

**EFFECTIVENESS OF TEACHING METHODS ON STUDENTS'
ACQUISITION OF KISWAHILI LANGUAGE SKILLS IN PUBLIC
SECONDARY SCHOOLS IN MANGA DIVISION, KENYA**

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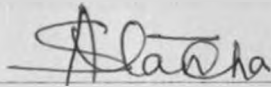
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**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Curriculum Studies**

University of Nairobi

DECLARATION

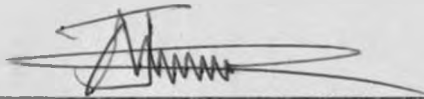
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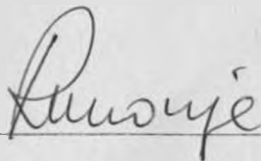
This research project has been submitted for examination with our approval as the University Supervisors.



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DEDICATION

I dedicate this research project to my family; Eunice, Emmanuel, Justus and Daizy; my sisters Rodah and Pauline; my brothers Ben and Atege and my parents, Momanyi and Nyanchama for their continuous encouragement during my research work.

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ABBREVIATIONS AND ACRONYMS

CKRC	Constitution of Kenya Review Commission
DEB	District Education Board
DEO	District Education Officer
DQASO	District Quality Assurance and Standards office
GOK	Government of Kenya
KCSE	Kenya Certificate Secondary Education
R.O.k	Republic of Kenya
ISC	Teachers' Service Commission
KESI	Kenya Education Staff Institute

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ABSTRACT

The purpose of the study was to investigate the “Effectiveness of Teaching Methods on Students ‘Acquisition of Kiswahili Language Skills in Public Secondary schools in Manga Division, Kenya. The objectives of the study were; to analyse teachers’ initial training and professional qualifications, to examine the role of teaching and learning resources, to examine the selection of teaching methods and to analyse the linkage of students’ acquisition of Kiswahili language skills and the teaching methods used. The independent variable was teaching methods while the dependent variable was students’ acquisition of Kiswahili language skills. The research design used was descriptive survey design. The target population was 14 teachers of Kiswahili working in 9 public secondary schools in Manga division. The sampling procedures used were stratified random sampling and the sample size was 10 teachers.

The significance of the study may help the ministry of education to utilize the findings to eliminate the factors that are contributing to low students’ acquisition of Kiswahili language skills, educational planners can formulate ratios in terms of students’ number for improvement of performance, teachers and students may also use the findings on the different teaching methods and also to enable school administrators to know whether there is an impact on the teaching load on the students.

The study targeted 6 principals of the schools in Manga division. The data collection tools were questionnaires, interview schedule and observation schedule. Data were analyzed both quantitatively and qualitatively. The study revealed that teachers’ demographic variables affected the use of methods of teaching in public secondary schools. Male respondents were found to use teacher-centered methods of teaching like lecture method than female respondents. This shows that gender influence the methods of teaching. Teachers’ training and professional qualification, teaching learning resources are not constant in affecting students’ acquisition in Kiswahili language skills. Many teachers had not embraced child-centered methods of teaching because they do not attend workshops and seminars due to late disbursement of free secondary schools funds and lack of effective communication to teachers of Kiswahili in case of refresher courses.

The researcher recommends that the DQASO in conjunction with the principals should organize workshops for Kiswahili at the district or provincial levels. All teachers of Kiswahili should use teaching methods which entail activities and promote discoveries. Schools should strive to provide sufficient and varying teaching and learning resources like charts, audio-visual materials, real objects and others to make students be engaged in the classrooms and be interested in the lessons all the time. On the side of teaching and learning materials, principals of public secondary schools should buy enough teaching and learning resources like text books to be to a ratio of student to text-book be 1:2.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching methods refer to a broad set of teaching approaches, practices, techniques, procedures, routines and rules used by teachers in an attempt to facilitate learning (Curson, 19190). The content of the curriculum should be selected and arranged well for effective teaching to take place. The presentation of the elements of the curriculum should be done in a specialized way (Pincet, 1962). Learners should be made participants in their learning by using the appropriate teaching methods suitable to the curriculum (Odundo, 2005). The acquisition of Kiswahili language skills will be hampered if the learning process is not using the correct teaching method suitable to the students and the content being taught. The teaching method to be used should take into account into learners' preferred styles (Odundo, 2005).

The teachers of Kiswahili should use different teaching methods by considering on the skill the learner is expected to achieve after teaching. Lecture method is likely to be the commonly used by many teachers (Michael, 1987). This method does not enable the learners to achieve more since the learners are not given time to ask questions (Castello, 1991). This will mean that the learners are made to be passive instead of being active participants in the teaching learning process. There are various teaching methods a teacher can use in teaching of Kiswahili like;

demonstration method, small group discussions, question and answer method, story-telling, and role play among other methods.

The method of teaching to be used by a teacher should be that which is appropriate to the topic and the learners being taught. The type of teaching method to be used that is going to be used will depend on the strategy (Mutunga & Breakell, 1992). A negative attitude to learning will occur when methods of teaching are not in line with the content being taught hence lack of students not acquiring the intended skills after learning which will result into poor students' acquisition of Kiswahili language skills (Brown & Atkins, 1998).

Baldacchino and Farrugia (2002) observe that the quality of education cannot be seen or improved by simply providing physical resources like books, extending duration of learning, training more teachers and providing other learning resources, but by teachers interpreting the learning to the students and appropriately using teaching and learning approaches. It is the teacher who should establish the right climate or conditions for learning, use learning resources and appropriate teaching methods to attainment of Kiswahili language skills (Baikie, 2000).

Shitemi (2001) asserts that language plays a very vital role in human endeavours of communication and interaction. It serves as an instrument, medium and content

of any communication activities and processes thus requiring specific attention leading to planning, development and empowerment. Kiswahili plays a key role in Kenya's educational system, not only as an important subject but also especially as the medium of instruction. It also played and still plays a key role in Nyanira County's legal, economic and educational systems. In the school system, it is not only one of the most important subjects in the curriculum but is itself the medium of instruction.

Education is seen as central in fostering creative and innovative skills. Creativity and innovation in education are not just an opportunity but a necessity because several emerging trends entail an alteration in the way young people learn and understand (Redecker, 2008). Teachers have to attract students' interest and intention in a new way, and as a result the development of creative approaches is called for (Simplicio, 2000). Secondly, the current and forthcoming cohorts of learners are growing up surrounded by video- games, mobile phones, and other digital media. This overwhelming spread of technologies brings a new understanding of communication, information retrieval and meaning- making.

According to Shitemi (2011), language presents humankind with a variety of possibilities. Since language is the portrait of human thoughts, it reflects the quality of thought generated in a society. The teaching of the Kiswahili language therefore, enables an individual to express thoughts in the most eloquent way.

Thus, the quality and quantity of the Kiswahili language is a measure of the intellectual health of the learners and the people at large. The Constitution of Kenya Review Commission (CKRC, 2003), states that language is a creative human attribute vital in interpersonal communication, national unity and regional integration. Hence, when Kiswahili language is well taught in schools, it becomes a central tool for national dialogue and development.

The language issue in Kenya's New Constitution (2010), stipulates that the national language of the Republic of Kenya (R.O.K) is Kiswahili, and the official languages of the Republic are Kiswahili and English. It further charges the state with the responsibility of promoting and protecting the diversity of language of the people of Kenya. This can only be achieved by improving the quality of the teaching of the subject in secondary schools in Kenya.

