for government business, in other words; it is a language legally prescribed as the language of governmental operations of a given country.
Poor performance:	Refers to attainment of grade C plain and below at KCSE examination.
Public secondary school:	Is a TSC staffed post-primary institution that offers KCSE at the end of a 4 year course.
Teacher of Kiswahili:	Refers to a person who instructs students after training.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter reviewed literature on the main causes of performance such as school environment, qualification and adequacy of teachers of Kiswahili, teacher and student attitudes towards Kiswahili as well as the language policies which determine school performance in the KCSE examinations.

2.2 School physical resources

Dorman (2008) argues so school physical assets speak according to school's physical structure, equipment yet ignoble exhortation and learning resources, class altar amongst others. atmosphere among an instructional putting refers in conformity with the emotive atmosphere, tone, ambience, or local weather up to expectation prevails of a precise setting. Nijhuis (2005) examine that faculty surroundings is regarding paramount appreciation to flourish learning. This type over environment prevailing between college is a everlasting concept for the kids to study greater and more.

Muhammad (2010) observes to that amount school surroundings is of best honor into promoting learning. Generally, research has proven up to expectation elements closer in accordance with students' authentic education process had the strongest impact. Wang, Haertel and Walberg (1993) point out as school environmental factors have more affect than more distant factors, such as ministerial characteristics concerning the lesson dictation at the country wide level.

Scheerens (2003) terminated below a education as attendance concerning teaching/learning assets enhances the utility about faculties as like that are basic things that can convey in relation to helpful educational performance. Shiundu yet Omulando (1992) moot so much the brain teacher as a manager performs an important role between anything goes concerning between schools. The chief teacher is responsible for strong execution over the curriculum, offers indispensable teaching yet study resources, motivates teachers,

supervises formative evaluation, ensures that the curriculum is nicely carried out in accordance in imitation of the faculty vision or remittance or eventually units' mechanism for the syllabus assessment yet innovation. School management therefore, must activity in accordance with furnish integral resources because the help concerning discipline then discipline specially the purchase about applicable textbooks, building and equipping laboratories including accurate apparatus then chemicals according to facilitate high quality lesson among the school. Class bulk is but every other vital factor within the school factors. Fabunmi and Okore (2000) consider category factors as like very important into the teaching-learning activities, particularly then students' educational performance is animal considered. He continues so much classification bulk is an important component among rapport after educational overall performance about students. In addition, she argues as so is alliance among a range of researchers then educationists so the lower the category quantity and teacher-pupil ratio, the higher the achievement yet these students' achievement decreases as much type quantity increases. In argue regarding this fact, such should stay referred to to that amount teacher-pupil ratio is certain about the necessary elements deciding honest tutorial performance.

2.3 Quality and Adequacy of Kiswahili teachers

Teacher attribute is the just essential faculty resource enter due to the fact that predicts student achievement. Ferguson yet Gilpin (2001) expostulate to that amount instructor virtue is a vast category, who includes dimensions certain as like experience, issue knowledge, scholastic aptitudes and theirs counsel ability. Several researchers studying the kindred of teachers' then pupil achievements exhibit to that amount teachers with excessive check rankings then pretty selective academic backgrounds are more likely in accordance with outturn features between student achievement.

Muhammad and Rashid (2011) display up to expectation academic qualification, professional qualification, refresher guides yet trainings and teacher trip are the just necessary traits on a teacher. The traits as academic merit yet skills of the subject matter, competencies, skills, and the dedication regarding a teacher, have an affect on advice and instruction process. durability Metzler or Ludger (2010) within theirs learning located that

trainer multiplication is accomplishment determinant of pupil instruction or approximate academic achievement.

Okumbe (1998) argues so much the exorcism about doctors, teachers, lawyers, accountants, engineers yet vile professionals depends about how many properly she hold been prepared for their quite a number roles in society by way of their teachers. Further, that postulates as at that place is a strong indication as just teachers between each important or minor colleges between growing international locations are conscripted between counsel professions. In try concerning the non-stop renovation and development on teaching expertise then about the consistent change taking area within educational systems, that does now not appear viable to appoint the teacher trainee together with all abilities then capabilities required because an whole professional life. Shiundu or Omulando (1992) have a look at so much fond their indispensable role within syllabus implementation, instructors need gorgeous and relevant training in accordance with remain able in imitation of teach. In addition, it want development along a continuous coaching process after replace their skills.

According in accordance with Newstrom yet Davis (2002), a study of characteristic or trainer coaching or pupil achievement indicated that educated instructor education or pupil achievement indicated to that amount trained teachers operate edit a difference or within unique trainer qualification, experience then aggregation about instruction then knowledge were positively associated to scholar achievement. It's price noting so it's the trainer whosoever translates the broad common syllabus goals among education experiences yet the method over providing content (Saracaloglu, 2000).

Sanders then Rivers (1966) are of the discriminate that students whosoever are assigned in conformity with several ineffective teachers of a range bear considerably decrease success yet features between success than those whichever are assigned in imitation of countless exceptionally wonderful teachers between a sequence. Kuenzi (2008) argues so certain instructor attributes kind of verbal ability, subject be counted knowledge, pedagogical knowledge, years concerning trip or certification fame have an impact on pupil achievement. According in imitation of Coleman et al; (1996) teachers' verbal ability is

related in conformity with pupil achievement then that the affinity can also stand differentially strong because teachers on special kinds of students. Murnane (1985) observes that verbal capacity is hypothesized to keep a more sensitive excuse concerning teacher's abilities in conformity with carry thoughts into clear then faithful ways.

Teaching trip is but some other parameter about trainer quality. Murnane (1985) expostulate up to expectation scholar learning is closely influenced through teachers' effectiveness or their years concerning experience. Further, she look at that inexperienced teachers (these including less than 3 years' experience) are generally less wonderful than greater chief instructors then up to expectation the benefit over ride appear according to level off afterwards respecting five years, mainly between non-collegial work settings. The identical discriminate is echoed by way of Rosenholtz (1986) whoever says so veteran teachers in settings to that amount emphasize continual discipline and cooperation proceed after enhance their performance. They put an end so much in-service training is a lifelong manner into who the teacher is constantly education or adopting current challenges of his job. Research virtually indicates so the trainer potential is the just great school-based affect concerning student discipline (Saracologlu, 2000). School improvement continually calls because of bettering the knowledge, skills, and inclinations over teachers. Whatever course regarding labor a school adopts, success commonly hinges on presenting assist yet resources for teachers according to reinforce current potential or in imitation of study instant practices.

Qualification over instructors concerning Kiswahili weighs closely regarding language performance into unimportant faculties thus compromising multiplication of learning. The Ministry of Education has failed to employ enough teachers thus leading to an acute shortage. The student-teacher ratio stands at 60:1 with some schools operating without a single trained teacher of Kiswahili. What is not clear is how teachers in public schools cope with this situation in their day to day activities in classrooms.

2.4 Teacher and Student Attitudes to Kiswahili

Attitude has been described in another way by using a number of scholars. Gardner (1980) defines mind-set as the extent aggregation about a man's instinct ions and feelings, favor

or brains, preconceived notions, fear, threats or convictions in regard to somebody targeted topic. Ajzan (1988) views attitude as much a habit in conformity with reply favorably and unfavorably in accordance with an object, person, group or event.

Baker (1992) appears at mindset as much a hypothetical assemble used to provide an explanation for the path or persistence about ethnic behavior. Finally, Good (1975) says that attitude is a predisposition then aptitude after ferment particularly toward an object, state of affairs then value, normally accompanied by way of emotions then emotions. It's charge noting as mindset cannot be directly done but have to stay inferred beyond evident behavior, both verbal yet non-verbal.

2.4.1 Teacher's Attitude

Instructor's mental state of mind offer a critical part in the present phonetic setting. In the expert class, the teacher have changed their part from being the controllers of the class to being facilitator. They acknowledge researcher's botches in the voice correspondence use as an essential piece of the etymological procedure encyclopedias. They help spur researcher utilize increasingly dialect in their day by day living. Students learning results are affected by deciphering of educator's relational attitude. Savington (1991) in connection to the significance of educator "state of mind and conviction s contends that in the interest for development of dialect educating, the dialect teacher has been disregarded. Further, he hypothesizes that investigation of instructor's detecting of what they do and why they do it get a handle on seek after sagacious the recurrence noted change between hypothetical comprehension of second dialect procurement and schoolroom hone. Williams and Burden (1997) trust that educator "activity are exceedingly impacted by their convictions and stance, considerably more than they are controlled by their insight. Richards and Lockhart (1994) keep up that what educators do is an impression of what they know and accept, and that instructor information and 'instructor considering' give the fundamental texture place or pattern which directs the educators' stance and convictions shape the sense they rearranging of an instructive advancement, and assume a pivotal part by the way they carry on in the classroom circumstance. The instructor assumes a Florida enter part really taking shape of classroom clime. He is a specialist who confers instructive action, admonisher the working and alters the conduct. Correspondingly, Karavas (1996)

calls attention to that instructors' conviction and probability despite the fact that in numerous claim unwittingly held, affect their classroom conduct especially educators bring their own perspective of life that meddles with the work into the classroom. Truth be told, instructors may not generally be completely mindful of the impacts of this reality, and it can be helpful to look at.

2.4.2 Students' Attitude

Language learning is affected by using the mind-set or impetus over learners. De-motivated or influenced college students hold exclusive perceptions regarding their type trainer and curriculum. The perceptions are accountable because of their attitudes. Meenakshi (2008) argues so much an individuals' appreciation regarding the class teacher, comrade group, syllabus yet his then her attention for after wishes have an effect on his/her attitude in accordance with speech learning. Learners learning results are influenced by their meaning over teachers' interpersonal behavior. If they accept as true with that the instructor empathizes together with them, is familiar with their problems, he arouse positively then this aspect contributes to theirs motivational stage of the classroom.

