

**INSTITUTIONAL FACTORS INFLUENCING STUDENTS' PERFORMANCE IN
KISWAHILI AT KENYA CERTIFICATE OF PRIMARY EDUCATION IN KISUMU
EAST SUB COUNTY.**

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DECLARATION

This research project is my original work and has not been presented for an award of a degree in any other university.



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This work is in memory of my late parents Mr. and Mrs Oloo, my family and friends.

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TABLE OF CONTENTS

Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of Contents	v
List of Figures	ix
List of Tables	x
Abbreviations and Acroynoms	xi
Abstract	xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem	6
1.3 Purpose of the Study	7
1.4 Objectives of the Study.	7
1.5 Research Questions	7
1.6 Significance of the Study	8
1.7 Limitations of the Study	8
1.8 Delimitation of the Study	8

1.9 Assumptions of the Study	9
1.10 Definition of Significant Terms	9
1.11 Organization of the Study	9

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	11
2.2 Overview on teaching languages in Schools.....	11
2.3 Instructional Resources and students’ performance in Kiswahili at KCPE.....	12
2.4 Students attitude and performance in Kiswahili at KCPE.	14
2.5 Class size and students’ performance in Kiswahili at KCPE.....	15
2.6 Teaching Methods and students’ performance in Kiswahili at KCPE.....	15
2.7 Summary of Literature review	16
2.8 Theoretical framework	17
2.9 Conceptual Framework	19

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	21
3.2 Research Design.....	21
3.3 Target population	21
3.4 Sample size and sampling procedures.....	21

3.5 Research instruments.....	22
3.6 Instrument Validity	22
3.7 Instrument Reliability.....	23
3.8 Data Collection Procedure	24
3.9 Data analysis techniques	24
3.10 Ethical considerations	25

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction	26
4.2 Instrument return rate	26
4.3 Background information of Head teachers and students.....	26
4.3.1 The gender of head teachers in primary schools.	27
4.3.2 Age, level of Education and duration of stay of Head Teachers	27
4.3.3 Distribution of Students by Gender and Age.....	Error! Bookmark not defined.
4.4 Instructional Resources and Students Performance in Kiswahili.....	32
4.5 Student Attitude and Performance in Kiswahili.....	35
4.6 Class Size and Performance in Kiswahili	40
4.7 Teaching Methods and Performance in Kiswahili	43

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	47
5.2 Summary of the Findings	47
5.2.1 Instructional resources and students’ performance in Kiswahili.	47
5.2.2 Students Attitude and Performance in Kiswahili	48
5.2.3 Class size and performance in Kiswahili.....	48
5.2.4 Teaching Methods and performance in Kiswahili.....	49
5.3 Conclusion.....	49
5.4 Recommendations	50
5.5 Suggestion for further research	51
REFERENCES	51

APPENDICES

Appendix I: Introduction Letter	54
Appendix II: Questionnaire for the Headteachers.....	55
Appendix III: Interview Guide for Kiswahili Teachers	57
Appendix IV: Questionnaire for Primary School Students.....	59
Appendix V: Research License.....	62
Appendix VI: Authorization from County Director of Education.....	64
Appendix Vi: Authorization From County Commissioner.....	65

LIST OF FIGURES

Figure 2.1: Conceptual Framework	19
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LIST OF TABLES

Table 1.1: Kisumu county KCPE performance in Kiswahili from 2016 – 2020.....	5
Table 1:2 Kisumu East sub-county KCPE performance from 2016 – 2020.....	6
Table 4.1 Questionnaire return rate.....	26
Table 4.2: Distribution of Head Teachers by Gender	27
Table 4.3 :Distribution of Head Teachers by age.....	27
Table 4.4 : Distribution of Head Teachers by level of education.....	28
Table 4.5 Head Teachers level of stay in the school.....	29
Table 4.6 Distribution of students by gender.....	30
Table 4.7 Distribution of students by age	30
Table 4.8 Head Teachers' responses on availability of instructional resources.....	32
Table 4.9: Students' Response on Availability of Instructional Resources.....	34
Table 4.10: Correlation on availability of resources.....	37
Table 4.11: Head Teachers Response on Students Attitude	39
Table 4.12: Head Teachers' Response on what accounts for the attitude	40
Table 4.13: Students' Response on Class Size	42
Table 4:14: Students Attitude Towards Kiswahili.....	39
Table 4:15: Students opinion on attitude.....	39
Table 4:16: Correlation on Students Response on Attitude.....	40
Table 4.17:Head Teachers' Response on the number of students in the school.....	40
Table 4:18:Head Teachers Response on the number of streams in the school.....	41
Table 4:19 :Head Teachers' Response on the number of students per stream.....	41
Table 4:20 :Students Response on Class Size.....	42

ABBREVIATIONS AND ACROYNYS

CDF Constituency Development Fund.

ECDE Early Childhood Development and Education.

KCPE Kenya Certificate of Primary Education.

KCSE Kenya Certificate of Secondary Education.

KNEC Kenya National Examination Council.

NACOSTI National Commission for Science, Technology and Innovation.

TIMSS Trends in International Mathematics and Science study.

TSC Teachers' Service Commission.