The performance of Kiswahili at national examinations since 2008 indicates that there is almost a constant performance of the subject in terms of mean grade of between B- and B+ since the year 2007. The year 2007 registered the highest mean grade of B+ for the two years. These grades are good passes according to the grading system in KCSE. The grades are above average.

Table 1.1 Candidates' National Performance in Kiswahili in KCSE, 2007-2010

Year	2007	2008	2009	2010
Mean score	8.1258	6.2125	6.4292	7.2583
Mean grade	B+	B-	B-	B

Source: KNEC 2009

At provincial level, the trend of Performance in Kiswahili in Nyanza province registered a mean grade of between C plain and B- whereby the highest mean grade registered was B- in the year 2009 from the year 2007-2010 as shown in table 1.2 below.

Table 1.2 Candidates' Performance in Kiswahili in KCSE in Nyanza Province, 2007-2010

Year	2007	2008	2009	2010
Mean score	5.2134	4.9211	5.6332	5.1935
Mean grade	C+	C	B-	C+

Source: Manga District Office (2009)

Kiswahili at both national and provincial levels indicates that there is change of performance in each year.

D plain is a grade below the average grade. This is a fail. In Manga division, the performance of Kiswahili has been poor while the performance index varied from year to year, the mean grade remained constant at a mean grade of D minus. When the performance of Kiswahili in Manga division is compared with that of other surrounding divisions like Kemera, there is change of performance index in Kemera division while that of Manga division has stagnated at a mean grade of D minus. This is a clear indication that there is a problem in the division.

Table 1.3 Comparison of KCSE Kiswahili Performance between Manga and Kemera Divisions 2007-2010

Year	Manga division	Kemera Division
2007	D-	D+
2008	D-	C-
2009	D-	D
2010	D-	D+

Source: Nyamira District Office (2009)

From the table above, it is a clear indication that there is a problem that is leading to low students' acquisition of Kiswahili language skills in Manga division.

This grade is a fail because it is below average. The average grade is C plain. When this performance is compared with the other divisions in the same district, Manga division is always lower as from the year 2007.

1.2 Statement of the Problem

According to the District Quality Assurance and Standards Officer's record of inspection report held at the District office in Manga, (2010), the teaching methods used in teaching Kiswahili affect the acquisition of Kiswahili language skills. Teachers are mostly using the teacher centered methods like the Lecture method of teaching. Records in the D.E.O's office indicate that there has been poor performance in Kiswahili especially in Manga division.

1.3 Purpose of the Study

The purpose of the study is to investigate the effectiveness of teaching methods on students' acquisition of Kiswahili language skills in public secondary schools in Manga division, Kenya.

1.4 Objectives of the Study

The following were the objectives of the study;

- i. To analyze teachers' initial training and professional qualification.
- ii. To examine the role of teaching learning resources.
- iii. To examine the selection of teaching methods.

- iv. To analyze the linkage of students' acquisition of Kiswahili language skills and the teaching methods used.

1.5 Research Questions

- i. What is the relationship between teachers' initial training and professional qualification?
- ii. What is the role of teaching learning resources in students' acquisition of Kiswahili language skills?
- iii. What factors should be considered before choosing a teaching method?
- iv. What is the linkage on the teaching methods used by teachers and students' acquisition of Kiswahili language skills?

1.6 Significance of the Study

The findings of this study would be significant in many ways. First, the ministry of education may utilize the findings to eliminate those factors identified as contributing to low students' acquisition of Kiswahili language skills by providing enough and quality educational resources. Secondly, educational planners may use the findings in formulating ratios in terms of the students' number for improvement of performance. The findings of the study could contribute to the existing knowledge on factors related to educational methodologies that are effective to students' acquisition of Kiswahili language skills. The findings could shed light on the situation in the teaching methods to equip teachers of Kiswahili

to enhance the achievement of the desired skills in the learners. Teachers and students could also use the findings on the different teaching methods on their perceptions of the teaching methods. School administrators could use the findings to know whether there is an impact on the teaching load on students' acquisition of Kiswahili language skills. The findings could also identify some of the causes of poor acquisition of Kiswahili language skills. After the problems would have been identified, the curriculum developers could use the findings to enhance Kiswahili language skills acquisition in secondary schools.

1.7 Limitations of the Study

The researcher was not in a position to control the attitudes of the respondents as they responded to research instruments. The respondents were free to respond to the research instruments. The information given by the respondents was analyzed exactly as it was received. The information in the findings of the study may not be generalized to other areas.

1.8 Delimitations of the Study

The study was conducted in Manga division in Manga district, Kenya. The respondents of the study were students from various schools, the teachers of Kiswahili and principals from the different secondary schools in the sample who would determine the students' acquisition of Kiswahili language skills in public secondary schools and the teaching methods to be used in teaching of Kiswahili.

The study did not include private secondary schools because of their varied management policy.

1.9 Basic Assumptions of the Study

The following assumptions were made for the purpose of the study:

- i. There is a relationship between effectiveness of teaching methods and students' acquisition of Kiswahili language skills.
- ii. All the schools in Manga Division have trained teachers with capacity to teach effectively using different methods of teaching.
- iii. The respondents gave honest and truthful responses to the items in the instruments

1.10 Definition of Significant Terms

The following terms are significant in the study;

Curriculum referred to the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence.

Teaching Methods- referred to the approaches, styles or strategies adopted in teaching of Kiswahili in secondary schools in Kenya.

Perception referred to learners' attitude and feelings towards teaching methods used in teaching.

Acquisition referred to a model of how students acquire skills through formal instruction and practicing.

Effectiveness is the capability of producing a desired result.

Skills referred the learned capacity to carry out pre-determined result often with the minimum outlay of time, energy, or both.

Public Secondary school referred to any school that is assisted through public funds and has teaching staff from teachers' service commission.

1.11 Organization of the Study

The study was divided into five Chapters. Chapter one discusses the background of the study, statement of the problem, purpose of the study, objectives of study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and the organization of the study; chapter two deals with literature review; development of Kiswahili language, teacher's initial training and professional qualification, role of teaching learning resources, selection of teaching method, teaching method linked to students academic achievement, summary, theoretical framework and conceptual framework. Chapter three deals with research design and methodology used in the study, namely; the research design, target population, sample size and sampling procedures, research instruments, validity, reliability, data collection procedures, and data analysis and

techniques data collection procedures. Data collected was analyzed and presented in chapter four. Lastly in chapter five, the findings of this study were discussed and recommendations made. The chapter was with suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature was divided into the following sections, that is; development of Kiswahili language, teacher's initial training and professional qualification, role of teaching learning resources, selection of teaching method, teaching method linked to students academic achievement, summary, theoretical framework and conceptual framework.

2.2 Development of Kiswahili Language

During the colonial rule, language was used as a medium of instruction in Kenya (Mbaabu, 1996). The number of medium classes rose from 14 in 1962 to 290 in 1963. By this time, there were many challenges which were facing language education. The major challenge was providing enough trained personnel to schools.