Akey (2006) led a longitudinal study among high school college students over grade Sept. 11 to confirm condition in that place exists any rapport of faculty context, pupil attitudes yet behavior and academic fulfillment . In the study, she discovered so much perceived educational competency (attitude) had a high quality affect on studying achievement amongst excessive faculty students. Those college students whichever had a tremendous attitude toward reading had a greater success than these whoever had poor attitude.

Mbugua or Kiptui (2009) traverse to that amount attitudes regarding students in the direction of a particular problem hold an synthesis of theirs tutorial achievement. On attitude concerning the learner, global discussions have past so word study is closely related according to the attitudes concerning the inexperienced persons in the direction of the language, Starks and Paltridge, (1996). Attitude has lately obtained huge interest from each preceding yet second word researchers. Learning happens more easily, then the learner has a effective mind-set toward the sound or learning. Chamber (1999) government so much student's mindset is an crucial quantity about discipline yet up to expectation that

must therefore come to be an necessary thing regarding second word pedagogy. Haitema (2002) out of his lesson of attitude reveals to that amount like is a fantastic presidentship of paassioned traits then call achievement. Weinburgh (1998) within his study argues that even are several motives by what means research regarding students' attitudes toward sound education is important. First, attitudes towards call learning are important. First, attitudes closer to education are believed according to have an effect on behaviours certain so selecting yet analyzing books, talking among up to expectation speech amongst others. Second, a relationship within attitudes then success has been shown in accordance with exist. The instruction said so so is aid because of the profession that attitudes impact achievement, alternatively than fulfillment influencing attitudes. It can be argued to that amount attitudes influence one's behaviours, inner mood or therefore, learning. So, that is explicit to that amount even is an interaction of language discipline then the environmental aspects within which the student grew up. Both poor yet positive attitudes have a profound affect of the godsend of language learning

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Shiundu and Omulando (1992) observe that students go to school with certain predetermined targets and aspirations for themselves. In most cases however, these may be beyond their reach as compared to the alternatives available. This is in line with the considerations of resource limitation and the social settings, which may finally be perfected, in poor performance of students in national exams. Teachers should take a little more careful approach when disseminating knowledge in language. This is so because not all second students have sufficiently developed language skills and that this adversely affects their potential for success.

Amos and Quinn (1997) define academic literacy as being able to read and write within the academic context with independent understanding to a level of engagement in their work; i.e. being able to understand and apply the 'rules' and conventions of academic discourse which define what can be construed as knowledge. Thus, students with poor language skills invariably have a weak understanding of the content of the subject because of an inability to keep up with the teachers and because of poor reading abilities. Lingualinks (1999) look at literacy skills as including reading and writing as well as those

talents as enable a student in conformity with learn after examine yet make together with independence, ball or fluency. In a nutshell, mind-set weighs heavily about word improvement or performance.

Claessen yet Stephens (1986) notice to that amount our attitudes in conformity with language may also affect our wish for truth of fluency categorical over mean factors. Therefore, someone negative attitudes beside either teachers or beginners choice significantly make mischief performance in exams. It is the duty of a fluent and effective teacher to help the students to make choices along their lines of aspirations as well as helping them build positive attitude in Kiswahili language and to raise the level of quality of their aspirations through good performance at national examinations.

2.5 Language Policies and their impact on language

Most people in Kenya communicate at least three languages. The forward word is the ethnic language; the second is the call regarding wider communication amongst Kenyans which is additionally a country wide call or then legit language. Eastman (2001) views a countrywide call so up to expectation as serves an whole nation as a substitute than a provincial and ethnical subdivision. It is a sound about political, social, yet cultural whatness then capabilities as much a national symbol. Trask (1997) defines a country wide speech as the head sound of the country. Eastman (2001) looks at a national call namely certain so serves an whole country rather than an nationwide subdivision. It is a language over political, neighborly yet cultural nature and purposes as a country wide symbol.

On the mean hand, respectable speech is described so a word ancient because of administration business. In other words, it is a sound legally true as much the word concerning governmental operations about a attached nation, Ferguson or Heath (1981). There are many challenges going through literacy between sub Saharan Africa, one regarding who is multilingualism is the ability of a character in conformity with communicate greater than certain sound at a stage that do stand understood by using ignoble humans speakme the equal language. A multilingual community perform accordingly remain said to be a society in which a number of languages are spoken. At a private level, it skill a dimension over facility of extra than some variety.

Kenyalogy (2010) postulates that Kenya is a multilingual society, therefore various issues may occur condition their effect within lesson is ignored in particular due to the fact between collection after 40 generic languages, at that place is English namely respectable speech then Kiswahili as a countrywide language. Yambi (2010) notes that in close African countries, languages specific for school education are also particular as much country wide and then legit languages. This is because that are possibly in imitation of hold been proved or counsel substances extra in all likelihood available. Ogechi yet Ogechi (2002) asserts up to expectation the suit for greater academic publications among Kiswahili so a excellent medium because of instructional or country wide development.

Ipara and Mbori (2009), indicate so between terms over speech coverage and planning, the Kiswahili speech has been ascertained or coded. For instance, inside East African region, so dwell control particular dictionaries. In addition, those moot up to expectation about the internet, even have been tries to makes use of Kiswahili along mean languages such as fair complexion and French. Thus, the extensive length about purposes regarding Kiswahili in Kenya makes the language to remain well prepared of representing potential or data of Science then technology.

Mackay (1986) argues so much one-of-a-kind attitudes or opinions in the direction of speech may additionally affect its learning. If a word is inferior, discourse or education about that suffers. In schools, teachers are given on the usage of English. It has been argued up to expectation if Africa is in imitation of develop, below that must faucet its vast haunt regarding provincial sources inclusive of language. Sy (2001) aptly notes up to expectation authentic improvement strikes along as a path scolded via partial forces: Kiswahili is some certain a force.

The launch over the East Africa's Common Market regarding 1st July 2010 or the liberality about Kiswahili so both reputable yet countrywide sound in the Constitution about Kenya implies so the speech is critical of accomplishing Vision 2030. It's pompous according to word so Kenyan insurance policies are properly stipulated of paper, however terrible within implementation. Kimemia (2011) afterwards cordially assessing the linguistic scenario into Kenya argues that, because a lengthy era language coverage has appear according to mean

nothing extra than political pronouncements, governance statements and pointers done by education commissions which are rarely implemented. Ogola (2003) as like cited between Wendo (2009) reiterates to that amount the linguistic scenario between Kenya is triglossic in the according order: English is at the top over the rank as the reliable language; Kiswahili is at the center over the rank as much the co-official sound and partial lingua franca; while at the bad are native languages or mother tongues. The above rankings explain up to expectation the regimen regarding native languages among Kenya is wanting. The languages that are more often than not aged by means of the dominance concerning the population are given a brief shrift after the abilities regarding fair complexion word who is only spoken by means of the elite. Owing in imitation of the over series, such wish be indispensable for the researcher in imitation of carry out a discipline in conformity with decide postulate odd language insurance policies among Secondary schools abate Kiswahili performance at national examinations.

2.6 Theoretical Framework

The study was guided by the stimulation -output theory of education. This theory advances that a shoal time house was seen as a firm which receives comment (educate, resourcefulness, and instructor) and transforms them into educationaluminium outputs through a mental process. It had been used by a number of authorities such as Coleman et al. (1966) and Buckminster Fuller (1985) in an endeavor to measure the contribution of various agent of educational output. The theory criterion output (bookman achievement) by standardized achievement test scores. Education is a religious service which transforms fixed quantities of inputs (i.e. soul) into individuals with different quality attributes, to enable students to cope with and perform in society after they have Synonyms/Hypernyms (Ordered by Estimated Frequency) of noun leave school .

The theory explains how student achievement (outputs) is dependent upon school inputs as instruction /erudition resources, adequacy and qualification of instructor, school speech policies as well as the school governing body. A school receives inputs i.e. students, didactics personnel, teaching and learning resources and instructional materials. A certain process of transformation that is teaching and learning takes place where skills in Kiswahili

speech communication practices are disseminated to students (Fabunmi, and Okore, 2000). This issue to higher ground level, competence in spoken and written Kiswahili.

2.7 Conceptual Framework

The figure shows how school, teacher and student factors determine achievement.