ABSTRACT

The purpose of the study was to investigate institutional factors influencing students' performance in Kiswahili at Kenya Certificate of Primary Education in Kisumu East Sub-county. The study sought to determine the extent to which instructional resources, students' attitude, class size and teaching methods influenced the performance in Kiswahili at KCPE in Kisumu East sub- County as the objectives of the study. Related literature to factors influencing students' performance was done, input- output theory guided the study. The study adopted both descriptive survey and correlation research designs. Target population was 75 head teachers 690 Kiswahili teachers and all class eight students in Kisumu East Sub-County. The sample size was 23 head teachers (one from each school) 69 Kiswahili teachers and 200 class 8 students totaling to 292 respondents. Questionnaires and interview guide were both used to gather data from the field. On the first objective on instructional resources the study found that there were inadequate supplementary books, teachers' guide and Kiswahili dictionaries in the schools. Furthermore the majority of head teachers 84.2 percent revealed that students' textbooks were inadequate. The findings also revealed that students in the sampled schools had negative attitude towards Kiswahili in that 50.8 percent of the students who participated in the study revealed that they did not like the subject. Most of them viewed Kiswahili lessons as dull with a majority preferring using Dholuo for day to day communications. The third objective sought to establish the influence of class size on performance, the study found out that the classes were large in size as reported by a majority of head teachers. They revealed that most of the classes in the sampled schools had above sixty learners, this denied the students the opportunity to get individual attention from teachers and also disadvantaged the learners who were slow learners On the fourth objective on teaching methods, the study revealed that question and answer method was the popular method used by Kiswahili teachers as affirmed by a majority of the teachers interviewed. The recommendations made were as follows: The government through the ministry of education should ensure that all schools have enough instructional resources like Kamusi ya Kiswahili (dictionary), course books in a ratio of 1:1, attitude change should be inculcated in students by sensitizing them on the importance of Kiswahili. The government through the county government should build more classrooms in schools to eradicate the challenge of class size. The ministry of education should advice the head teachers and teachers to use teaching methods which are favorable to students in order to have positive results.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Language is normally considered as the most effective means of human communication. Kiswahili as a language of instruction and communication has gained a lot of attention all over the world. Kiswahili is one of the languages used as a means of communication in many parts of the world Mulokozi (2002). Kiswahili as a subject is also taught in many universities in Kenya, Japan, Tanzania, USA and China. Kiswahili language gives people identity Chew (2017). Chebet (2012) contends that Kiswahili is used in countries making East Africa.

According to United Nations Educational Scientific and Cultural Organization (1999), Kiswahili is estimated to be spoken by over 40 million people in almost 12 countries. The use of Kiswahili as a national language began during independence whereby African countries were in search of a language they would call their own. Kiswahili as language during this period became a symbol of political independence and cultural authenticity as contended by Khejeri (2012)

Kiswahili is a very important language globally though at time its performance in examinations is dismal. Performing dismally in an exam shows that the objectives of a specific learning task have not been achieved. Poor performance in examinations is a global issue. Some of the factors which affect performance include instructional resources, students' attitude, large class sizes and teaching methods used.

Availability of instructional resources has been and is still a challenge in learning institutions all over the world. According to Basilius et al (2014) on factors affecting the low quality of graduates in East Indonesia, lack of teaching and learning materials (handbook) for teachers and students together with limited reference books for teachers and students were major

problems. A study by Okabia (2011) in Nigeria on the availability and use of instructional materials in the implementation of Social studies in Junior secondary schools indicated that the available resources were inadequate therefore leading to dismal performance. In Kenya, Ouma (2017) investigated on Influence of school based factors on internal efficiency in mixed public Secondary schools in Nyatike Sub County. The study found out that most of the schools under study had inadequate textbooks and therefore most students are forced to share the limited textbooks available therefore leading to poor performance. Several instructional resources are recommended for use in teaching Kiswahili according to the syllabus of primary schools in Kenya. They include Kiswahili course books, charts, drawings, pictures, real objects and Kiswahili story books. When the instructional resources named above are used appropriately in teaching, performance in Kiswahili at KCPE will definitely improve, without instructional resources teaching and learning process rely on the teacher making learning rigid.

Students' attitude is the way students perceive something as good or bad. In second language learning, attitudes play an important role given that students already identify with their first language. According to Yang (2012) study in Malaysia on attitudes and motivation of students in the findings indicated that learners who were positively involved in English proficiency had positive attitude towards learning English and therefore performed well in English on the other hand those who were less involved had negative attitude towards learning English and performed dismally in the subject. Shalha et al (2021) on students' attitudes towards learning English in the Kurdistan region of Iraq, established that students had negative attitudes towards learning of English leading to poor performance in examinations .In Kenya negative attitude towards learning is also a challenge in learning which eventually affects performance. Mbiti (2013) on challenges facing teachers and students in the process of teaching and learning found out that poor attitudes of students towards Kiswahili was one of the major challenge. When

students have negative attitudes towards subjects the performance in the subject becomes dismal and vice versa.

Class size refers to the number of learners to be attended to by a single teacher. A study by Maloney(2020) in the United States of America on effects of class size on students achievement revealed that smaller classes results to higher academic achievement due to fewer distractions and better focus and vice versa. Africa has its own share on the issue of class size, according to a study in Nigeria by Adimonyema et al (2018), class size is increasingly becoming unmanageable putting teachers in impossible position of giving individual attention required by teachers. A study done in Kenya by Githinji (2017) established that swollen class size was one of the major issue influencing students' academic performance. Students in smaller classes perform better in all assessments compared to their counterpart in larger classes (Bruhwiler & Blatchford, 2011; Chingos, 2013). Large class size affects the performance of students at KCPE in that teachers find it difficult to use more individualized approaches, marking students' work more regularly and even maintaining discipline in class. Furthermore, large class size gives reluctant students a place to hide and therefore they will not write, not participate in class, they will frequently absent themselves from schools and even miss school tests and eventually when they sit KCPE they will perform poorly.

Teaching methods is also a factor influencing performance. A study by Moss (2017) in Canada on central purpose of teaching, revealed that it is difficult to distinguish between the more effective and the less effective teaching method, it is up to the teacher to decide the method that suits his or her learners. A study by Uwizeyimana et al (2018) on the impact of teaching approaches on effective learning in Rusizi District, Rwanda, all the best methods known for teaching physics were not used in schools leading to poor performance in the subject. In Kenya, studies by Suter and Busienei (2013) revealed that some teachers have

been accused for using the same teaching method making learning too boring for learners hence affecting performance. Some of the recommended teaching methods for teaching Kiswahili according to the revised syllabus for Primary schools (2002) are pupil centered approaches which include question and answer method, role play, group work, guided learning and demonstration. Teachers should be conversant with different methods of teaching which will help learners remember what is learned and this leads to good performance. Teacher centered methods like drilling and lecture method makes the learner passive due to one-way communication leading to little retention of what was learned which in turn brings about poor performance.