The education commissions and reports like the Wamalwa report, (1972), the Gachati report, (1976) and the Mackay report, (1981) saw it necessary to make Kiswahili a compulsory and examinable subject from primary, secondary and university. The government of Kenya started implementing the new 8:4:4 system whereby Kiswahili was a compulsory subject. The development of Kiswahili from a minority language in the 18th century to an international language can be

attributed to the following factors; long distance trade, writings, religion, colonial rule, communication, wars, education and post-independence government policies (Prince, 1967; Shihabdin, and Chiragdin, 1977; Mbaabu, 1978; Nurse and Spear, 1985; Mazrui and Mazrui, 1995; Chimera, 1998 and 1999). Kiswahili nowadays is one of the most indigenous languages in Africa.

2.3 Teacher's Initial Training and Professional Qualification

Teachers in secondary schools are in most cases are trained in universities. They are trained in both professional and academic disciplines. A bachelors' degree is awarded to successful student teachers in universities offering educational courses. One should specialize in two subjects (MoE, 2003).

According to UNESCO (1980), the role of teachers in the process of curriculum implementation is the ability to understand the curriculum and its implications to the teaching and learning situations. This implies that teacher preparedness is an important component for effective curriculum implementation as they are professionals capable of making rational decisions. Teaching involves human interactions where teachers have to make decisions which touch on the welfare of other people. It is also assumed that teachers as professionals use specialized knowledge and skills on behalf of other people.

The role of a qualified teacher is to teach, curriculum implementation, evaluation of students, preparing teaching and learning materials among others. The teacher should be a role model and mentor to students (Okumbe, 2003). When recruiting and selection of teachers is done, the academic and professional qualifications are considered (Okumbe, 2003). The Kenya Institute of Education, KIE (2007) points out that teachers should with ease be able to put into operation the syllabus content given the specific objectives in their report on survey carried out during the monitoring of the implementation of the integrated Kiswahili syllabus in 2004. It was reported by some teachers that certain topics like grammar and oral skills were difficult to achieve their objectives because of mother tongue interferences and inadequate time allocation.

Wells (1999) argues strongly that teachers are often constrained by external circumstances which they perceive of as being beyond their control and which 'forces' them into a certain type of role in the classroom. Many teachers are afraid of change. They are well-established within their comfort zones and new ideas make them nervous. They are afraid to deviate from the syllabus because of the examination and they teach to a prescription in order to achieve a certain set of desired results from their students. As Edwards and Mercer (1987) have argued, when there is a conflict between espoused beliefs and perceived external requirements, teacher's actual practices are likely to be swayed by the latter. It is difficult for them to adopt innovative practices when these practices are not

supported by educational administrators and by the wider community of parents and other interested stakeholders. (Wells, 1999)

Teaching is a complex, humane activity at which a teacher can grow steadily more proficient over the years by means of disciplined curiosity, continuous training and skilful assistance. Teachers must be more carefully trained and guided throughout their years of practice in order that they too achieve their maximum performance and potential within their own classrooms. They should be trained in collaborative settings and assist themselves in order that they are confident enough to step back and allow real learning to occur within their classrooms.

2.4 Role of Teaching Learning Resources

Since the implementation of free tuition in public secondary schools, the government took the responsibility of investing in instructional materials and text-books the rationale as stated in the Kenya Education Support Programme document (RoK, 2005), aims at providing text-books and other instructional materials for learners as they are key tools for attainment of quality education. This would enable teachers to deliver the curriculum using appropriate reference books for preparation of their lessons. The government has since been disbursing funds to cater for the procurement of school instructional materials with the objective of attaining the ratio of 1:1 by the year 2010 (RoK, 2005).

The quality of teaching learning resources is very important in the effective delivery of the curriculum content (MoE 2003). The teaching learning materials include; text-books, charts, audio-visual materials like radio cassettes, libraries and many more. These will enable students to acquire Kiswahili language skills effectively. According to MoE (2002) Handbook of Inspection of Educational Institutions, it is observed that learning resources are often not used effectively because teachers do not have the accompanying teachers' books. The teacher's role is critical as he/she is required to provide leadership and wisdom in selecting appropriate and relevant titles to be used.

Baldacchino and Farrugia (2002) however observe that the quality of education cannot be seen or improved by simply providing physical resources like books, extending duration of learning, training more teachers and providing other learning resources, but by teachers interpreting the learning to the students and appropriately using teaching and learning approaches. It is the teacher to establish the right climate for learning, use learning resources and appropriate teaching methods to attainment of Kiswahili language skills (Baikie, 2000).

2.5 Selection of Teaching Method(s)

There are several points that should be considered when selecting a teaching method (Hayman, 1970). The following are some of the points to consider; the teaching method should suit the ability of the teacher, it should suit the ability of

the students, suit the subject matter, suit the teacher's relationship with the students, knowledge of subject matter and interests, suit the student's relationship with the subject matter among others. However, other factors can be considered like; availability of time, teaching experience, and the teacher's attitude (Coupland, 1990; Gallimore, 1996).

Effective teaching only seems to happen when the teacher has achieved a high level of competence in her subject matter and he or she is unafraid of moving in any direction that either the subject matter or the students move her or him. Tharp and Gallimore (1988,) claim the following in this regard, "To do more than manage activities and allow students to learn on their own, teachers must command the knowledge and skills they seek to impart." Hedegaard (1996), claims that the teacher has to have the knowledge in order to 'move' the students to the desired outcome. Subject competence is not enough. In order that a teacher is effective, he or she must have a thorough knowledge of pedagogical methods to complement his/her subject knowledge. Among the various methods listed by Tharp and Gallimore, (1988), are; use of instructional objectives, positive and efficient classroom and behaviour management, provision of effective and varied activities, properly conducted recitation and drill, orderly monitoring and assessment of progress, checking for comprehension, and any number of other expert practices.

The idea that all knowledge is embedded in a social context is of extreme importance when we as teachers are planning a curriculum, structuring exercises for a class or deciding on the most effective pedagogical methods to use in order to make learning a meaningful and lasting experience for our students. To isolate the student from his or her context and to disregard the importance of the social in the learning process is to make learning a meaningless and fruitless task. Rote methods of teaching requiring regurgitation of endless facts by students, serves no purpose except to frustrate and bore them Wells, (1999).

2.5.1 Teaching Experience

Experience can be seen as a person's reliable ability to handle a certain job. According to Irumbi (1990), teaching experience is frequently included as a variable in educational research but no clear of its effects seem to emerge. Barnes and Coupland (1990) observe that the teaching career does not do so in a linear fashion. He notes that as suggested in substantial studies, increases in teaching experience especially after the early years of classroom are associated with tendencies for teachers to reject innovations and alterations in educational policies. Sidhu (1982) seems to contradict this and sums up by saying that successful teaching experience is available and asserts that it will enable the teachers to acquire certain commendable characteristics such as promptness, adaptability, efficiency, adequate instructional materials and then ability to face the class with confidence.

2.5.2 Teachers' Attitude and Beliefs

Teaching is a cultural practice and changing cultural practices are difficult (Gallimore, 1996). The researcher adds that people learn to teach in part growing in a culture by serving as passive apprentices for twelve years or more when they themselves were students. When they face the real challenges of the classroom, they often abandon new practices and revert to the teaching methods their teachers used. The negative attitude thus jeopardizes professional standards by influencing effectiveness of teaching methods.