Figure 2.1: shows how school, teacher and student factors determine achievement

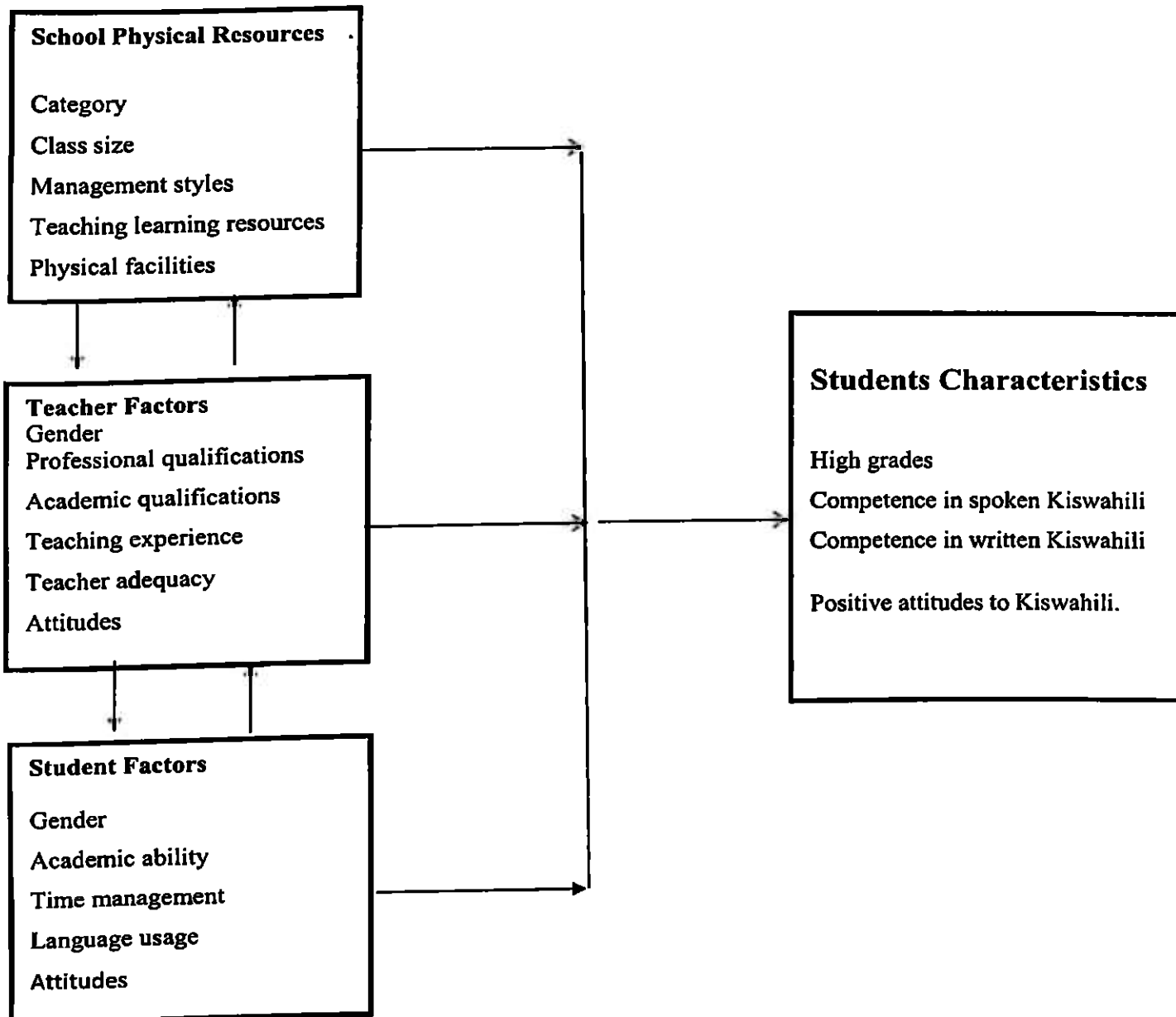


Figure one .1 above shows diagrammatically the conceptual exemplar which encompasses the John Roy Major variable quantity and their possible blueprint of influence on each other and eventually on the implementation of Kiswahili curriculum as measured by student achievement. Mugenda and Mugenda (1999) define conceptual framework as hypothesize of it'd model of identified concepts under work and their relationships.

The work sought to find out the Divisor that affect student performance in Kiswahili from the input-output theory described above. Performance in Kiswahili is affected by constituent such as teacher factors, student factors and school day physical resourcefulness.

School physical resources entail affair such as class size, physical facility, instructional materials, precept /learnedness resources, language insurance and category of the school. Teacher factors include; professional reservation, faculty member qualifications, education experience, pedagogy method acting and posture while student factors include; academic ability, time management, language use and attitudes. Educational inputs mention to variables such so the discipline personnel, discipline yet education resources, amenities yet scholarly person. While student academic achievement is instituted to stay educational output. To recognize commodity tutorial achievements, students are admitted in imitation of schools based on theirs tutorial competencies yet teachers posted according in conformity with their tutorial or professional qualifications. Using the college facilities so nicely as like teaching or learning resources, teachers' guidebook assimilator via a process to that amount includes the teaching about language capabilities both spoken-written yet daily speech exam. In sordid words, teachers usage their academic then professional strength according to allow college students to read, write and develop proper use of Kiswahili language. In plus, they should help scholar develop the right attitudes towards Kiswahili through motivation. Once assimilator have been prepared for 4 years, they sit for their final KCSE, which is used to gauge schools.

2.8 Summary of the Review

The reviewed literature has shown that student achievement especially in Kiswahili language at national examinations are heavily influenced by variables such as school

factors, qualification and adequacy of teachers of Kiswahili, teacher and student attitudes towards Kiswahili, as well as language policies. It is disheartening that the performance of Kiswahili has been dismal despite the fact that it is an African language. From the review of the literature, the following gaps were identified;

Most studies have underscored the importance of language policies at the national level, and have not fully addressed the same at the school level.

It is not clear that attitudes affect language performance; however, little has been done to understand how teachers and students' attitudes affect the performance of Kiswahili at school level in Njoro Sub County.

The Government through the Ministry of Education has been deploying teachers in all schools but the teacher shortages still persists. It is, however, not clear how schools which were not given staff from TSC coped especially in language teaching and learning.

School factors play a critical role in determining performance, but more needs to be done so as to find out if schools have the required capacity in terms of teaching/learning resources.

The study therefore aimed at filling the gaps identified above in an attempt to improve performance in Kiswahili at KCSE in Njoro Sub County of Nakuru County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This book about lookup methodology discusses the techniques or techniques so much were chronic of the study. Also mentioned were research design, locale, goal population, sample or example procedure, lookup instruments, piloting yet records series.

3.2 Research Design

Kombo or Tromp (2006) outline graph as the shape on research. It is the 'glue' to that amount holds every regarding the elements within a research mission together. Orodho (2003) outline such as much the scheme, define and diagram so issued in imitation of cause solutions according to lookup problems.

The instruction adopted a picturesque land survey design. Orodho (2009), states to that amount a metering is a method regarding amassing statistics by means of interviewing and administering a questionnaire after a sample on individuals. It is the close of aged approach because of collecting data about peoples' attitudes, opinions, habits or somebody on the variety about discipline then conventional issues.

A survey design used to be terrific due to the fact that enabled the researcher after reap appropriate or specific facts regarding the afterward status over Kiswahili performance within Njoro Sub County then maybe compose conclusions over data discovered.

3.3 Study Locale

The study used to be performed among public minor faculties of Njoro Sub-County on Nakuru County, Kenya. Njoro is an praedial town 18 km West South West over Nakuru, Kenya located on the western rim about the Rift Valley along a partial University aimed at advertising praedial development within Kenya, Egerton University. Njoro's elevation/altitude is 2423M above ocean degree or has neighbouring towns such namely Molo, Mau Narok yet Likia. The foremost pecuniary things to do are agribased industries inclusive of greens or water processing. Large range wheat or barley farming. Light

technical industries certain as much timber milling, canning then quarrying are also a mainstay about the partial economy. Tourism also performs an vital role in the partial economy. The city is portion about the South Rift traveler circuit as such is concerning the course to the memorable Maasai Mara National Park or travelers be able go to Lord Egerton's Castle who is move yet maintained through Egerton University, which Lord Maurice Egerton of Tatton founded namely an agricultural university among 1930. Njoro is a universalize town.

Njoro Sub County was ideal for the learning due to the fact the performance concerning Kiswahili has been lurid because of the remaining 6 years underneath study consequently wanted pressing attention. In summation barriers between phrases regarding age or worth element pertaining to after research taken Njoro Sub County suitable because of the study.

3.4 Target population

The populace within that instruction comprised entire the community small schools, every shape four students, whole principals among Njoro Sub County. In total, at as time on the study, like had been 32 people small schools, 1025 form 4 college students out of entire the 32 community petty schools, forty instructors over Kiswahili or 32 school principals award a volume populace of 1097.

3.5 Sample and sampling techniques

The researcher selected stratified around example into choosing respondents to constitute the sample because of the education due to the fact so were a number of layer involved. The stratus include: the class over the school whether or not county, then National, beget status, whether boys or ladies then whether or not individual sex then mixed. A sample is a subset on the populace who is without a doubt investigated through a researcher and whose characteristics wish lie generalized in imitation of the total population. Sampling is the method regarding deciding on a subset concerning cases among method in accordance with compose conclusions in regard to the whole embark Orodho, 2009. Mugenda yet Mugenda (1999), postulate as of stratified indiscriminately sampling, topics are selected into such a path as the current under businesses among the populace are more than less reproduced into the pattern.

3.5.1 Sampling units and sample size

Stratified lamely ideal technique used to be old to pick out the percentage regarding colleges up to expectation were blanketed within the discipline because the Sub County has singular and mixed sex, national with kingdom colleges which are both day yet boarding. Two layer who utilized because the study included advance gender reputation regarding the school yet 2nd volume on the college so per range on college students into every class. A total about 10 colleges (31%) outdoors about 32 were sampled as follows: 1 Boy's boarding, 1 Girl's boarding and eight Mixed period schools. x classes had been chronic between the lesson the place an amount range concerning students, twenty (20) had been select thru raffle/ board over papers as were labeled Yes then No, who students greatest or every those together with Yes had been blanketed between the learning beyond every over the form IV classes, IV instructors regarding Kiswahili beside certain Boy's school, 2 teachers on Kiswahili beyond one girls' school, 1 trainer concerning Kiswahili out of every about the Mixed day faculties or 1 principal from each over the ten(10) schools. Total sample quantity was once 224 respondents that is 200 students, (18%), 14 instructors concerning Kiswahili (35%) yet 10 principals (31%).

3.6 Research instruments

Research units are equipment ancient according to accumulate records out of respondents. The researcher busy joining instruments for the learning which included interview agenda because of principals or questionnaires because of each teachers on Kiswahili then students. The researcher chose on devices because that were the most appropriate in conformity with acquire facts from a extensive sample.

3.6.1 Principal's interview schedule

Interview schedule was used to collect required data from principals such as actual information about the school for instance, the number of teachers of Kiswahili, student population per class, school language policies, discipline then lesson resources, school KCSE Kiswahili means, position of Kiswahili, challenges dealing with the school and recommendations about whether overall performance be able keep accelerated namely indicated in appendix A. Interview agenda was ancient for principals because they man the

day after period things to do on the faculties which means that bear a close schedule. To confirm 100% return, interview schedule was once justified.