Question and answer method of teaching involves teaching which involves both teaching and oral testing based on questions whose responses are to be provided by students. This method is applied in all approaches of teaching and is one of the successful ways of stimulating students' thinking and learning. Ndirangu (2015). Group discussion as a method of teaching gives students a chance to share ideas, discussion method of teaching promotes active learning, increases grasp of subject matter and developing leadership skills. However, it has its own limitation in that it is time consuming and introvert may not participate in the discussion Kimweri (2014). Demonstration method makes the learner get the actual experience of what they are learning though it consumes time and needs thorough preparation and it can be used with limited number of students. Role play method of teaching helps learners to look beyond expectation. No single method suggested for teaching Kiswahili is perfect therefore teachers should mix methods of teaching to improve performance in KCPE. Drilling teaching method is the commonly used method in primary schools in teaching Kiswahili, the method is one-way communication and makes learners passive, in most cases this method hinders the writing of Kiswahili composition because it brings about dependency on the teacher hence dismal performance of students in Kiswahili at KCPE.

Table 1.1: Kisumu county KCPE performance in Kiswahili from 2016 – 2020

Sub – County	2016	2017	2018	2019	2020
Kisumu Central	56.42	55.63	56.82	59.65	57.72
Kisumu West	53.45	55.93	57.47	55.00	53.45
Kisumu East	39.82	40.42	41.32	45.10	44.48
Nyando	44.65	41.07	44.23	50.80	50.21
Seme	51.34	51.85	50.01	52.55	52.32
Muhoroni	46.0	42.53	48.54	45.98	46.62
Nyakach	42.35	45.31	41.76	46.70	49.86

(Source) KCPE analysis booklet in Kisumu County Director of Education office (2021).

Table 1.1 indicates that performance of Kiswahili in Kisumu- East sub-county is the worst compared to the other six sub-counties that make up Kisumu County, therefore there was a need to establish factors leading to poor performance in Kiswahili. The reasons behind the poor performance have not been establish since no single research has been done in Kiswahili in Kisumu-East Sub-County. This study therefore investigated on institutional factors influencing students’ performance in Kiswahili at KCPE such as instructional resources, students’ attitudes, class size and teaching methods.

The table 1.2 shows the performance trend of Kiswahili subject at KCPE in comparison to English for the last five years in Kisumu-East sub- County.

Table 1:2 Kisumu East sub-county KCPE performance from 2016 – 2020

Subject	2016	2017	2018	2019	2020
Kiswahili	39.82	40.42	41.32	45.10	44.48
English	53.21	54.45	53.13	54.79	55.75

(Source) KCPE analysis booklet in Kisumu East Sub County Director of Education office (2021)

Table 1.2 is an indicator that there is a problem limiting good performance in Kiswahili subject compared to English in Kisumu East sub-county.

1.2 Statement of the problem

The government of Kenya has provided free and compulsory primary education to ensure all children get education. The government of Kenya is currently implementing other measures to improve the quality of education in Primary schools like distributing course books and teachers' reference materials from class one to eight (Presidential Strategic Communication Unit, 5th January 2018), however for the years 2016-2020 Kiswahili subject has been performing dismally at KCPE examinations in Kisumu East Sub- County. For instance, the performance ranged between D+ and C-. (Kisumu County Director of education office 2021) as shown in the table 1.2. The average mean score in Kiswahili is 42.2percent much lower than 50 percent which is considered as the pass mark. This trend in performance has elicited a lot of concern among parents, teachers and other stakeholders in Kisumu East Sub- County because Kiswahili is a compulsory subject in Primary and Secondary schools in Kenya.

When instructional resources are adequate, most of the times we get good performance in examinations. Negative attitude is always associated with poor performance in examinations and vice versa. Large class sizes make it difficult for the pupils to get individual attention from the teacher as compared to small class sizes. This study established the relationship

between the selected institutional factors and students 'performance in Kiswahili at KCPE in Kisumu- East Sub County.

1.3 Purpose of the Study

The purpose of the study was to investigate institutional factors influencing students' performance in Kiswahili at K.C.P.E in Kisumu East sub- County.

1.4 Objectives of the Study.

The study was based on the following objectives:

- i. To establish the influence of availability of instructional resources on performance of students in Kiswahili at Kenya Certificate of Primary education in Kisumu East sub-County.
- ii. To assess the influence of students' attitude in Kiswahili on performance at Kenya Certificate of Primary Education.
- iii. To establish the influence of class size on performance of students in Kiswahili at Kenya Certificate of Primary Education
- iv. To determine the influence of teaching methods on performance of students in Kiswahili at Kenya Certificate of Primary Education.

1.5 Research Questions

The study was guided by the following research questions:

- i. How do instructional resources influence the performance of students in Kiswahili at Kenya Certificate of Primary Education in Kisumu East sub-county?
- ii. To what extent does students' attitudes influence their performance of Kiswahili at Kenya Certificate of Primary Education?.
- iii. How does class size influence the performance of students in Kiswahili at Kenya Certificate of Primary Education.?

- iv. To what extent do teaching methods influence the performance of students in Kiswahili at Kenya Certificate of Primary Education?.

1.6 Significance of the Study

The findings from the study would provide useful information to the teachers to use appropriate teaching methods while teaching Kiswahili and also on selection of suitable teaching and learning resources. The study would also be of good use to the head teachers to support the school in availing necessary instructional resources in schools.

The findings may play part to the body of knowledge filling research gaps on institutional factors influencing the performance of students' in Kiswahili at KCPE in Kisumu East Sub-County.

1.7 Limitations of the Study

The study was done in Kisumu East Sub County and therefore it did not give a complete national reflection on the institutional factors influencing performance of Kiswahili at KCPE. Some respondents were not willing to give genuine information as expected. The researcher was faced by environmental challenges like heavy rains which caused floods within the area of the study thus making it difficult to access to some schools.