One must also examine the external social world in which an individual's life has developed. In schools, we can understand the child's developing mind by studying the social interactions of teaching and learning. Teaching is occurring when performance is achieved with assistance (Gallimore, 1988).

If the teacher does not help the child to achieve this shift, then she/he has not fulfilled her role as an educator. Effective teaching and performance only seems to happen when the teacher has achieved a high level of competence in her subject matter.

2.5.3 Availability of Time

Learners' acquisition of Kiswahili language skills majorly depend on syllabus coverage. Syllabus coverage is very important in achieving of educational goals (Kiminza et al, 1999). Barnes & Coupland (1990) as cited by Noble & Bradford

(2000), indicates that other researches done suggest that teachers are well aware of teaching learning strategies that are most liked by students and are more effective. However, teachers tend to feel that the volume of work that has to be covered jeopardizes their ability to teach effectively.

The fully professional teacher will command all of these useful and desirable practices and learn to apply them to those aspects of the curricula for which they are most efficient (Gallimore, 1988). A teacher should form groups within a class and monitor and adapt their activities according to the progress each group makes (Hedegaard, 1996 & Wells, 1999).

Teachers spend most of their time assigning activities, monitoring to be sure the students are on task, directing recitation sessions to assess how well students are doing and providing corrective feedback in response to students' errors. Seldom does one observe teaching in which a teacher presents a skill, a strategy or a process to students, shows them how to do it provides assistance as they make initial attempts to perform the task and assures that they can be successful. All concepts develop through language use accompanying joint activity Gallimore (1992).

2.6 Teaching Methods Linked to Students' Academic Achievement

Traditional methods of teaching are not effective. Many of the ideas posited by the Vygotskian theorists support the claim that an alternative approach needs to be adopted within classrooms in order to halt the 'ossification' of both students and teachers involved in the process

Barnes and Coupland, (1990) and Kiminza et al (1999) as cited by Noble and Bradford, (2000) indicates that teachers are aware of good teaching and learning methods which are liked by many students and are effective. Teaching methods used in teaching of Kiswahili determine a great deal in students' academic achievement.

Heineman (1984), Odundo (1984) stresses that though there is continued expansion of schooling at all levels of the 8:4:4 system in Kenya, the quality of teaching has been on downward trend and students performance at KCSE in all subjects areas has been generally poor. Clark et al (1978) as cited by Kamenju (2007), found that teachers' classroom behaviour depends on the plans teachers make and this tend to inculcate confidence in them, gives security and enhances choice of success.

The concepts and principles of Kiswahili language should be realistically taught to determine the structure and content as they relate to the environment without

overlooking the developmental age of the learners. The use of the traditional teaching methods like the lecture method will not make the students to achieve more Odundo (2005).

Tharp and Gallimore, (1989) as cited in Moll, (1990) refer to the kind of learning that occurs in most classrooms as a recitation script. Students generally sit silently, follow directions, read assigned texts, fill out work sheets and take tests. Seldom does one observe teaching in which a teacher presents a skill, a strategy or a process to students, shows them how to do it, provides assistance as they make initial attempts to perform the task and assures that they can be successful.

According to Tharp and Gallimore, (1992), all concepts develop through language use accompanying joint activity. Everyday concepts are closely tied to the specific objects and conditions that their names represent. The word for that object is a part of the object, an attribute of the object as integral as its colour, smell or size. Words, in the everyday realm, cannot be detached and manipulated in the students' mind separately from the image the phenomenon is represented. This is a key factor overlooked in most classrooms where 'real life' is banned and where students are not allowed to link their knowledge with their everyday conceptions. The more students talk about their learning, the more they are challenged to explore ideas and make and negotiate their own meaning, the more successful their learning will be.

2.7 Summary of Literature Review

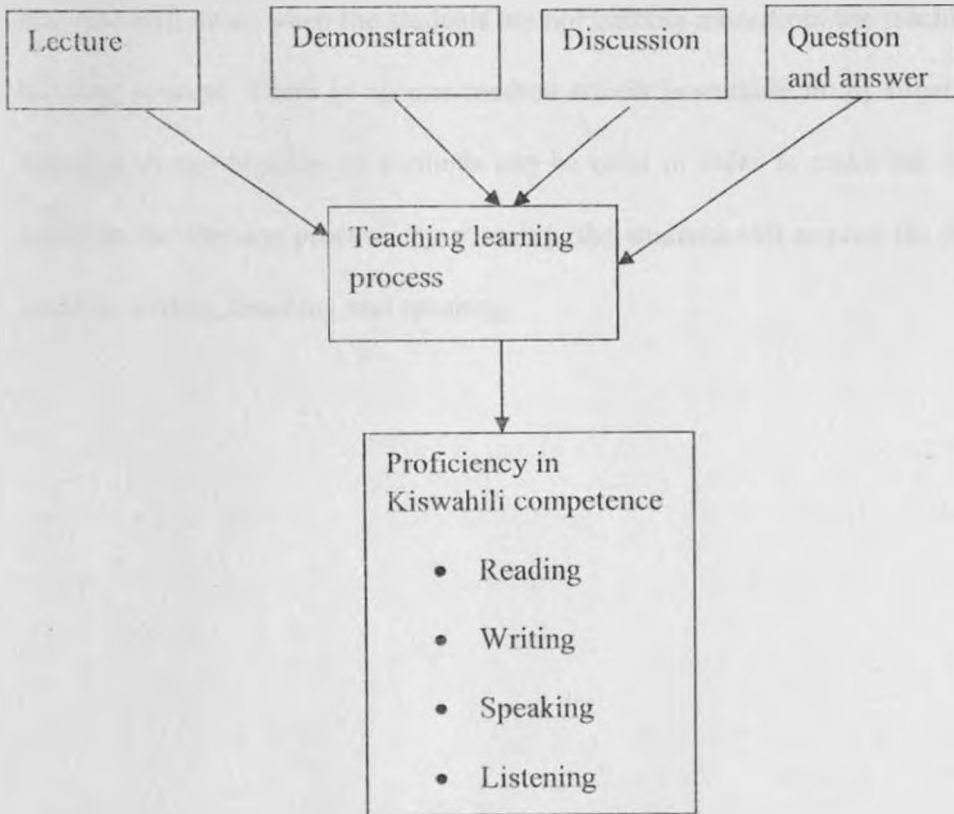
The literature reviewed has shown how teaching methods affect the students' acquisition of Kiswahili language skills. For effective students' acquisition of Kiswahili language skills, effective teaching methods should be used. The methods should be those that involve the students more like small group discussions, demonstrations, question and answer, dramatization methods and many more. Teachers should have a thorough knowledge of instruction methods as they relate to different learning outcomes (Odundo, 2007). There is a very big difference on the attainment of Kiswahili language skills between using the student centered and the teacher centered approaches of teaching methods. In most cases teachers prefer using teacher centered methods like the lecture method of teaching which in most cases do not help students to discover knowledge on their own (Odundo, 2005). The study sought to fill this gap by carrying out a research on the effectiveness of teaching methods on students' acquisition of Kiswahili language skills in public secondary schools in Manga division.

2.8 Theoretical Framework

Cognitive theory as proposed by Piaget focuses on the study of how people think, understand, and know curricular need to be developed that take into account the age and stage of thinking of the student. Each time a student is taught something he could have discovered for himself, that student is kept from inventing it and consequently from understanding it completely. (Devris et al, 2002). Students are

different hence should be taught using a variety of teaching methods. The theory emphasize on the individual's active construction of understanding.