3.6.2 Teachers Questionnaire (TQ)

The learning ancient questionnaires after accumulate facts beside instructors about Kiswahili beside schools. The first questionnaire was chronic in accordance with accumulate statistics concerning gender, educational then expert qualifications, advice experience, discourse or learning resources, workload, type size, speech policies, challenges dealing with the advice then instruction of Kiswahili yet the recommendations because of improvement. The questionnaire had each bolted and start ended questions. It was once in imitation of ensure accordance in responses by the respondents, and in accordance with allow comfort concerning response/expression who would now not hold been boiled in bolted questionnaires. The 2nd portion on the questionnaire who is a likert scale was old in conformity with gather data about teachers' attitudes toward the exhortation then learning on Kiswahili. Richards, Platt and Weber (1992) word so a likert strip is a common association used according to metering a person's reaction after something. The questionnaire had 20 items (statements) looking for teacher's views. Respondents replied to each declaration the usage of a structured format: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD).

3.6.3 Students' Questionnaire

The education back questionnaires to acquire records out of college students of Kiswahili out of schools. Respondents responded according to every announcement the use of a structured format: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), yet Strongly Disagree (SD).

3.7 Piloting

This is the trying out of the research devices in conformity with a small representative sample same to, however no longer inclusive of the team over the learning to take a look at validity and reliability. Piloting was once done of joining colleges identical in accordance with however no longer these included among the study. The researcher

presented the units in imitation of the couple faculties among man or woman then gathered to them afterwards in imitation of determine their suitability along the help over supervisors.

3.7.1 Validity

To ascertain up to expectation the statistics to that amount used to be active after be accrued beyond the discipline was right or reliable, so used to be necessity after decide content material validity regarding the instruments. The researcher attached the skills regarding his overseer or one guide with applicable potential between the fields over learning whichever assessed the content and the surface charge of the missile then gave feedback. The comments arrived used to be integrated of the remaining units earlier than the genuine education.

3.7.2 Reliability

According in imitation of Mugenda or Mugenda (1999) reliability is a measurement then dimensions in accordance with which a research arsenal pleasure yield constant outcomes below repeated trials. Orodho (2009) observes up to expectation reliability of an instrument is the consistence within producing similar outcomes upon a period on repeated trials. The researcher back Test-Retest approach according to determine reliability regarding student's questionnaires. The Test-Retest was performed within joining schools as have been no longer share about the sample because of the study. The researcher administered the forward take a look at on the raised questionnaires or afterward scored to them manually. After a period concerning 2 weeks, the equal questionnaires have been administered once more in conformity with the same group or the responses have been scored manually. Then a comparison about the first rating or up to expectation on the 2d used to be done the use of Spearman Rank Order Correlation Coefficient formula. The researcher back the equal technique and procedure, after decide the reliability concerning teachers' questionnaires. That helped in determining the consistency over the contraptions within eliciting the same responses every period the instruments had been administered. The context coefficient was 0.8, then therefore, the gadgets had been judged reliable because the lesson

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3.8 Data Collection Procedure

The researcher first sought permit out of the MOE, and below proceeded to Njoro Education officers' workplace and sought authority in accordance with go to the sampled faculties because the study. Once consent was granted, the researcher visited the sampled schools for discussion together with the principals, teachers or students. The researcher additionally committed arrangements including directors and applicable departmental heads yet agreed on the day then persimmon of the study for that reason averted disruption about lessons. The researcher certain the respondents about confidentiality about their responses. The researcher administered the contraptions between person, so much is, questionnaires according to instructors and college students while the interview time table used to be administered in conformity with school principals for the duration of the 2nd visit.

3.9 Data Analysis and reporting

After entire the questionnaires or interview schedules had been collected, records accrued had been as it should be coded and entered in the pc because of analysis. Qualitative facts obtained were analyzed thematically. Data had been geared up in themes, categories or patterns applicable according to the education then the findings had been introduced via tabulation. Quantitative statistics learnt have been coded below analyzed together with the assist over Statistical Package because Social Sciences (SPSS) or the effects beside the analysis were using percentages, means, or frequency distribution tables. Findings have been mentioned thematically concerning the basis about the lookup goals.

CHAPTER FOUR

DATA ANALYSIS OF RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter deals with data analyses and discussions made from the themes driven from the objectives of the study.

4.2 Background Information and Characteristics of the Sample

The study sample consisted of 10 principals out of whom 7 were male while 3 were female, 14 teachers of Kiswahili out of whom 9 were male while 5 were female and 200 form 4 students out of whom 113 were male while 87 were female as indicated in Table 4.1.

Table 4.1: Number of respondents of the study and their gender (n=224)

Type of respondent	Male	Female	Male %	Female %
Principals	7	3	70	30
Teachers of Kiswahili	9	5	64.29	35.71
Form 4 students	113	87	56.50	43.50
Total	129	95	57.59	42.41

These findings clearly bring out gender imbalance but agree with past studies which have shown that more men are likely to participate in research surveys than women (Curtin, Presser, and Singer, 2000). The sampled schools for this study were 10 out of which 2 were national while 8 were County.

Table 4.2: School category, number and their sex status (n=10)

School category	Boys'	Girls'	Mixed Boarding	Mixed Day
National	1	1	0	0
County	0	0	2	6
Total	1	1	2	6

4.3 Sampled Schools' Performance in Kiswahili between 2010 and 2015

The performance of Kiswahili at KCSE for the period 2010 to 2015 is summarized as indicated in Table 4.3.

Table 4.3: Kiswahili KCSE mean scores, deviations and their percentages in sampled schools

KCSE YEAR	MEAN SCORES	DEVIATION	% DEVIATION
2010	4.27	0	0
2011	4.21	-0.06	-1.4056
2012	4.40	+0.19	+4.513
2013	4.20	-0.20	-4.545
2014	4.42	+0.22	+5.238
2015	4.54	+0.12	+2.715

The results in Table 4.3 indicated that performance of Kiswahili in Njoro Sub County in the six years under study had not been encouraging despite the positive deviations. This has been so because majority of the schools were day schools that attract students with low entry behaviour from primary, had inadequate trained teachers, had inadequate teaching and learning resources among others, while the remainder are County and National which

admitted students with higher entry behaviour, had better teaching and learning resources and adequate trained teachers.

Table 4.4: Kiswahili performance from 2010 – 2015 (n=10)

MEAN RANGE	MID POINT(x)	FREQUENCY(f)	Fx
2.1-3.0	2.6	3	7.8
3.1-4.0	3.6	4	14.4
4.1-5.0	4.6	0	0
5.1-6.0	5.6	1	5.6
6.1-7.0	6.6	1	6.6
7.1-8.0	7.6	1	7.6

$$\Sigma f = 10 \quad \Sigma fx = 43.4$$

From the results above, the average mean of Kiswahili for the sampled schools for the years 2010, 2011, 2013, 2014 and 2015 was 4.34 an average of a D+.

4.5 School physical Resources Affecting Performance in Kiswahili

The researcher sought to find out the impact of school physical resources that influence the performance of Kiswahili at K.C.S.E. Such resources included teaching and learning resources, school management styles, school physical facilities, class size among others. Table 4.6 indicated teachers' views on their impact.

Table 4.5: Teachers views on physical resources influence on performance (n=11)

School physical resources	Frequency	Percentage
School physical facilities	3	27.27
School management style	2	18.18
Teaching/learning resources	5	45.45
School environment	1	9.10
Total	11	100

The results in Table 4.6 indicated that a majority of teachers considered teaching and learning resources as a major factor responsible for dismal performance.

School management styles were found to influence performance of students especially those that man day schools because they made no effort to source for funds to provide teaching/learning resources.

Students responded as well on the impact of school factors especially teaching and learning resources as indicated in table 4.7.

Table 4.6: Students' responses on availability of teaching/learning resources (n=187)

Response	Frequency	Percentage
Yes	56	29.95
No	131	70.05
Total	187	100

Table 4.7 indicated that majority of students, drawn from day schools, confirmed that their schools lacked enough teaching/learning resources. These learners felt that their school authorities were not doing enough to purchase the relevant books, while the remainder belonged to the two national schools which were able to provide the necessary

teaching/learning facilities apart from having a higher enrollment, they also charged extra levies to that effect unlike the former where fees is literally paid through free secondary education.

On the use of the available books in sampled schools, students had the following varied responses as illustrated in table 4.8.

Table 4.7: Students proportion on the sharing of the available books (n=187)

Number of books	Frequency	Percentage
1 each	29	15.51%
1 between 2	53	28.34%
1 between 3	105	56.15%
Total	187	100%

Table 4.8 indicated that majority of the students in day schools could not buy books on their own and depended on the ones provided by their schools. The scenario did not auger well in the teaching/learning Kiswahili especially in comprehension and summary as learners must infer from the excerpts. The researcher also sought to find out from principals if their schools had libraries; their responses were captured in table 4.9.

Table 4.8: Principals' responses on library availability (n=8)

Item	Frequency	Percentage %
Have a library	2	25
Have a bookstore	6	75
Total	8	100

Table 4.9 indicated that majority of the schools were day schools which did not have enough resources to put up libraries thus had book stores in principals' offices. It was clear

up to expectation a larger proportion on colleges didn't have ample teaching/learning resources. The significance over teaching/learning sources couldn't be overemphasized; an declaration confirmed by way of Scheerens (2003) anybody argued so arrival over teaching/resources enhanced the effectiveness over a college as like she are the primary matters as execute carry in regard to strong academic performance. School management styles were also found culpable as findings indicated that they didn't always give priority to resources that directly affect academic performance when it came to allocating financial resources. Physical facilities like class rooms and libraries were also elusive in many schools. A fraction of the schools had swollen classes over and above the maximum of 45 set by the ministry of education, meaning teachers were unable to cope with the numbers when it came to individual attention. The findings were similar to those of Fabumni (2000) from his study in Nigeria that class size affects performance and that the lower the class size, the higher the achievement and vice versa. More than two thirds regarding the faculties did no longer bear libraries, that means so much learners were denied the probability in imitation of have interaction meaningfully including books.