1.8 Delimitation of the Study

The study was delimited to primary schools within Kisumu East Sub –County because it cuts across the schools in rural and urban areas. Kisumu East in terms of educational boundaries is made up of three zones thus Ragumo, Rweya and Kajulu zones. Most schools in Ragumo zone are located in the urban area of Kisumu County, Rweya and Kajulu zones are located in the rural areas of Kisumu County therefore the findings will be generalized to both categories. The study focused on Kiswahili subject only since it is a compulsory subject in

Primary schools in Kenya yet its performance is dismal compared to other subjects in primary schools in Kisumu East Sub County.

1.9 Assumptions of the Study

The study was based on the following assumptions;

- i. Schools had proper records on enrollment of pupils.
- ii. Instructional resources, students' attitudes, class size and methods of teaching influence students' performance in examinations in Kiswahili at KCPE.
- iii. Teachers of Kiswahili in the study schools were all trained.

1.10 Definition of Significant Terms

Class size refers to the number of pupils being served by one teacher.

Institutional factors refer to factors which come from within the school that affects performances.

.Instructional resources refer to course books, charts, supplementary books, pictures, audio and audio visual materials used in teaching and learning.

Language of instruction refers to the language recommended for use in teaching and learning in schools

Students' attitude refers to the feelings students have towards Kiswahili.

Teaching methods refer to pedagogical process applied by the teacher to teach Kiswahili to primary school students.

1.11 Organization of the Study

The study findings are organized in five chapters. Chapter one consists of background to the study, statement of the problem, purpose of the study, research objectives research questions,

significance of the study, limitations of the study, delimitation of the study, assumptions of the study and definitions of significant terms. Chapter two is the literature review which has the introduction, overview of teaching languages and empirical review, summary of literature review, theoretical framework and conceptual framework. Chapter three is the research methodology covering introduction, research design, target population, sample size and sampling procedures, research instruments, reliability of research instruments, data collection procedure, data analysis techniques and ethical considerations. Chapter four deals with data presentation, interpretation and discussion of study findings. Chapter five comprises of the summary of the study, conclusions of the study, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reports the reviewed related work done in this area of study. It covers an overview of teaching languages in schools, institutional based factors that influence the performance of students in primary schools at KCPE, these factors include instructional resources, students' attitude, class size and teaching methods. The chapter also covers summary of literature review, theoretical framework and conceptual framework.

2.2 Overview on Teaching Languages in Schools

According to ethnology 16th edition, it is estimated that there are more than 7,100 languages in the world. Language of instruction in schools varies from one country to another. In England, Ireland, Canada and Malta, English is used as a language of instruction. In Oman and Qatar, Arabic is used as a language of instruction. The teaching of languages faces challenges which vary from country to country. In France there are around 75 regional languages, French is the official language and also the language of instruction in schools. The objectives of learning French is to demonstrate proficiency in spoken and written French, demonstrate knowledge in literally and cultural traditions, to demonstrate the ability to read, speak and interpret visual and literally text produced in French TIMSS (2019) the challenges that face teaching and learning of French in France are lack of specialized training of teachers and inadequate time for teaching French.

In Tanzania there are 126 languages spoken. According to Vuzo (2018) Kiswahili is the national language in Tanzania and estimated to be spoken by 99 percent of the population and also a language of instruction in primary schools. English is taught as a compulsory subject in primary and used as a medium of instruction in post primary level United Republic of Tanzania (2010). According to the Tanzania Education and Training Policy (1995) the major

aims of teaching Languages in Tanzania is to promote development of competency in Linguistic ability and effective use of communication skills in Kiswahili and at least one foreign language. A study by Adam (2014) in Tanzania on language literacy and learning in Tanzanian secondary schools revealed that language in education in Tanzania is confusing, contradictory and ambiguous, this is because switching from learning in Kiswahili in primary to learning in English in Secondary is an uphill task, this leads to poor academic performance because the content is never understood well. Mlay (2010) study in Tanzania revealed that the reason which make students face challenges when learning English is their motive and negligence.

In the Kenyan constitution promulgated in October 2010, English and Kiswahili were granted official language despite having 42 languages in Kenya, English is used as a language of instruction from class 4 up to tertiary; language of the catchment area is used in lower primary. Mose (2017) study in Kenya unveiled that there was a huge disparity between the government intention on instruction and actual implementation due to multiplicity of language. Languages are very essential in learning though they sometimes perform poorly for instance Kiswahili language in Kisumu East Sub- County. This calls the need to investigate how instructional resources, students' attitude, class size and teaching method influence performance of students in Kiswahili at KCPE in Kisumu East Sub- County.

2.3 Instructional Resources and Students' Performance in Kiswahili at KCPE.

Instructional resources refer to those materials that support the learning and understanding of the ideas being presented to the learner. Instructional resources include books, mass media, and audio visual material. Students need adequate provision of instructional resources for them to perform better in academics. On the other hand, scarcity of instructional resources constraints teaching and learning which at the long run affects performance Owoko (2010). Inadequate and lack of instructional resources is one of the major challenges facing teaching

and learning which in turn affects performance. The use of instructional resources enhances retention of what has been learnt and also motivates learners. Omollo (2016) on assessment of availability of Kiswahili instructional resources in Kapseret Division established that Kiswahili course books were available but in poor conditions, other instructional resources were inadequate.

Ochieng (2017) on school based factors affecting the implementation of Kiswahili curriculum in Homabay County revealed that schools in Ndhiwa Sub-County did not have enough charts, pictures and Kiswahili newspapers, furthermore there was acute shortage of textbooks and textbook pupil ratio for Kiswahili dictionary was 1:15. Mbae (2014) share the same sentiments in Meru County where she found out that majority of Primary schools had inadequate textbooks in Kiswahili.

Instructional resources are vital in teaching and learning process of Kiswahili, when they are inadequate students find it difficult doing Kiswahili homework and private studies also becomes a problem. When all this becomes a tendency, retention of what was learnt reduces leading to poor performance in Kiswahili especially at KCPE.

The main teaching resource produced are textbooks yet in there are other resources like radios, video clips, charts, real objects and pictures which can aid learning and make performance better in that they make the content glued in the mind and they explain better what is in the textbooks. It has emerged that instructional resources have an impact in teaching and learning. The availability of instructional resources for Kiswahili in Kisumu East Sub County has not been revealed. This study sought to establish the gap by investigating the availability of instructional resources of Kiswahili in Kisumu East Sub County.