Figure 2.1 Conceptual Framework



From the diagram above, the teaching and learning process depends on the method of teaching used. When the right method of teaching and learning is well selected, then the student participation will be active. Poor methods of teaching will make the students to be passive in the process of learning. Poor methods in this case will mean when the students are not gaining more from the teaching and learning process. There is no one method which is suitable in all situations of learning. A combination of methods can be used in order to make the students active in the learning process. By so doing, the students will acquire the skills of reading, writing, listening and speaking.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this section is to describe the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis. Each of the sub-headings mentioned above are explained separately below.

3.2 Research Design

Kerlinger (2001) defines research design as a plan, structure or strategy of investigation so conceived as to obtain answers to research questions or problems. Orodho, (2005) further notes that research design gathers data at a particular point in time with the intention of describing the nature of the existing conditions, identifying the standards against which existing conditions can be compared and determining the relationship that exists between specific events. Descriptive survey research design is considered suitable for this study since the population to be studied is too large to be observed directly. The central feature of descriptive survey is the systematic collection of data in standardized form from an identifiable population or representative sample. The typical survey seeks to describe and or analyze, even in some cases to explore some aspects of the world out there as it is. This design was suitable for the study as it will enable the

researcher to collect original data from teachers of Kiswahili and those needed from many respondents easily. Descriptive survey design will also enable the researcher to obtain both qualitative and quantitative data from respondents who will be generally a representative sample from a defined population. This would become cost effective and feasible in terms of time.

3.3 Target Population

The study targets all the public secondary school teachers of Kiswahili, heads of departments (HODs) Kiswahili and Form Four students in Manga Division. This population was involved in the study because it was directly involved in the implementation of the curriculum in secondary schools. Records in DEO's office-Manga by February 7th showed that there were 9 public secondary schools in the division, 14 Kiswahili teachers, 9 principals and 720 students of whom 405 are boys and 315 are girls. The target population for the study was therefore 753 people.

3.4 Sample Size and Sampling Procedures

Sampling is a process of selecting a number of individuals from a population such that the selected group contains elements representative of the characteristics found in the entire group Orodho, (2005). Scholars do not agree on the exact proportion of the accessible population that should form the sample size Mugenda

and Mugenda, (2003); suggest that in descriptive studies ten percent of the survey population is representative enough to generalize characteristics being observed.

In this study, therefore ten percent of the accessible students and teachers population constituted the sample size. The study used purposive and stratified random sampling techniques on teachers of Kiswahili. Purposive sampling was used to select people with desired qualities while stratified was used to group the samples in strata having similar characteristics. Stratified sampling of teachers was used to achieve representation of the main respondents. The main respondents were stratified on the basis of their zones. In this study, simple random sampling was used to select 14 teachers. Purposive sampling was used to select nine principals and eight public secondary schools. The study sample therefore comprised one DQASO, 6 principals, 10 teachers, 72 students and 9 public secondary schools as shown in Table 3.1 below:

Table 3.1 Sample Size in the Study

Respondents / secondary schools	Population	Sample Size
Teachers	14	10
Students	720	72
Total	734	95

3.5 Research Instruments

Research Instruments refer to the tools to be used for collecting data and how those tools were developed (Oso and Onen 2008). The research instruments that were used in this study were: Questionnaires for teachers of Kiswahili and Questionnaires for students. The Questionnaires for teachers were in two sections namely A and B. Section A was on teaching experience, professional and academic qualifications and demographic data while section B collected data on the teaching methods used by teachers. The Questionnaires for students collected information on the background information on students and the teaching methods commonly used by teachers. According to Mulusa (1989), questionnaires allow the respondents to give true information to those questions that are sensitive without fear because they do not write their names on the questionnaires.

3.6 Validity of the Instruments

Validity is the degree to which an instrument measures what it is designed to measure (Kothari, 2004). The researcher used content validity using the results of the pilot study to check for ambiguity of questions. Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Borg & Gall, 1989). The researcher arrived at content validity through the results and comments of the pilot study conducted in 3 public secondary schools. Items that failed to measure the variables they were intended to measure were modified and

others discarded. The schools that were used in the pilot study were excluded from the main study. Consultations and discussions with the supervisors were done to establish content validity.

3.7 Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). To test for the reliability of this study's research instrument, pilot testing was carried out in 3 randomly selected public secondary schools in Manga division. The schools were not included in the actual study. The test-retest method was used to identify any deficiencies so that they could be corrected before the main study. The researcher administered the same test to the same group in the 3 pilot schools after an interval of 1 week. The reliability coefficient between the two scores was calculated using the Pearson product moment correlation coefficient formula.

$$r = \frac{N\sum XY - (\sum X)\sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where; N = No. of values or elements

X = first scores

Y = second scores

After then, the researcher computed the reliability coefficient for the questionnaires which was 0.80. Mugenda & Mugenda,(2003) asserts that a coefficient of 0.80 or more implies that there is a high degree of reliability of data.

3.8 Data Collection Procedures

Data collection began by applying for a research permit from National Council of Science and Technology. The researcher got a clearance letter to visit the schools from the District Education Officer. The researcher then sent letters of introduction to the principals of the schools selected for the study. The researcher visited the schools to familiarize himself with the institutions and also to develop a good relationship with the principals and the teachers. The researcher gave out the questionnaires for teachers so that they would fill in within a period of two days. The researcher arranged for sessions with students involved in the research. The students filled in the questionnaires within those sessions. This was to enable the researcher to collect the filled in questionnaires the same day. This was necessary in order to clarify any issues on the questionnaires. It was also to prevent students from discussing the questions.

3.9 Data Analysis Techniques

The questionnaires were collected and checked for completeness. To analyze quantitative data, questionnaires were analyzed using descriptive statistics by percentages and frequencies. The teachers' questionnaires were sorted out and

marched with those of the students. Both qualitative and quantitative analytical methods were used. Qualitative data was analyzed thematically by classifying it into major themes from which opinions from respondents were coded and put into frequency tables. Quantitative data was analyzed by use of descriptive statistics supported by tables, frequency distributions and percentages using the statistical package for social sciences (SPSS), a computer software that generated frequencies (f) and percentage (%) was used in analysis.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents the results of the data collected and the findings of the investigation of the effectiveness of students' acquisition of Kiswahili language skills at KCSE in Manga division, Kenya. The research was conducted in 6 public secondary schools in the division. The respondents were 72 students and 10 teachers of Kiswahili. The findings were presented and discussed thematically in connection to research questions stated in chapter one of the study.

4.2 Questionnaire Return Rate

The researcher administered two sets of questionnaires. 10 questionnaires were administered to teachers of Kiswahili. All the questionnaires (100%) were returned without any anomalies. The researcher also administered 72 questionnaires to the form 4 students in secondary schools. All the 72; (100%) questionnaires were returned.

4.3 Demographic Information of Teachers

The research investigated the demographic information of teachers of Kiswahili and forms 4 students in order to determine the characteristics of the sample and establish if it had bearing on the teaching methods used by teachers of Kiswahili in secondary schools in Manga division, Nyamira County.

4.3.1 Gender of Teachers of Kiswahili

In order to establish Kiswahili teachers' gender, respondents (teachers) were requested to indicate their gender. The results are shown in the following table.