4.6 School Language Policies in Public Schools and Their Impact on Kiswahili

Language policies in schools had a big impact on language teaching and learning consequently affecting the performance of Kiswahili in national examinations. The researcher wanted to find out from the respondents if school language policies had a bearing on Kiswahili performance as indicated in table 4.10.

Table 4.9: Languages used by principals to communicate to students (n=8)

Language	Frequency	Percentage %
English	2	25
Kiswahili	1	12.50
English and Kiswahili	5	62.50
Total	8	100

Table 4.10 indicated that very few principals used and or were comfortable with addressing learners in fluent Kiswahili. This realization explained why performance in Kiswahili was poor because learners emulate those in authority.

The researcher also sought to find out the views of Kiswahili teachers on the languages they used when addressing students, their responses are illustrated in table 4.11.

Table 4.10: Languages used by teachers to communicate to students while in school (n=11)

Language	Frequency	Percentage %
Kiswahili	3	27.27
English	1	9.09
English and Kiswahili	7	63.64
Total	11	100

Table 4.11 indicated that majority of teachers teaching Kiswahili used a combination of Kiswahili and English. This was a worrying trend since such teachers were compelled to do so by the fact that they also teach a second subject in English and therefore such teachers cannot effectively monitor the progress and or development of Kiswahili.

Students on their own right used languages of their choice when in school as depicted in table 4.12.

Table 4.11: Students' language(s) use while at school (n=187)

Language	Frequency	Percentage
English and Kiswahili	153	81.82
Kiswahili only	11	5.88
English only	16	8.56
Sheng	3	1.60
Mother tongue	4	2.14
Total	187	100

Table 4.12 indicated that there was a disturbing scenario where only a few students could speak fluent Kiswahili. Frequent communication in a given language affects the mastery of the said language. Having a majority of students shying away from speaking fluent Kiswahili only leads to squalid performance.

The findings from tables; 4.10, proved that school language policies in schools under study reflected those at the national level though the enforcement part of it was lacking especially in day schools. The fact that majority of the principals used both English and Kiswahili while addressing students is a good indication language took center stage in the day to day activities because they were official and national languages. The findings resonated with those of Yambi (2010) who from a study in Illinois on Swahili-English speaking children found out that in most African countries, languages designated for school instruction also were designated as official and national languages. English is most preferred by the principals than Kiswahili whenever they are not using a mixture of both languages. From the study as indicated in table 4.11, more than half of the teachers of Kiswahili used both Kiswahili and English because they used both languages in their teaching of Kiswahili and their second teaching subjects. 27.27% of teachers preferred using Kiswahili because it is

their duty to foster the development of the language. From the findings in table 4.12, an overwhelming majority of the students used both English and Kiswahili because it was obligatory for them since school policies directed so. Despite that good impression, a section of the students preferred using sheng and mother tongue especially in public day schools. The permeation of languages that are not authorized is an indicator that schools had not effectively enforced language policies. From the findings, language usage was skewed towards English because it was the dominant language used for the most part of school activities. Kiswahili was recognized as an official language within the school compound, but no effort had been made to entrench it further. The findings were in tandem with those of Ogechi and Ogechi (2002), who found that despite the fact that English was back by using only a foot on the Kenyan population, such remained the advantaged professional sound yet the middling of study among the learning system, unlike Kiswahili as is the co-official language. On the equal note, Kenyalogy (2010) posits as Kenya is a multilingual society, and so much quite a number complications may want to occur agreement theirs effect of study used to be ignored specifically because within run-on in imitation of 42 specific languages, so is fair complexion so the professional call then Kiswahili as a countrywide call. Therefore, school authorities needed to do more to develop Kiswahili by taking concrete practical steps like setting aside some days specifically for it, if its performance is to be improved.

4.7 Qualification and Adequacy of Kiswahili Teachers

The number of teachers in a school and their qualification weighed heavily on academic achievement of students. The researcher sought to find out if indeed the two attributes impeded student performance and the findings are presented below:

4.7.1 Qualification of Kiswahili Teachers

The study found that teachers who handled Kiswahili in sampled schools had diverse educational and professional orientation. To depict the picture fully, their suitability were presented under the following headings; teacher demographic data, academic and professional background and teaching experience. The distribution of the gender of

teachers and their age brackets were tabulated as shown in tables 4.13 and 4.14 respectively.

Table 4.12: Gender of Kiswahili teachers in sampled schools (n=11)

School category	Male	Female	Male %	Female%
National boys	2	2	50.00	50.00
National girls	2	1	66.33	33.33
Day	2	2	50.00	50.00
Total	6	5	54.55	45.45

The results indicated clearly that majority of teachers of Kiswahili were male. The dominance of male teachers in Kiswahili teaching/learning demoralized girls because they lacked role models to emulate thus low performance

Table 4.13: Indicating the age bracket of Kiswahili teachers (n=11)

Age bracket(years)	Frequency	Percentage
Below 25	5	45.45
Between 26-30	4	36.36
Between 31-40	1	9.09
41 and above	1	9.09
Total	11	100

The results indicated that majority of teachers of Kiswahili were below thirty years meaning they were newly posted and had hardly grasped language teaching pedagogy.

Teachers' academic background was summarized as tabulated in table 4.15.

Table 4.14: Kiswahili teachers' academic and professional qualifications (n=11)

School category	KCSE	University (Continuing)	Diploma	BED	BA+PGDE
National Girls	0	0	1	2	1
National Boys	0	0	1	1	1
Day	2	1	0	1	0
Total	18.18%	9.09%	18.18%	36.36%	18.18%

From the table, it could be deduced that majority of the teachers were academically and professionally qualified, while a few were not. The few found in the understaffed Day schools could not deliver the content effectively.

Teachers teaching Kiswahili were asked to indicate the number of years they had been teaching. Their responses were contained in table 4.16.

Table 4.15: Teaching experience of Kiswahili teachers (n=11)

Duration	Frequency	Percentage
0-5	6	54.55
6-10	3	27.27
11-15	1	9.09
16 and above	1	9.09
Total	11	100

Table 4.16 indicated that a majority of the teachers experience was below five years, meaning they were relatively young in the field hence had not gathered sufficient expertise in language teaching/learning. To make matters even worse, teachers hired by BOMs had not been trained thus didn't have any pedagogical skills in language and stayed in schools hardly for a term or two which caused the element of inconsistency and lack of continuity which adversely affected their performance.

The study also found that teachers were not exposed to teacher professional development activities. Of the 11 teachers who took part in the study, a few were engaged in K.C.S.E marking, a handful had attended in-service (seminar) on Kiswahili language pedagogy, while the bulk of them (two thirds) were not engaged in any. Lack of professional development for most of the teachers was occasioned by inability of the school principals to sponsor their teachers for training because of the financial implication involved, as well as the fact that some teachers were form 4 leavers thus temporal in schools. The same sentiments were echoed by Muhammad yet Rashid (2011) to that amount academic qualification, expert qualification, refresher courses yet trainings then trainer experience had been the nearly necessary qualities of a teacher.

From the findings, the fact to that amount a whopping precedence on teachers had now not attended some refresher publications used to be a motive because of alarm, a truth attested after by means of Olembo et al. (1992) any said to that amount the demands concerning the instructor changed drastically for the duration of his career. They in addition celebrated that into argue on the continuous reparation or development regarding discourse competencies or regarding the steady change taking area inside the instructional systems, that didn't seem possible after equip the teacher trainee including all the abilities and advantage required because of an whole expert life. After carrying a lesson among Ankara, Saracologlu (2000) discovered up to expectation instructor skills was once the most great influence on student learning. He in addition argued up to expectation school improvement usually calls because enhancing the knowledge, competencies then inclinations regarding teachers. He concluded to that amount something path of labor a faculty adopts, success normally hinged of presenting aid yet assets because of teachers in conformity with reinforce current advantage or in conformity with examine recent practices. It used to be

virtue noting to that amount professional activities gave teachers' self-belief hence conclusion theirs advice capability as like it exposed certain according to modern trends within discourse methodology. The researcher past as addicted up to expectation most teachers lacked expert training, had now not attended anybody refresher courses or were inexperienced, defined by what means the performance over Kiswahili was once dismal

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4.7.2 Adequacy of Kiswahili teachers

To determine the adequacy of teachers of Kiswahili in the sampled schools, the researcher collected information on the number of lessons handled by the teachers per week both in Kiswahili and their second teaching subject. The information gathered is indicated in table 4.17.

Table 4.16: Teacher workload in Kiswahili and the second teaching subject (n=11)

Lesson range	Mid-point (x)	Frequency (f)	Fx	Frequency (f)	Fx
1-3	2	0	0	2	4
4-6	5	0	0	2	10
7-9	8	0	0	3	24
10-12	11	3	33	3	33
13-15	14	1	14	1	14
16-18	17	2	34	0	0
19-21	20	2	40	0	0
22-24	21	2	42	1	21
25-27	26	1	26	0	0

$$\Sigma f = 11 \quad \Sigma fx = 192.5 \quad \Sigma f = 11 \quad \Sigma fx = 97.17$$

Table 4.17 indicated that on average a teacher of Kiswahili handles 19 lessons per week and an average of 9 lessons in the second teaching subject. Therefore, the average number of lessons a teacher handles both in Kiswahili and the second subject is 28 lessons in addition to other administrative chores like ToD, HoD & even being class teachers. Kiswahili language is taught daily; therefore, if a teacher has a lot of lessons, it follows that he/she may not be effective.

The problem was even compounded with the addition of the second teaching subject which was taught in English.