2.4 Students Attitude and Performance in Kiswahili at KCPE.

One of the major factors that affect performance of students in Kiswahili is their attitude. Most students especially those who battle with languages form a negative attitude towards languages more so Kiswahili. Ombui (2012) on institutional based influencing students' performance at KCSE in Kiswahili contends that attitude of students towards a subject have an implication on the academic achievement. He adds that if students have a positive attitude towards a subject there is high chances of performing well in a subject. A study by Kobia and Ndiga (2013) stated that having a negative attitude towards Kiswahili as a subject affects Kiswahili implementation and in the long run affects academic performance. When students have negative attitude towards Kiswahili they will not attend Kiswahili classes, they will hate the Kiswahili teacher, they will not do Kiswahili assignments or do any revision in Kiswahili and they will only speak Kiswahili when forced to. As a result of all this no learning will take place and finally during KCPE examinations they will perform poorly.

Kang'ahi et al (2012) carried out a study on teaching styles and learners' achievement in Kiswahili language in secondary schools. The study indicated that learners had positive attitudes towards Kiswahili though the performance was poor, on the other hand Suter and Busienei (2013) found out that Kiswahili teachers do not have favourable attitudes towards Kiswahili this also affects the students' attitude. Since most learners go to school with targets and certain aspirations but later find Kiswahili a lesser subject, they end up having a negative attitude therefore leading to poor performance at KCPE. Students should be given a chance in pursuing their dreams by ensuring Kiswahili is well understood.

The studies focussed above were from secondary schools and whether the same applies to primary schools was not revealed. The current study will seek to establish the influence of students' attitude on performance of Kiswahili at KCPE in primary schools.

2.5 Class size and Students' Performance in Kiswahili at KCPE.

According to GER (2015) class size refers to the number of students in a given course or a classroom. The issue of overcrowded classroom is a major challenge in teaching and learning. This overcrowding has been brought about by the large school enrolment resulting from the quest of free primary education UNESCO (2014). Githinji (2017) contends that swollen class size is one of the major issues affecting performance. Majanga et al (2010) found out that schools with high number of pupils per teacher, teachers had excess workload and spend most of the time controlling pupils who are indiscipline however, some other research findings show that class size does not automatically correlate with student performance by providing evidence that students may not mind being in a large class but place more emphasis on the quality of teaching, UNESCO (2015).

According to TSC (2005) the recommended pupil-teacher ratios and class size for primary schools in Kenya are 40 pupils per teacher and 45 pupils per class, respectively. Most of the schools have a ratio of above these recommended levels as a result of large class sizes, teachers are unable to plan, mark, give home works or individual attention to learners and in turn they move with the fast learners and the slow learners are left behind. This eventually leads to poor performance especially in K.N.E.C exams. As a result of large class sizes some learners have form committees at the back of the class and don't care about what happens during learning, some of them don't even write since they believe nobody will check. The extent to which class size influence the performance in K.C.P.E has not yet been established in Kisumu East Sub- County and therefore this study will sought to address the variable.

2.6 Teaching Methods and Students' Performance in Kiswahili at KCPE.

According to Odundo and Gunga (2014) Teaching methods are instructional methods and approaches that can be used to teach a given subject. There are many teaching methods which are used in teaching Kiswahili as recommended by the primary school syllabus and they

include question and answer, discussion, demonstration and role play. These are student centred approaches of teaching which if used well allows students to participate actively in class, makes learning interesting, and enhances retention of what is taught in Kiswahili in the long run performance at KCPE improves.

According to Mbae (2014) on factors influencing implementation of Kiswahili curriculum in public primary schools in Meru found out that most teachers integrated various teaching methods and no single method had an influence in curriculum implementation. Suter and Busienei (2013) contend that some teachers use the same teaching method hence making learning boring. When learning becomes boring most of the time the concept is not retained and performance becomes dismal.

In most schools question and answer method and drilling has dominated especially in primary schools because in Kiswahili language, the questions set at KCPE are close ended and teachers want to teach based on examinations. This leads to rote learning which leads to forgetting of the learnt content very fast. Kiswahili in primary schools has the composition part whereby the students have to express themselves in writing and in this case question answer and drilling is not appropriate. The question still stands that ‘what is the best teaching method?’ No single study has been done in Kisumu East Sub- County to reveal the influence of teaching methods on performance in Kiswahili at K.C.P.E, therefore the study sought to fill this gap.

2.7 Summary of Literature review

The reviewed literature showed how institutional factors such as instructional resources, students’ attitude, class size and teaching methods influence the performance of students in Kiswahili at K.C.P.E. Many gaps have been identified. Mbae (2014) and Ochieng (2017) agree that inadequate and lack of instructional resources is one of the major challenges facing

teaching and learning of Kiswahili, their studies focused mainly on implementation of the curriculum but didn't focus on performance. Omollo (2016) did an assessment on resources in Kiswahili but the study focused on class six pupils whether the same applies to class eight was not established. On students' attitude, Ombui (2012) and Kang'ahi et al (2012) agree that positive attitudes towards Kiswahili leads to better performance, however Kobia and Ndiga (2013) state that negative attitudes leads to poor performance, Suter and Busienei (2013) denotes a gap on attitude in that they focused on a genre of Kiswahili thus Kiswahili oral literature which is not found in primary schools. The studies of UNESCO (2014) and Githinji (2017) asserts that swollen class size affects performance but UNESCO (2015) found out that class size does not correlate with students' performance. Suter and Busienei (2014) found out that teachers were using the same method therefore making learning boring, their study concentrated on Secondary schools whether the same applies in Primary schools was not established. From the reviewed literature there are gaps on instructional resources, students' attitude, class size and teaching methods which need to be addressed therefore the researcher will carry out institutional factors influencing performance in Kiswahili at K.C.P.E in Kisumu East Sub County.