Table 4.1 Gender of Teachers of Kiswahili

Gender	Frequency	Percentage
Male	6	60
Female	4	40
Total	10	100

The data in table 4.1 above shows 40% were females while 60% were males. This is an indicator that the teaching of Kiswahili subject in secondary schools of Manga division is dominated by male teachers.

4.4 Teachers' Initial Training and Professional Qualification

In this objective the following items were asked: academic qualification for the teachers of Kiswahili, teachers' highest level of academic qualification, professional qualification of teachers of Kiswahili and teaching experiences of the teachers. The following were the findings from the study.

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4.4.1 Academic Qualifications for the Teachers of Kiswahili

The researcher asked teachers to indicate their highest level of academic qualifications. The results are indicated in table 4.2 below.

Table 4.2: Teacher's Highest Level of Academic Qualifications

Academic Qualification	Frequency	Percentage
Masters	1	10
Bachelors degree	8	80
Form six	1	10
Total	10	100

The table above shows that 8 teachers (80%) of teachers of Kiswahili were holders of bachelors' degree. This is followed by 1 teacher (10%) with masters, then 1 teacher (10%) with form 6. This shows that majority of teachers of Kiswahili had very high academic qualifications. The findings revealed that teachers were qualified and able to use effective teaching methods and design strategies in each to enhance students' acquisition of Kiswahili language skills.

4.4.2 Professional Qualifications of Teachers of Kiswahili

The researcher asked teachers to indicate their professional qualifications following the guided responses in the questionnaires. The findings are in table 4.3 below.

Table 4.3 Professional Qualifications of the teachers of Kiswahili

Professional Qualifications	Frequency	Percentage
M. Ed. degree	1	10
B. Ed. degree	8	80
Untrained	1	10
Total	10	100

The findings in table 4.3 show that majority of teachers numbering 8 (80%) were holders of bachelor's degree followed by 1 teacher (10%) with masters in education while 1 teacher (10%) had a master's degree in education. This is an indicator that majority of teachers of Kiswahili had minimum qualifications to teach in secondary schools and therefore could be relied upon to provide the needed information for this study. It was also expected that given the qualifications, the teachers would with ease be able to put into operation the syllabus content given the specific objectives. This meant that the teachers had the knowledge on which teaching methods were suitable to the learners. They were at a position of knowing the learning activities that would make the learners to acquire the Kiswahili language skills effectively.

4.4.3 Teaching Experiences of the Teachers

Teachers experience being important in ensuring that teachers are well informed of their subjects prompted the researcher to ask the teachers to indicate their teaching experiences. The findings are shown in table 4.4 below.

Table 4.4 Teachers' Teaching Experience

Experience in years	Frequency	Percentage
1 – 5 years	3	30
6 – 10 years	4	40
11 – 15 years	2	20
16 – 20 years	1	10
Total	10	100

From the table, it is evident that a sizeable number of teachers, 40% had a teaching experience of 6-10 years. It is also observed that a total of 70% of teachers of Kiswahili had a teaching experience of 1-10 years. It is thus noted that majority of teachers were fairly young in the profession. This, as suggested in a substantial proportion of studies enables the teachers to accept innovations and alterations in educational policies. These findings concur with Sidhu (1982) who asserts that successful teaching experience is a valuable asset which enables the teacher to acquire commendable characteristics and makes them use appropriate instructional methods.

4.4.4 Kiswahili Teachers' Workload

Teachers were also requested to indicate the number of lessons they teach per week. The data obtained is as shown in table 4.5.

Table 4.5: Teachers of Kiswahili Weekly Teaching Load

Number of lessons	Frequency	Percentage
7 – 12	1	10
13 – 18	2	20
19 – 24	4	40
25 – 30	2	20
31 – 35	1	10
Total	10	100

From the table, it is noticeable that 40% taught between 19-24 lessons per week. This indicates that the majority of teachers of Kiswahili had the stipulated workload. The findings on workload indicated those teachers who were likely to be in class for increasingly long hours, coupled with larger class sizes and other school engagements in the long run become major de-motivators amongst teachers. The study shows that a teacher who has manageable workload is likely to have the time and patience to apply the best methods to teach his/her subject.

4.5 Findings from Students

The data presented in this section were obtained from the completed questionnaires from 72 students. Frequencies and percentages were used to describe the data.

4.5.1 Students Gender

The students were requested to indicate their gender and the following were their responses. However, one questionnaire had the part of gender not marked.

Table 4.6 Gender of Students

Gender	Frequency	Percentage
Male	40	55.6
Female	32	44.4
Total	72	100

There were 40 boys representing 55.6 percent and 32 girls representing 44.4 percent. The variance at the gender composition is attributed to the fact that there are more boys in almost all the public secondary schools in Manga division. There is only one pure girls' school in Manga division which still has a few student enrolments.

4.6 Linkage of Students' Acquisition of Kiswahili Language Skills and Teaching Methods Used

In this objective the following items was asked; students attitudes towards Kiswahili. The following were the findings from the study.

4.6.1 Students' Attitudes towards Kiswahili

The students were also asked to indicate whether they liked Kiswahili or not. Table 4 shows the students' responses.

Table 4.7 Students' Liking for Kiswahili

Students' Response	Frequency	Percentage
Yes	69	95.8
No	3	4.2
Total	72	100

From the table above, an overwhelming majority, 95.8 percent indicated that they liked Kiswahili. Asked to state why they liked Kiswahili, students indicated that teachers are pleasant to listen to during the lessons due to their approach to teaching and the methods they use. Students indicated that teachers enabled them to plan their revision, inducted them into discussion groups and guided them through student centred learning approach. Those who disliked Kiswahili stated that the teachers do not use appealing methods of teaching, mentioning for

instance, that some teachers rely on dictation and minimal student participation. However, there is a big difference between liking Kiswahili and performing well in it though with such a positive attitude, the performance is expected to be good.

4.7 Information on the Schools Researched

Teachers for all classes included in the sample were requested to give information on the categories of their schools. The following were their responses.

4.7.1 Categories of Schools

Table 4.8 shows the various categories of schools included in the study.

Table 4.8 Categories of Schools Included in the Sample

Category of School	Frequency	Percentage
Provincial	3	30
District	7	70
Total	10	100

From the table, it is noted that a whopping 70 percent of the classes included were from district secondary schools. Only 30 percent of the schools fell under the provincial category. This revelation indicates that the sample only captures students of average ability.

The teachers were also requested to indicate the Kiswahili book student ratio in their schools. For all the classes included in the sample, the average was computed. It was found out that approximately students shared one book. This translated to a book student ratio of 1:4 which fell below the recommended ratio of 1:2.

4.8 Selection of Teaching Methods

Analysis on the various methods used by teachers of Kiswahili was done from the data were obtained from the teachers' questionnaires. Teachers were first requested to indicate the methods they used in teaching Kiswahili.

A different item required them to indicate the frequency in which they use the various methods namely; very often, often, rarely and very rarely had been used. For a comprehensive analysis, the very often and often columns were lumped together and labeled often whereas rarely and very rarely columns were lumped together and labeled rarely. The researcher therefore came up with three categories namely; often, rarely and not used.