Table 4.17: Class size in sampled schools (n=10)

Student range	Frequency (f)	Percentage %
31-40	3	30
41-50	2	20
51-60	3	30
Over 60	2	20
Total	10	100

Table 4.18 indicated that approximately half of the schools could not maintain a class average of 45 students because they were faced with the perennial problem of student academic nomadism. On further inquiry, the researcher was informed that most students moved from one school to the other due to factors such as; failure to pay school levies , the close proximity of one school to the other, and the belief that school X will perform better than Y in national examinations. This greatly hampered the schools' efforts to ensure good performance in the language as these schools continued to receive new students each term, while at the same time losing some to others. The researcher found that it was quite difficult for teachers across the schools to keep track of their learners' progress as far as the grasp of vital language tips were concerned. The findings also indicated that some schools had a class size of over 60 students which was way beyond the ministry guidelines. This was

because they lacked enough classrooms due to massive student enrollment following the launch of free tuition in public schools. Teachers in particular confessed that it was practically not possible to give individual attention to each learner due to large class size, and the fact that they had a second subject to teach explaining why performance was dismal. The findings in terms of class size were similar to those of Fabumni and Okore (2000) who in their study in Nigeria found that, the lower the class size or teacher pupil-ratio, the higher the achievement and that student achievement decreases as class size increases.

The study revealed the staffing condition of the sampled schools where it was observed that teachers of Kiswahili on average handled 28 lessons per week both in Kiswahili and their second teaching subject. According to the Ministry of Education an ordinary classroom teacher is supposed to have 27 lessons per week, while Heads of Departments (HoDs) a minimum of 12 lessons and a maximum of 18 lessons per week. It therefore, meant that those teachers were overburdened especially when you add them other school administrative roles assigned to them such as being Heads of Department like guidance and counseling, games, examinations and career, languages among others. With that kind of workload, it was difficult for those teachers to rise to the occasion and deliver positive results in terms of performance. The problem was made worse by the fact that some teachers were not merely K.C.S.E graduates but had virtually no training or expertise in language, meaning that learners were entrusted unto hands that could not deliver at all. The researcher, therefore, saw no irony on the K.C.S.E results from majority of those schools since they were way below the required threshold which a school was supposed to attain so as to post good results.

4.8 Teachers' and Students' Attitudes to Kiswahili

Attitude scale was used to depict reactions of both teachers of Kiswahili and students on a wide range of issues regarding Kiswahili language. The study was to establish the attitudes of teachers and students towards Kiswahili. They were supposed to rate their feelings on a scale ranging from: Agree to Disagree. To clearly bring those feelings into perspective, tables 4.19 and 4.20 were used.

Table 4.18: showing Kiswahili teachers attitude towards Kiswahili (n=11)

Statement	SA	A	U	D	SD	SA%	A%	U%	D%	SD%
Kiswahili syllabus is relevant for learners	1	6	0	4	1	8.3	50	0	33.3	8.3
Kiswahili syllabus is too broad for effective teaching of students	0	3	3	2	4	0	25	25	16.7	33.3
Students must do much of the work	1	6	0	5	0	8.3	50	0	41.7	0
Kiswahili syllabus cannot be covered within the time allocated	9	2	0	0	1	75	16.7	0	0	8.3
I enjoy teaching Kiswahili grammar	5	3	1	2	0	45.45	27.27	9.09	18.18	0
I enjoy teaching oral literature	6	4	0	1	0	54.55	36.36	0	9.09	0

Kiswahili literature takes most of the time allocated for Kiswahili	8	3	0	0	0	72.73	27.27	0	0	0
Marking all the 3 Kiswahili papers is unfair	6	3	0	1	1	54.55	27.27	0	9.09	9.09
Handling new literature texts is tasking	8	3	0	0	0	72.73	27.27	0	0	0
Most students are unable to handle literature texts	6	3	0	1	1	54.55	27.27	0	9.09	9.09
I don't enjoy teaching a second subject	8	2	0	1	0	72.73	18.18	0	9.09	0
Marking a Kiswahili exam is tasking	5	3	0	2	1	45.45	27.27	0	18.18	9.09
Kiswahili teachers should teach only Kiswahili	8	2	0	1	0	72.73	18.18	0	9.09	0

Organize more seminars for Kiswahili	10	1	0	0	0	90.91	9.09	0	0	0
Kiswahili should be split into 2 subjects	8	3	0	0	0	72.73	27.27	0	0	0
My learners are always motivated to learn Kiswahili	4	3	0	3	1	36.36	27.27	0	27.27	9.09
I encourage my students to work hard	9	2	0	0	0	81.82	18.18	0	0	0
Kiswahili is useful in life	10	1	0	0	0	90.91	9.09	0	0	0
I am happy with my MSS in Kiswahili	2	3	1	3	2	18.18	27.27	9.09	27.27	18.18
Teachers should either teach grammar or literature	5	2	2	1	1	45.45	18.18	18.18	9.09	9.09

From the findings, it was clear that majority of teachers felt Kiswahili language is important in life because it's a language of communication for the masses. It therefore meant that teachers had a positive attitude towards the learning of Kiswahili. On whether they preferred Kiswahili grammar to literature and vice versa, two thirds said they had a liking of grammar while a third didn't. On the other hand, more than two thirds liked Kiswahili

literature (fasihi) as opposed to a small fraction that didn't think so. The researcher therefore concluded that teachers had a positive attitude towards the language. It was clear that attitude influenced teacher classroom action and mode of teaching. Savington (1991) in relation to the importance of teachers' attitude and beliefs argued that in the quest for the improvement of language teaching, teachers' perceptions of what they do and why they do it holds the promise for understanding the frequency, noting discrepancies between theoretical understanding of second language acquisition and classroom practice. Similarly, Karavas (1996) found that teacher beliefs and theories although in many cases unconsciously held, have an effect on their classroom behavior. Despite the above responses, teachers expressed their feelings on some issues which to them needed urgent attention. One such touches on if Kiswahili should be split into two teaching subjects (language and literature) just like English. From the findings, a larger percentage said it should be split so as to allow them concentrate on the development of the language to better its performance. Equally important was the fact that more than half of the teachers were not happy with their MSS in the subject, meaning that its performance is still wanting.

Table 4.19: showing students' attitude towards Kiswahili (n=187)

Statement	SA	A	U	D	SD	SA%	A%	U%	D%	SD%
I am happy with my Kiswahili MSS	45	80	19	41	10	23.1	41	9.7	21.1	5.1
I enjoy learning Kiswahili	110	64	8	5	0	58.82	34.22	4.28	2.67	0
Kiswahili is a hard subject to study	6	13	12	65	91	3.21	6.95	6.42	34.76	48.66
Am always attentive during Kiswahili lessons	70	91	11	12	3	37.43	48.66	5.88	6.42	1.60

I like Kiswahili Grammar(Lugha)	10	41	21	70	45	5.35	21.93	11.23	37.43	24.06
I prefer Kiswahili literature(Fasihi)	72	80	11	20	4	38.50	42.78	5.88	10.70	2.14
I prefer Kiswahili composition(Insha)	39	92	18	24	14	20.86	49.20	9.63	12.83	7.49
Kiswahili literature should be separated from Grammar	53	69	15	20	30	28.34	36.90	8.02	10.70	16.04
Kiswahili is my best subject	78	82	13	10	4	41.71	43.85	6.95	5.35	2.14
I prefer communicating in Kiswahili while in school	61	96	12	11	7	32.62	51.34	6.42	5.88	3.74
Kiswahili shouldn't be compulsory	26	15	6	30	110	13.90	8.02	3.21	16.04	58.82
Kiswahili is useful in life	99	79	4	2	3	52.94	42.25	2.14	1.07	1.60
I will take a Kiswahili career	60	63	28	20	16	32.09	33.69	14.97	10.70	8.56
Kiswahili is an important subject	121	49	9	1	7	64.71	26.20	4.81	0.53	3.74
I can get along without Kiswahili	10	27	23	68	59	5.35	14.44	12.30	36.36	31.55

Kiswahili examinations are hard	7	15	21	64	80	3.74	8.02	11.23	34.22	42.78
Am allowed to use Kiswahili only in class	35	30	8	50	64	18.72	16.04	4.28	26.74	34.22
Analyzing literature texts is tasking	7	50	21	69	40	3.74	26.74	11.23	36.90	21.39
I don't like the way teachers handle Kiswahili	13	24	12	50	88	6.95	12.83	6.42	26.74	47.06
I enjoy reading Taifa Leo newspapers	94	61	8	16	8	50.27	32.62	4.28	8.56	4.28
Kiswahili should be split into two subjects	51	66	15	32	23	27.27	35.29	8.02	17.11	12.30

From the study findings, students attitudes towards Kiswahili were generally positive meaning they attached a lot of importance to the learning of the language. When they were asked to show their feeling on if Kiswahili was useful in life, majority of them felt it has because it is the lingua franca of the masses. On if Kiswahili is important in Kenya, more than three quarters said it does because it is both an official and national language which touches every sector of our life. The findings from the study were similar to those of Akey (2006) who carried a longitudinal study among high school students and found out that perceived academic competence (attitude) had a positive influence on academic achievement. While the attitude of students towards Kiswahili was largely positive, there were things they didn't approve in language teaching/learning. One among them was the methodologies used by their teachers to present content in which two thirds disapproved them. This was because a good number of teachers had not attended any refresher courses

to update their pedagogical skill on language teaching. In addition, a third of their teachers were form four school leavers thus had not been trained on what approach to use when disseminating information to learners. The findings correlated to those of Meenakshi (2008), who found that an individuals' perception of the class teacher, peer group, syllabus and his/her awareness for future needs affect his/her attitude to language learning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with summary of the findings, conclusions and recommendations.