2.8 Theoretical framework

This study was guided by input-output theory or the production function theory of education as advanced by Cobb and Douglas (1928). This theory postulates that a school is a firm which receives inputs (teachers, students and resources) and transforms them to educational outputs through a process. In addition, the theory measures output (students' achievement) by standardized achievement test scores. Cobb and Douglas (1928) view education as a service which transform fixed quantities of input (i.e. students) into individuals with different quality attributes, to enable them to cope and perform in the society after schooling. In this study. The theory holds that school based factors like instructional resources, students' attitude,

class size and teaching methods influence students' performance in Kiswahili at KCPE. Without teachers, students and resources teaching and learning cannot take place. If the government would provide schools with adequate instructional resources like Kiswahili textbooks and dictionaries, ensure that class sizes are manageable to increase individual attention from teachers then performance will be good. On the other hand, if teachers use correct teaching methods by allowing active participation of the students in class then and manage students' attitude appropriately, then students' performance in Kiswahili at KCPE would improve thus the theory explains how students' achievement (outputs) is dependent upon school inputs. A school receives inputs thus teachers, students and instructional resources. A process of transformation that is teaching and learning takes place whereby Kiswahili language and Kiswahili composition are disseminated to students. The process is guided by teachers who use recommended teaching methods and instructional resources to influence students' Kiswahili skills. This results to high output (students' academic performance) measured through high marks in Kiswahili at KCPE.

2.9 Conceptual Framework
Figure 2.1: Conceptual Framework

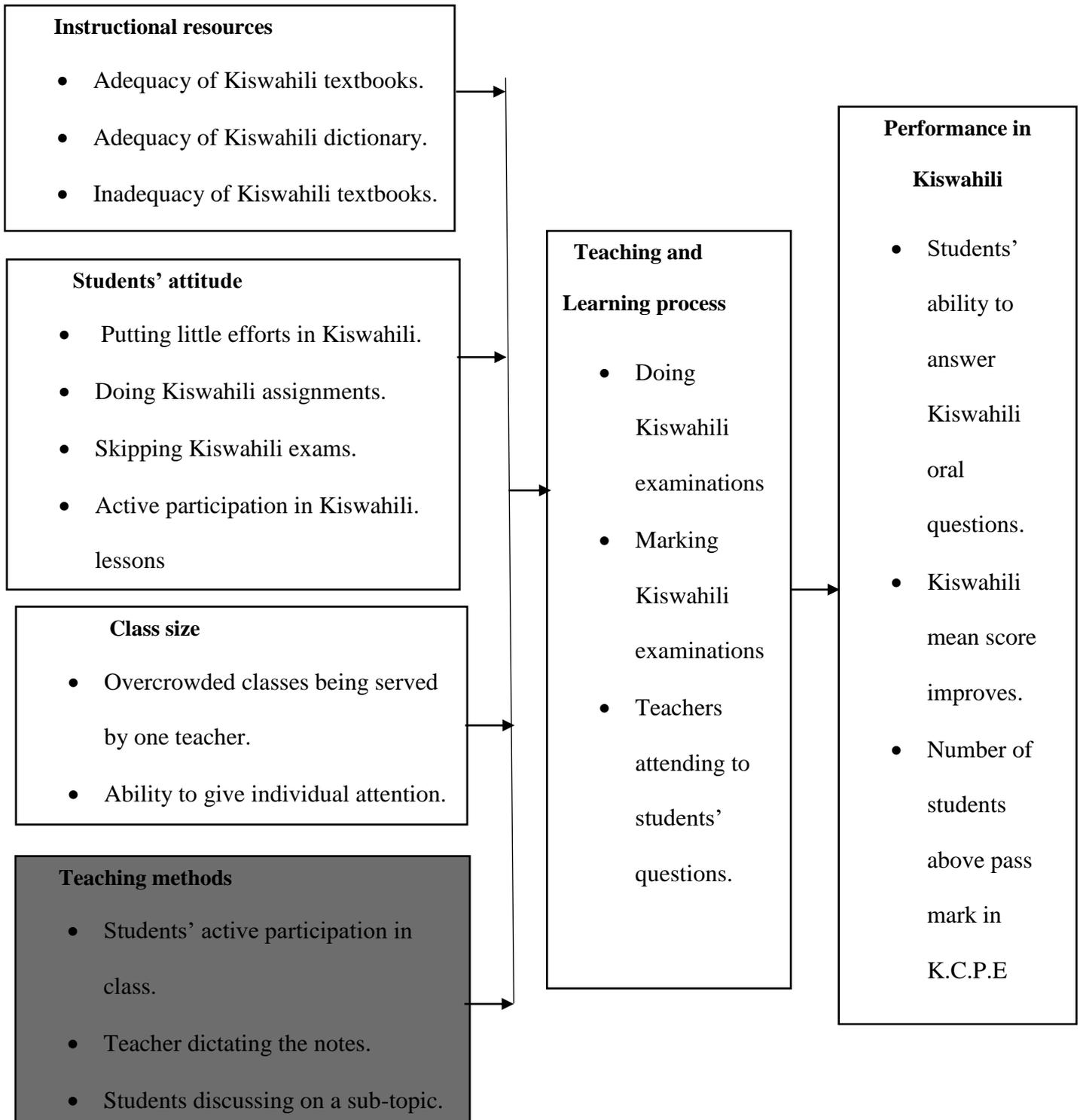


Figure 1.1 Inter relatedness of institutional factors and Performance in Kiswahili

Figure 2.1 shows the variables that influence the performance of learners in Kiswahili at KCPE. The independent variables indicated are instructional resources, students' attitude

class size and teaching methods used and the dependent variable is performance in Kiswahili at KCPE. In figure 2.1 Instructional resources are defined by adequacy and inadequacy of Kiswahili textbooks. Students' attitude is defined by little effort put in Kiswahili by students, doing Kiswahili assignments, skipping Kiswahili classes and active participation in Kiswahili classes. Class size is characterized by one teacher and teacher ability to give individual attention. Finally teaching methods are associated active participation in class, teachers dictating notes and students discussing on a sub-topic. Figure 2.1 indicate that selected factors may lead to improvement or decline of performance in Kiswahili at KCPE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research design, target population, sample size and sampling procedures, research instrument, instrument validity, instrument reliability, procedures for data collection, techniques for data analysis and ethical considerations.