Table 4.9 Frequency of Using Different Teaching Methods

Method	Often		Rarely		Not used		Total	
	F	%	F	%	F	%	F	%
Question & answer	6	60	1	10	2	20	10	100
Lecture	5	50	5	40	1	10	10	100
Demonstrations	7	70	2	20	1	10	10	100
Group discussions	4	40	4	40	2	20	10	100

From the table, 60 percent of the teachers used question and answer method. When they were asked as to why they used the method, they responded that it involved many students hence become active in the learning process. 10 percent rarely used the method. They said that the method makes learning to be easier. 20 percent did not use the method. When asked why, they responded that it will not enable them to cover the syllabus in time.

50 percent of the teachers used lecture method. Their response in using the method was that factual material is presented in a direct, logical manner. They also responded that it is useful in a large audience. 40 percent of the teachers rarely used the method and when asked why, they responded that it makes students to be passive hence not gaining much. 10 percent of the teachers did not use the method and the response was that communication was one way.

A majority of the teachers (70%) use demonstration method. Their response on liking the method was that it covers all the necessary steps in an effective learning order. 10 percent of the teachers rarely used and when asked why, they responded that it needs a lot of time and is not successful when the number of student is great.

40 percent of the teachers used group discussion and when they were asked why, they responded that it pools ideas and experiences from group effective after presentation. The other 40 percent who rarely used the method responded that although the method allows everyone to participate in an active process, it is not practical with many students.

4.9 Learners' Perceptions of the Various Teaching Methods

This part of the analysis presents students' feelings on the various methods used by the teachers of Kiswahili. Information obtained from 72 students who participated in the study, assessing the different methods has been discussed. First students were presented with an item requiring them to indicate the methods they see their teachers use. Secondly, they were requested to express their likes or dislikes of the methods used by their teachers. A summary of the students' expressions for liking or disliking teaching methods employed by Kiswahili teachers' instruction has been provided in table 4.10.

Table 4.10: Students' Expressions for Liking or Disliking the Methods

Teaching Method	Experienced method		Liked method		Disliked method	
	F	%	F	%	F	%
Lecture	5	50	4	40	1	10
Question & answer	5	50	3	30	2	20
Demonstrations	5	50	3	30	2	20
Group discussions	6	60	3	30	1	10

The demonstration method was the method experienced most by the students. This concurred with the teachers' admission of the frequently used teaching method. 43 (55.6%) students had their teachers use demonstration method. However, 4 (0.06%) students disliked the method saying that it was time consuming. On their own, or with minimal assistance from the teacher, weak and uninterested students were bound to be left behind. The findings in Table 4.10 indicates that teachers are aware of the best teaching method which is likely to stimulate the learners and make the teaching and learning of Kiswahili interesting while enabling the students to attain the required language skills hence increase their achievement. The study further revealed that teachers are aware of the best teaching strategies most favoured by students and are more effective in enhancing achievement and attainment of the objectives of the syllabus.

In summary, the findings are that the best methods for teaching students is demonstration as indicated in the study. Nevertheless other methods like guided discussion, small group discussions, were given almost similar weight by the respondents. Majority of the teachers used demons method, other challenges indicated by the respondents in the students acquisition of Kiswahili language skills are teaching resources and attitude of students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents a summary of the study, conclusions and recommendations from the study findings. The research did not exhaust all issues concerning teaching and learning of Kiswahili. The researcher will therefore offer suggestions for further research in this chapter.

5.2 Summary of the Study

The study was set up to investigate the effectiveness of teaching methods on students' acquisition of Kiswahili language skills in public secondary schools in Manga division, Kenya. Reviewed literature from different countries revealed that teacher's initial training and professional qualification is very important in choosing appropriate methods of teaching and learning and the use of learning resources.

The literature reviewed that most of Kiswahili teachers were not aware of refresher courses in the division. The ministry of education was not actively involved in organizing courses for Kiswahili teachers compared to other subjects like sciences which have regular programmes. The refresher courses organized targeted few teachers and the duration for training was inadequate.

The study adopted a descriptive survey design which involves obtaining information concerning the current status of the phenomena to help draw valid conclusions from discovered facts. The study targeted eight public secondary schools in Manga division. All the six principals and 10 Kiswahili teachers were targeted. The researcher used random stratified sampling to obtain 10 Kiswahili teachers and one quality assurance and standards officer in Manga district. Two sets of questionnaires were used in the study; teachers' questionnaires and students' questionnaires. Data was analyzed and presented in tabulations, frequency and percentages.

Majority of the teachers (76%) had not attended any refresher course in teaching of Kiswahili. (70%) of the principals indicated that their teachers do not attend refresher courses. When asked for the reasons, majority of teachers said that there are no refresher courses organized in their division and also funding by the schools due to delays in remitting money from the ministry of education. The principals also noted that they did not receive communication from refresher organizers which led to the principals failing to release teachers. Many of the teachers (76%) of the teachers were available to attend the courses if they are communicated to in good time. This was an indication that the teachers were not hindered by their personal activities which would make them not to attend the refresher courses. Refresher courses should therefore be organized frequently and communication be made to schools and to the Kiswahili teachers in good time.

5.3 Conclusions of the Study

When offering refresher courses, they should target most of the Kiswahili teachers by funding them and releasing them to attend the courses. The researcher found out that the ministry of education had offered very little to Kiswahili teachers in terms of in terms of in-service training. Teachers also faced many challenges as there were inadequate resources in schools like classrooms, heavy workload and lack of opportunities for professional growth which can seriously affect their new approaches to teach Kiswahili. This greatly affects the effectiveness of students' learning outcome in skills acquisition.

High teacher student ratio, negative attitudes towards Kiswahili by the students and lack of support by school administration were the major challenges facing the Kiswahili teachers in the division. The teachers suggested that more Kiswahili teachers should be employed to reduce their workload. All subjects should also be given equal support by the school administration. Less workload in teachers will enable teachers to prepare adequately before going to deliver the curriculum to the students. By so doing, good results will be expected out of the students.

Lack of enough teaching and learning materials like text books, charts, audio-visual materials affect proper students' acquisition of Kiswahili language skills. Teachers suggested that more of the materials should be availed in order to improve the teaching of Kiswahili in public secondary schools. Having enough

teachers without enough teaching and learning teaching materials will not lead to proper students' acquisition of Kiswahili language skills. This will be like a farmer going to the shamba without any working tool.

5.4 Recommendations of the Study

The following were the recommendations of the study:

- i. The DQASO in conjunction with the principals should organize for workshops of Kiswahili. The workshops may be organized at the district or provincial levels and experienced teachers be given opportunity to orientate the new ones on appropriate teaching methods. This will enable all teachers of Kiswahili to use discovery methods which will lead to better performance.
- ii. All teachers of Kiswahili should use teaching methods which entail activities and promote discoveries. Such methods include small group discussions, demonstrations, question and answer, dramatization and many more.
- iii. Schools should strive to provide sufficient and varying teaching and learning resources like charts, audio-visual materials, real objects and others. This will make the students to be engaged in the classrooms and be interested in the lessons all the time. As a result, better performance will be realized in Kiswahili

- iv. Supervision of Kiswahili teachers should be done regularly by the quality assurance and standards officers. Sensitization for principals and deputy principals should be done so that they will be in a position to supervise and enforce the recommended approaches that will benefit the students more.
- v. Teaching strategy in Kiswahili should be properly done in the pre-service education of teachers. This will enable teachers joining the teaching profession to embrace the good practices from the very beginning of their teaching career. Failure to do so, it will lead to teachers using teacher-centered approaches.
- vi. The ministry of education could reward teachers who undergo in-service courses in Kiswahili by promoting them to the next job group as a way of motivating them. By so doing, teachers would be attending the INSETS willingly.