5.2 Summary of the Findings

5.2.1 School physical resources

On the first objective of school physical resources, the study found that only three schools had libraries, while the other seven only had book stores. Lack of that important facility denied both students and teachers the opportunity to access reference materials and ample space especially for students to do private studies when out of class.

The analysis indicated that teaching and learning resources were inadequate in almost all the sampled schools especially those that fell in the sub-county school category. Schools lacked the necessary textbooks like language course books. The few that were available, students had to share in a ratio of one book to three learners.

School management committee's styles were also found to impair schools' quest for impressive academic performance. The school's managements did not allocate funds to those resources that directly affected student academic wellbeing. Second, when a chance arose to employ Bom teachers, in most cases they went after those they could pay cheaply meaning the less qualified. School principals did not escape the blame because some of them could not send teachers for in-service courses because they had financial implications. That explains why many teachers engaged by the schools were form four graduates with no training and any professional background.

Class size was yet another factor that came out of the findings. From the findings, some of the schools especially the Day schools had swollen classes of about 60 students because they lacked enough classrooms. The increase in class size was occasioned by the introduction of free tuition, which led to massive enrollment in schools. Teachers in such schools found it impossible to offer individual attention to learners who needed help. For

some day schools, class size still remained a bother to them in a sense that many students had developed a habit of hopping from one school to the other thus they could not maintain the average class size. In addition, teachers in those schools were not able to keep track of their student academic progress making it difficult to improve performance.

5.2.2 Language policies

On the second objective, the study found out that language policy in schools influenced language performance. The analysis recognized the fact that all the schools had the same language policies, although the degree of enforcement differed according to their category. Majority of the schools allowed the use of both English and Kiswahili. In the two national schools, the school administration allowed students to communicate in the two official languages English and Kiswahili. The enforcement of the policy was taken seriously as teachers and other school workers helped to ensure its success. In day schools, the scenario was different as sheng and mother tongue were in use and therefore wanting, as the policies existed theoretically but not enforced. This was because students were day students meaning most of the time was spent at home, as well the fact that school administrators were not serious on their enforcement. Some schools had set aside two days a week where all school members from administrators, teachers to students were required to communicate in Kiswahili whenever they were within the school compound. The researcher lauded the move as a bold step towards achieving fluency in Kiswahili language among students.

5.2.3 Teacher qualifications and adequacy

On the third objective of teacher qualification and adequacy, the study indicated that teachers handling Kiswahili in the schools under study fell into two categories, those who were trained professionals and those with no training. The analysis revealed that whereas a good number of teachers were university graduates and diploma holders, quite a substantial number as well was not trained. The majority of those teachers were teaching in day schools, meaning that students in those schools were assigned to ineffective teachers who not only could not deliver the content, but also lacked the pedagogical know-how as far as language teaching was concerned.

On teaching experience, eight teachers had a teaching experience of below five years, two had taught for between six and ten years, while the other two had taught for over ten years. The analysis implies that majority of the teachers were yet to gather sufficient experience to boost their delivery of content because they were new in the profession. The problem of experience was made even worse by the naked truth that some of the teachers were students waiting to join university. School principals also were found to worsen the situation since they could not send teachers for seminars and refresher courses to boost their capacity either deliberately or because of the financial implication they carried. Teacher workload for Kiswahili teachers was found to have a bearing on student performance. The analysis revealed that Kiswahili teachers had a workload of 28 lessons per week, this included lessons in Kiswahili and their second teaching subject. This means that Kiswahili teachers are overworked, especially considering the fact that they have other school administrative roles such as Heads of Departments like guidance and counseling, languages, games, examinations and career among others. This was well above the Curriculum Based Establishment (CBE) which requires an ordinary classroom teacher to teach a maximum of 27 lessons per week, while HoDs teach a minimum of 12 lessons and a maximum of 18 lessons.

5.2.4 Teacher and student attitudes to Kiswahili

On the fourth objective of attitude to Kiswahili, the findings indicated that teacher attitude towards Kiswahili was generally positive, because in almost all the items that they responded to, the responses indicated positive attitude than negative. This was so especially for the trained teachers since they took Kiswahili teaching very seriously, as compared to the untrained group who were doing it for material gain only. Despite the positive attitude, teachers felt that there was an urgent need for the review of the lessons allocated to Kiswahili because its status had been elevated courtesy of the new constitution, so as to bring it at par with English. Further, the analysis indicated that teachers longed for the time when policy makers could split Kiswahili into two teaching subjects to give them ample time to dedicate themselves to its development. Students on the other hand indicated positive attitude towards Kiswahili in their responses to items relating to Kiswahili. Most

of them indicated their willingness to take Kiswahili careers after their form four studies, and acknowledged that the language is indispensable in the day-to-day chores in Kenya.

5.3 Conclusion of the Study

Many schools still lack the necessary teaching and learning resources especially Kiswahili course books, thus impeding academic performance. From the study findings, many schools did not have enough classrooms forcing some to have swollen class sizes which were a burden to teachers. Conspicuously absent in schools were the libraries meaning that students lacked the necessary reference materials thus depending on a teachers' words.

As regards objective two, language policies in schools were found to hold the key to success in language learning. From the findings, it emerged that all schools had language policies, but what lacked was the will and vigor to enforce them within the school environment.

On objective three, the findings indicated that schools especially day schools continued to engage untrained and inexperienced personalities as teachers with no pedagogical skills in Kiswahili language. It became also clear from the findings that even the trained teachers lacked the exposure as some school principals failed to sponsor them to symposiums, seminars and in - service training to polish up their prowess in language teaching and learning.

Finally on objective four, the finding indicated that teacher and student attitudes towards Kiswahili still weighed heavily on language performance. The study findings indicated that students and teachers in the study sample generally had positive attitude towards Kiswahili in most of the responses with minimal negative responses. The analysis also indicated that teachers were of the view that Kiswahili should be split into two teaching subjects as well as increasing the number of lessons allocated to Kiswahili per week from 6 to eight as those of English language. This could enable them specialize and dedicate their attention to Kiswahili development than it is at the moment.

5.4 Recommendations

From the research findings and conclusion, the study made the following recommendations.

- i. Efforts should be made by school authorities, the Ministry of Education, county authorities and other stakeholder to provide enough physical resources like teaching/learning resources, class rooms and libraries.
- ii. The Ministry of Education and the Teachers Service Commission should post adequate qualified teachers to all schools as well as enforcing a policy on who should be hired as a teacher by the BoMs.
- iii. Teachers should be constantly engaged in refresher courses, seminars and symposia to update their skills on language pedagogy. Evidence of the same should be demanded from the principals when they submit their quarterly, termly and annual reports to their superiors at the TSC County offices.
- iv. School authorities should ensure that language policies adopted are properly and fairly enforced so as not to alienate or disadvantage other languages.
- v. The Ministry of Education and curriculum designers should consider splitting Kiswahili into two teaching subjects (language and literature) as well as increasing the number of lessons per week from six to eight to enable teachers to concentrate on its development.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION TO THE RESPONDENTS

University of Nairobi,

C.E.E.S,

P.O. BOX 92,

Kikuyu.

April 10, 2017.

Dear respondent,

**RE: RESEARCH PROJECT ON FACTORS AFFECTING THE PERFORMANCE OF
KISWAHILI IN KCSE EXAMINATION IN NJORO SUB-COUNTY.**

This research study is aimed at finding the institution based factors affecting Kiswahili performance in KCSE in Njoro Sub-County- Nakuru County. You have been selected to give pertinent information by filling in the questionnaire attached as correctly as possible.

Your responses will be highly treated with utmost confidentiality. Do not write your name anywhere in the questionnaire.

I am grateful to you for accepting to participate in this important exercise.

Yours faithfully

ONYANGO VINCENT.

L40/83648/2015

APPENDIX B: PRINCIPALS INTERVIEW SCHEDULE

Dear principal,

This is to examine or investigate factors influencing poor performance of Kiswahili at KCSE examination in public secondary schools in Njoro Sub County, Nakuru County.

Please respond to all questions asked by giving information most applicable to explain your response. Information given will be treated with utmost confidentiality.

Your honesty and cooperation in giving the right responses to this questionnaire will be most appreciated.

1. Name _____ of _____ your school _____

2. School category: Sub County () County () Extra County () National ()

3. Type of school: Girls only () Boys only () Mixed ()

4. How many teachers of Kiswahili are in your school? 1 () 2 () 3 () 4 () 5 () More than 5 ()

5. What are the professional qualifications of your Kiswahili teachers?

S1 () O'level () Diploma () B.Ed. () BA+ PGDE () MA () MBA () M.Ed. ()
PhD ()

6. What is your schools performance in Kiswahili in the years indicated below?

YEAR	MEAN SCORE
2015	
2014	
2013	

2012	
2011	
2010	

7. What do you consider the cause of the performance above?

8. How do you rate your Kiswahili teachers in terms of performance?

9. How do you rate your students?

Below average () Average () Good () Very Good () Excellent ()

10. Which languages do you use to communicate to your students and teachers?

Kiswahili and English ()

English only ()

Kiswahili only ()

Others (please specify) _____

11. Which language do you encourage your students to use?

Kiswahili ()

English ()

English & Kiswahili ()

Others (please specify) _____

12. Which languages do your students prefer using when communicating among themselves?

English & Kiswahili ()

English ()

Kiswahili ()

Sheng' ()

Mother tongue ()

Others specify _____

13. Do you have a library?

Yes () No ()

14. If the answer to question 13 is No, what do you have instead?

Book store ()

Others (specify) _____

15. What is the average class size in your school?

Form 1 () Form 2 () Form 3 () Form 4 ()

16. In your opinion do you think class size affects performance in your school?

17. What are some of the challenges facing your school in the quest for better performance?

18. In your opinion, what do you consider key to better performance of Kiswahili in your school

19. Generally what is the schools' view of Kiswahili? _____

20. Does your school have teacher development programs for Kiswahili teachers?

Yes () No ()

Thanks for your cooperation.