3.2 Research Design

Mixed methodology comprising descriptive survey and correlation designs were applied in the study. Descriptive technique in this context is a means of gathering data by questioning several people in a real life situation .(Creswell 2014). In a correlational design, variables are related statistically, to predict the magnitude of one variable based on the information available on the other (Kalla 2011). The correlation design assess two or more constructs to determine if statistical relationship exists between them (Creswell 2014). In this study the selected institutional factors were assessed in consideration of how it affected the students' performance in Kiswahili, at K.C.P.E

3.3 Target population

All individuals that make up a study is the target population (Kothari, 2014). The target population of the study consisted all the 75 primary schools, 75 head teachers, 690 teachers and all class eight students In primary schools in Kisumu East Sub- County.

3.4 Sample size and sampling procedures

According to Orodho (2010) a sample is a small part of the total population that is assumed to be a representative of the entire population. According to Mugenda(2003) a sample size of ten to thirty percent is reliable for research. Since there are seventy five primary schools in Kisumu –East Sub –County, thirty percent of the schools were sampled therefore twenty

three school were chosen to research on selected institutional factors that influence performance. The sample size comprised of twenty three head teachers (one from each school) thus thirty percent of the total head teachers, sixty nine Kiswahili teachers thus ten percent of six hundred and ninety Kiswahili teachers in the area of study and 200 class eight students who were ten percent of two thousand class eight students in the area of study totaling to 292 respondents.

Simple random sampling was used to select 23 schools, 23 school head teachers and 69 Kiswahili teachers. Purposive sampling was used to select 200 out of the 2000 class eight students within the area of study since they belong to the group which sit for KCPE in primary schools by the end of 2023 and therefore they was regarded as useful.

3.5 Research instrument

The study mainly used questionnaires as the tool for research. A questionnaire is a list of structured and unstructured questions. It is used as a tool for collecting data about a phenomenon (Oliveira et al, 2018).

There were questionnaires for the head teachers, and pupils. Head teachers' questionnaires consisted of five sections. A .consisted of general information, B. instructional resources, C. students' attitude, D .class size and E teaching methods. Students' questionnaires consisted of four sections. A. consisted of general information, B. instructional resources, C. students' attitude, D. class size .The study was also comprised of interview schedule for all sampled Kiswahili teachers.

3.6 Instrument Validity

Creswell (2014) states that validity is the instruments accuracy, meaningfulness and technical soundness. Validity of the content was determined by use of expert judgment. The instruments were shared with the supervisors who after examining them gave their

recommendations that were incorporated into the final instruments that were administered in the field as they had met the standards. To ensure validity the opinions from the supervisors were consulted widely to ensure all items of the measure were included. To ensure face validity there was careful formatting and use of simple language in the questions constructed to promote clarity.

3.7 Instrument Reliability

According to Johnson and Christensen (2012) The degree to which research tools produce consistence results after repeated use is called reliability.

The following formula below was employed:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{(\left[n \sum y^2 \right] - (\sum x)^2)[n \sum y^2 - (\sum y)^2]}$$

$$n(\sum xy) = 187 \times 2400 = 448800$$

$$(\sum x)(\sum y) = 1561 \times 187 = 291907$$

$$\sqrt{[n \sum x^2 - (\sum x)^2]} = 14 \times 1140.5 - 16412 = 445$$

$$[n \sum y^2 - (\sum y)^2] = 14 \times 1106.8 - 15925 = 430$$

$$(448800 - 291907) \div (445 \times 430) = 0.82$$

Where:

r- Pearson product-moment correlation coefficient

n- Number of observations

x- Results from the first test

y- Results from the second test

Test- retest method was employed using data obtained from a pilot study involving 2 head teachers, 6 teachers and 6 pupils from 2 pilot schools to test the reliability of the questionnaire. The schools were excluded from the main study. The researcher administered the same test to the same group in the pilot schools after an interval of two weeks.

The reliability coefficient between the two scores were calculated using Pearson product moment correlation coefficient to compute the collected data scores whereby the ideal reliability co-efficient was 0.82 of which according to Kothari (2011) a reliability of more than 0.7 is accepted.

3.8 Data Collection Procedure

The researcher received an introduction letter from the University of Nairobi which introduced her to the respondents. Permission to do the research was sought from the National Council for Science and Technology (NACOSTI).

Permission from all the head teachers of the sampled schools was inquired by the researcher before research. The questionnaires were administered to the selected pupils, teachers and head teachers. The respondents filled the questionnaires, and then the researcher picked them and kept records of all questionnaires administered and received.

3.9 Data analysis techniques

Analysis of data was done by applying descriptive and inferential statistical measure. Pearsons product moment correlation co-efficient in order to make it more meaningful Yin (2014). Quantitative data was analysed by use of statistical package of computer science (SPSS) then presented in frequency counts and percentages. Data was presented in tables .Qualitative data obtained from open ended questions and interviews was analysed thematically based on research objectives. Inferential statistics Pearson's product moment

correlation was used to analyze the direction of relationship between instructional resources, students' attitude, class size, teaching methods and student's performance in Kiswahili at KCPE. Data was analyzed at .05 level of significance.

3.10 Ethical considerations

The researcher acquired permission from NACOSTI to undertake the study in primary schools in Kisumu East Sub-County. The researcher also produced a letter of introduction from the University upon arrival at a specific school then seek permission from the head teachers before undertaking research. The researcher explained the purpose of the study to the respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter provides a systematic data presentations, analysis and interpretations. The research data was analyzed quantitatively and qualitatively through the use of descriptive and correlation designs. This chapter presents the data analysis which comprises of the instrument return rate, demographic information of the respondents, data analysis and interpretation .The findings are given according to the objectives of the study.