5.5 Suggestions for Further Studies

- i. A similar study should be carried out in other parts of the country to determine the effectiveness of teaching methods on students' acquisition of Kiswahili language skills public secondary schools.
- ii. Another study may be carried out in order to establish other determinants of effectiveness of teaching methods on students' acquisition of Kiswahili language skills in public secondary schools in Manga division.

- iii. A study on the effectiveness of refresher courses offered by Kenya education staff institute (KESI), quality assurance and standards officers (QASO) and publishing firms should be conducted in different parts of the country.

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APPENDICES

APPENDIX I

Letter of Introduction

Samuel A. Momanyi,
P.O. Box 366,
KISII.

The principal,
..... secondary school,
P.O. Box.....
KISII.

Dear sir/Madam,

RE: LETTER OF INTRODUCTION: MOMANYI SAMUEL ATANCHA

I am a postgraduate student undertaking M.ED course at the University of Nairobi. I am conducting a research as a requirement in partial fulfillment of the degree course. This research will investigate the effectiveness of students' acquisition of Kiswahili language skills in public secondary schools in Manga division, Kenya. You have been selected to take part in this research. I therefore humbly request your participation in volunteering answers to all the questions in the questionnaires. Please provide relevant information to the best of your knowledge. All responses will be used for research purpose only and identity will be treated with strict confidentiality.

Thank you in advance.

Yours faithfully,

Momanyi Samuel Atancha.

APPENDIX II

Teachers' Questionnaires

Please indicate the correct option as honest as possible by ticking one of the options and where explanations are required, use the space provided.

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender.

Male Female

2. In which of the following age category do you fall?

- a) Less than 30 years b) 31-40 years
c) 41-50 years d) over 50 years

3. What is your best level of academic qualification?

- a) Master's degree b) Bachelor's degree
c) Form six d) Form four

4. What is your highest level of professional qualification?

- a) Master's in Education degree
b) Diploma in Education
c) Bachelor in Education Degree level
d) Any other. Specify-----

5. For how long have you been teaching?

- a) 1-5 years [] b) 6-10 years []
b) 11-15 year [] d) 16-20 years []
c) 21-25 years [] f) over 25 years []

6. Do you enjoy teaching? Yes [] No []

7. What are your week's total lessons?

- a) 1-6 [] b) 7-12 [] c) 13-18 []
d) 19-24 [] e) 21-25 [] f) 30-34 []

8. On average, how many lessons do teachers of Kiswahili have in your school in a week?

- a) Below and up to 10 [] b) 11-15 [] c) 16-20 []
d) 21-25 [] e) 26-30 [] f) Above 30 []

9. What type is your school?

- a) Boys only [] b) Girls only [] c) Co-educational []

10. Which category does your school lie?

- a) Provincial [] b) District []

11. What kind is your school?

- a) Day [] b) Boarding [] c) Day and Boarding []

12. What is the total student population in your school by gender?

- a) Boys----- Girls----- Total-----

13. What is the number of students in your form four class?

14. What is the Kiswahili book student ratio in your school?

Form 1 ----- Form 2 ----- Form 3-----

Form 4-----

SECTION B: INSTRUCTIONAL METHODS

16. The following are some methods used by teachers of Kiswahili in teaching.

Please indicate those methods that you use.

i) Lecture method

ii) Demonstration

iii) Small group discussions

iv) Games, simulations, drama, puzzles

v) Question and answer

vi) Any other -----

17. Of the methods you have ticked in question 16 above, indicate how often you use the methods.

	Very often	Rarely	Very rarely
Lecture method	[]	[]	[]
Demonstration	[]	[]	[]
Small group discussions	[]	[]	[]
Games, simulations, puzzles	[]	[]	[]
Home-work assignments	[]	[]	[]

Any other method. Specify. -----

18. Give reasons for using the method(s) you use most often.

Method	Give reason(s) for each method

19. Do the students enjoy learning Kiswahili using the method most often used?

Yes No

20. Do you believe there is a relationship between the teaching method(s) you use

and the students? Yes No

21. Based on your experience over the years, state the teaching method(s) you think tends to boost students' performance in Kiswahili.

22. Assuming more time was allocated to teaching of Kiswahili, would you anticipate a change in your teaching method?

Yes No

Explain

23. Do you think your teaching loads affects the method(s) you use most frequently?

Yes No

Explain-----

Thank you for your contribution.

APPENDIX III

STUDENTS' QUESTIONNAIRE

SECTION A: DEMOGRAPHIC DATA

Please indicate the correct option as honest as possible by ticking one of the options. Kindly respond to all questions.

1. Please indicate your gender.

Male Female

2. Kindly state your age----- years.

3. Do you like Kiswahili?

Yes No

If yes, to what extent do you like Kiswahili?

Very much Fairy like Like a little

4. What are your reasons for liking or disliking the subject?

SECTION B: TEACHING METHODS

5. The following are some of the methods used by teachers of Kiswahili.

Tick those methods you see your teacher use.

- i) Lecture []
- ii) Self- directed/Text-book reading []
- iii) Demonstration []
- iv) Small group discussions []
- v) Home-work assignments []
- vi) Games, drama, puzzles, simulations []

vii) Any other method-----

6. Which of the methods you have indicated in question five above indicate how often your teacher use the methods listed?

	Very often	Often	Rarely	Very rarely
Lecture method	[]	[]	[]	[]
Question and answer	[]	[]	[]	[]
Demonstration	[]	[]	[]	[]
Small group discussions	[]	[]	[]	[]
Home-work assignments	[]	[]	[]	[]

Games, drama, puzzles, simulations

Any other method-----

7. How often does your teacher use discovery activities like dramatization in play dialogue topic or public speaking?

Very often Often Rarely Very rarely

8. Do you think your teacher value your contributions in class when he or she involves Questions/Answer technique?

Yes No

9. What improvement in the teaching method would you want your teacher to undertake to make learning more effective? -----

Explain-----

Thank you sincerely for your contribution.

APPENDIX IV
RESEARCH PERMIT

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Samuel Atancha Momanyi
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

Research Permit No. NCST/RCD/14/012/768

Date of issue

25th June, 2012

Fee received

KSH. 1,000

**Manga
Nyanza**

**Location
District
Province**



**on the topic: Effectiveness of teaching methods
on students' acquisition of Kiswahili language
skills in secondary schools in Manga Division,
Kenya.**

for a period ending: 30th September, 2012.

**Applicant's
Signature**

**Secretary
National Council for
Science & Technology**

APPENDIX V

CONDITIONS TO CARRY OUT THE RESEARCH

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

GPK6055t3mt10/2011

(CONDITIONS-see back page)

APPENDIX VI

RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/768**

25th June 2012
Date:

Samuel Atancha Momanyi
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effectiveness of teaching methods on students' acquisition of Kiswahili language skills in secondary schools in Manga Division, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Manga District for a period ending 30th September, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Manga District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Manga District.