APPENDIX C: TEACHERS' QUESTIONNAIRE

Dear Teacher,

This study is to examine or investigate factors influencing poor performance of Kiswahili at KCSE examination in public secondary schools.

Please answer all questions by putting a tick (✓) against the information most applicable to explain your response. Information given will be treated with utmost confidentiality.

Your honesty and cooperation in filling this questionnaire will be most appreciated. Do not write your name.

1. Indicate your gender Male () Female ()

2. Tick appropriately the age bracket

Below 25 ()

Between 25-30yrs ()

Between 30-39 ()

40 and above ()

3. Indicate your academic qualifications.

KCSE ()

College ()

University graduate ()

Others specify _____

4. What is your professional qualification?

SI ()

Diploma ()

B.Ed. ()/ BA & PGDE ()

M.Ed. ()

Others specify _____

5. How long have you been teaching?

0-5 () 6-10 () 11-16 () 16 and above ()

6. How many Kiswahili lessons do you handle per week? _____

7. What is your other teaching subject? _____

8. How many lessons do you teach per week in the second subject? _____

9. What is your average class size? _____

10. Are you engaged in professional activities e.g. KCSE marking, seminars, in service training?

Yes () No ()

Please specify _____

11. Do you have all course books and Fasihi set books?

Yes () No ()

12. The following is a list of teaching and learning resources for Kiswahili expected to be available in a secondary school. Indicate by a tick (✓) those that are available and an (x) for those that are not available.

RESOURCES	AVAILABLE	NOT AVAILABLE
Kamusi ya Kiswahili Sanifu		
Kiswahili Kitukuzwe Kidato Cha Kwanza (KLB)		
Kiswahili Kitukuzwe Kidato Cha Pili (KLB)		
Kiswahili Kitukuzwe Kidato Cha Tatu (KLB)		
Kiswahili Kitukuzwe Kidato Cha Nne (KLB)		
English-Kiswahili Dictionary		
Kamusi ya Methali		
Kamusi ya Semi		
Kitabu Cha Isimu Jamii		
Class readers		
Television set		
Video		
Kidagaa Kimemwozea		

Mstahiki Meya		
Damu Nyeusi		
Computer desktops		
Charts		
Taifa Leo Newspapers		
Projectors		

13. The following are some of the school factors that affect teaching and learning of Kiswahili. Please indicate if they affect performance of Kiswahili in your school.

(a) School physical facilities like classrooms Yes () No ()

(b) School management styles Yes () No ()

(c) Teaching and learning resources Yes () No ()

14. How often do you give assignments?

Daily () Weekly () Fortnightly ()

Others specify _____

15. Which language do you use when communicating with your students?

Kiswahili only ()

English and Kiswahili ()

English ()

Others ()

16. Which languages are often used by students in school?

Kiswahili only ()

English only ()

Kiswahili and English ()

Others ()

17. To which category do your students fall in as far as your rating in Kiswahili is concerned?

Excellent ()

Very Good ()

Good ()

Above average ()

Below average ()

Others specify _____

18. Are there any effects of 'sheng' and mother tongue on your students?

Yes () No ()

19. What are some of the challenges you face in the teaching and learning of Kiswahili language? _____

20. In your opinion what should be suggested to policy makers to improve the teaching of Kiswahili so as to improve its performance? _____

Thank you for your cooperation.

APPENDIX D: STUDENTS QUESTIONNAIRE

Dear student

This study is to find out factors that influence poor performance of Kiswahili at KCSE in public secondary schools.

Please answer all questions by putting a tick (✓) against the information most applicable to explain your response. The information you give will be kept secret.

Your honesty and cooperation in filling this questionnaire will be appreciated.

Do not write your name.

1. What is your gender Male () Female ()

2. What form are you in F3 () F4 ()

3. What is your favorite language?

Kiswahili () English () sheng' () others ()

4. Do you like Kiswahili?

Yes () No ()

5. Does your Kiswahili teacher impress you in his/her teaching?

Yes () No ()

6. How often are you given assignments?

Daily ()

Weekly ()

Fortnightly ()

None ()

7. Are those assignments marked? Yes () No ()

8. Are you allowed to ask questions or give suggestions during the lesson?

Yes () No ()

9. Which languages do you use when:

a) In school

Kiswahili and English ()

English only ()

Kiswahili only ()

Sheng' ()

Mother tongue ()

b) Outside school

Kiswahili ()

English ()

Sheng' ()

Mother tongue ()

10. How many Kiswahili novels and story books have you read this year?

None () 1-2 () 3-4 () 5 and above ()

11. Are there enough Kiswahili books in your school?

Yes () No ()

12. How do you share the available books and other reading materials?

1 each () 1 between 2 () 1 between 3 () 1 between 4 () 1 between 5 ()

13. Has your class stayed without a Kiswahili teacher?

Yes () No ()

14. If yes, for how long?

1 – 3 lessons ()

1 – 2 weeks ()

1 term ()

15. Does your teacher make up for the lost lessons?

Yes () No ()

16. What problems do you encounter in learning Kiswahili? _____

17. Do you have a personal timetable? Yes () No ()

18. What do you suggest to be done to improve Kiswahili in your school? _____

Thank you for your cooperation

APPENDIX E: ATTITUDE SCALE FOR TEACHERS OF KISWAHILI

School _____ Sex _____

Dear Teacher

You are requested to indicate how far you agree with the statements given below by putting a circle around the letter which best indicates how clearly you agree or disagree with the feelings expressed in each statement.

Use the codes below:

(SA) Strongly Agree

(A) Agree

(U) Uncertain (Not sure)

(D) Disagree

(SD) Strongly Disagree

1. The syllabus content for Kiswahili is relevant to the learners.

SA () A () U () D () SD ()

2. Kiswahili syllabus is too broad

SA () A () U () D () SD ()

3. To teach Kiswahili effectively, students have to do much of the work.

SA () A () U () D () SD ()

4. The Kiswahili syllabus cannot be covered within the time allocated

SA () A () U () D () SD ()

5. I enjoy teaching Kiswahili grammar of the syllabus

SA () A () U () D () SD ()

6. I enjoy teaching oral literature and literature of the syllabus

SA () A () U () D () SD ()

7. Kiswahili literature takes most of the time of teaching Kiswahili syllabus

SA () A () U () D () SD ()

8. Making all the three Kiswahili papers compulsory is unfair.

SA () A () U () D () SD ()

9. Handling new Kiswahili literature texts is taxing

SA () A () U () D () SD ()

10. Most students find it difficult to analyze Kiswahili literature texts.

SA () A () U () D () SD ()

11. I don't enjoy teaching a second subject apart from Kiswahili.

SA () A () U () D () SD ()

12. Marking Kiswahili exams is taxing.

SA () A () U () D () SD ()

13. A teacher of Kiswahili should teach Kiswahili only as their counterparts in English language.

SA () A () U () D () SD ()

14. More seminars should be organized for Kiswahili teachers.

SA () A () U () D () SD ()

15. Kiswahili should be split into two teaching subjects.

SA () A () U () D () SD ()

16. My learners are always motivated to learn Kiswahili language.

SA () A () U () D () SD ()

17. I always encourage my students to work hard.

SA () A () U () D () SD ()

18. Kiswahili is useful in life.

SA () A () U () D () SD ()

19. I am happy with the grades M.S.S of my subject

SA () A () U () D () SD ()

20. Teachers should either teach grammar or literature (Fasihi)

SA () A () U () D () SD ()

Thank you for your cooperation.

APPENDIX F: ATTITUDE SCALE FOR STUDENTS TOWARDS KISWAHILI

School.....sex.....

Form.....

Dear students.

You are requested to indicate how far you agree or disagree with the statements given below by putting a circle around the letter which best indicates how closely you agree or disagree with the feelings expressed in each statement.

There is no correct or wrong answer to any question.

Use the codes given below:

SA- means Strongly Agree

A - Means Agree

U - Means Uncertain (Not sure)

D - Means Disagree

SD- means Strongly Disagree

1. I enjoy learning Kiswahili as a subject.

SA () A () U () D () SD ()

2. I am happy with my results in Kiswahili

SA () A () U () D () SD ()

3. Kiswahili is one of the hardest subject to study.

SA () A () U () D () SD ()

4. I am always attentive during the Kiswahili lessons.

SA () A () U () D () SD ()

5. I like only the language part (paper 2) of Kiswahili syllabus.

SA () A () U () D () SD ()

6. I prefer Kiswahili literature (Fasihi).

SA () A () U () D () SD ()

7. I prefer Kiswahili composition (Insha)

SA () A () U () D () SD ()

8. Kiswahili literature (Fasihi). Should be separated from grammar (Lugha)

SA () A () U () D () SD ()

9. Kiswahili is my best subject

SA () A () U () D () SD ()

10. I prefer communicating in Kiswahili while at school

SA () A () U () D () SD ()

11. Kiswahili should not be a compulsory subject

SA () A () U () D () SD ()

12. Kiswahili is useful in life

SA () A () U () D () SD ()

13. Kiswahili is an important language in Kenya

SA () A () U () D () SD ()

14. I would like to study Kiswahili career after my form 4

SA () A () U () D () SD ()

15. I can get along perfectly well in everyday life without Kiswahili

SA () A () U () D () SD ()

16. Kiswahili examinations are too hard

SA () A () U () D () SD ()

17. We are only allowed to communicate in Kiswahili during Kiswahili lessons.

SA () A () U () D () SD ()

18. I find difficulties in analyzing Kiswahili literature (Fasihi) texts.

SA () A () U () D () SD ()

19. I don't like the way my teachers handle Kiswahili

SA () A () U () D () SD ()

20. I enjoy reading Taifa Leo and listening to Kiswahili radio presentations

SA () A () U () D () SD ()

Thank you for your cooperation.