4.2 Instrument return rate

Table 4.1: Questionnaire return rate

Type of instrument	Number administered	Number returned	Return rate (%)
Head teacher's Questionnaire	23	19	82.6
Teacher Questionnaire	69	61	88.4
Students questionnaire	200	187	93.5
Total	292	267	92.4

92.4 percent Questionnaires were returned as indicated in table 4.1. 93.5 percent for students, 88.4 percent for Kiswahili teachers and 82.6 percent for head teachers. This was an acceptable questionnaire return rate because it was above 50 percent respondent turn out. (Mugenda 2003).

4.3 Background information of Head teachers and students.

This section reports the background information of all sampled respondents who returned the questionnaires and participated in the research.

4.3.1 The gender of head teachers in primary schools.

The researcher used a questionnaire to find out the gender of head teachers in sampled primary schools within the area of research.

Table 4.2: Distribution of Head Teachers by Gender

Gender	Frequency	Percentage (%)
Female	16	84.2
Male	3	15.8
Totals	19	100

Table 4.2 shows that majority of head teachers who participated in the study were female head teachers who were represented by 84.2 percent .This shows that female head teachers were more than the male head teachers depicting disparity in gender representation.

4.3.2 Age of Head Teachers

The other background information sought by the study was the age of the sampled head teachers. Table 4.3 presents the distribution of head teachers by age.

Table 4.3: Distribution of Head teachers' by Age

Age	Frequency	Percentage
20 – 30 years	0	0
31 – 40 years	3	15.8
Above 40 years	16	84.2
Total	19	100

Most of the head teachers 84.2 percent were above 40 years of age. None of the head teachers had the age which ranges from 20 -30 years..

4.3.3 Distribution of Head Teachers by Education Level

The study also sought to establish the level of education of the sampled head teachers. Education or professional level was categorized in terms of teacher primary education training (also known as P1), diploma, bachelors’ degree, and masters’ degree levels. Table 4.4 presents the distribution of head teachers by education level

Table 4.4: Head teachers’ level of education

Level of Education	Frequency	Percentage
Primary Education teacher Training (P1)	3	15.8
Diploma	4	21.1
Bachelor’s Degree	12	63.1
Master’s Degree	0	0
	19	100

Majority of the head teachers 63.1 percent had Bachelor’s degree, 21.1 percent had diploma in education while 15.8 percent had P1 certificate none of the head teachers had a Master’s degree .The basic requirement for one to teach in a primary school is a P1 certificate. (Kenya Education guide 2021). From table 4.3 it was established that all of the head teachers in the sampled schools were qualified to teach primary schools due to their possession of good professional qualifications (Simiyu, 2013).

4.3.4 Distribution of Head Teachers by Duration in Current School

Table 4.5 presents the distribution of head teachers by duration of stay in their current stations.

Table 4.5: Head teacher's level of stay in the school

Years	Frequency	Percentage
Below 5 years	5	26.3
5 – 9 years	14	73.7
Total	19	100

According to table 4.5 on the duration of stay of head teachers in the current school, majority of head teachers 73.7 percent said had stayed in their current stations for 5 -9 years and 26.3 percent of the head teachers said they had stayed below 5 years. This showed that majority of head teachers had worked for long in their stations .This implies that they were conversant with the school's operations and were able to respond to questionnaires effectively especially on matters of Kiswahili performance.

4.3.5 Distribution of Students by Gender

The study additionally sought to establish the gender of the sampled students. .

Table 4.6: Distribution of Students by Gender

Gender	Frequency	Percentage
Male	106	56.7
Female	81	43.3
Total	187	100

Table 4.6 illustrates that 56.7 percent of the students were male and 43.3 percent of the students were female

4.3.6 Distribution of Students by Age

The last part of the demographic information sought by the study was the age distribution of the sampled students. Students' age was categorized from 13 years to 16 years.

Table 4.7: Distribution of Students by Age

Age	Frequency	Percentage
13	40	21.4
14	65	34.8
15	53	28.3
16	29	15.5
Total	187	100

The last part of the demographic information sought by the study was the age distribution of the sampled students. Students' age was categorized from 13 years to 16 years. Table 4.7 shows that most of the students 34.8 percent were 14 years of age, 28.3 percent were 15 years old, 21.4 percent of the students were 13 years of age and the rest 15.5 percent were 16 years old.

4.4 Instructional Resources and Students Performance in Kiswahili.

The first objective of the study assessed the influence of instructional resources on performance of students in Kiswahili. Instructional resources are often crucial to any successful teaching and learning because such resources aid the teacher to effectively transfer the content to the learner. (Were, 2014).

Table 4.8: Availability of Instructional Resources (Head Teachers)

Instruction Resources	Adequate		Inadequate		Not Sure		Not Available		M	Sd
	F%	F%	F %	F %	F %	F %	F %			
Availability of students course books	3	15.8	16	84.2	0	0.00	0	0.00	3.16	.375
Availability of Kiswahili dictionary	0	0.00	15	78.9	0	0.00	4	21.1	2.58	.838
Availability of teacher's guide	5	26.3	10	57.9	2	10.5	1	5.3	3.05	.780
Availability of Kiswahili supplementary books	2	10.5	14	73.7	0	0.0	3	15.8	2.79	.855

Majority of head teachers 84.2 percent said students' course books were inadequate. On availability of Kiswahili dictionary 78.9 percent said they were inadequate. On availability of teachers' guide 57.9 percent said they were inadequate. On availability of supplementary

books majority of head teachers 73.7 percent agreed that supplementary books were inadequate 15.8 percent said they were not available, 10.5 percent said they were adequate. Instructional resources are normally sources where teachers and students refer to in the teaching and learning process, in cases where they are inadequate no proper learning takes place especially private studies by students and in reading lessons, when this becomes a tendency impaired performance is always observed.

From the interview schedules majority of the teachers said that there were inadequate instructional resources in the schools under study. Some of their remarks were as follows:

One of the teachers said “ students don't have enough Kiswahili course books, revision books and past paper and as a result of this the performance is below the set target.”

Another teacher asserted that “course book to student ratio is 1:2 this makes giving homework difficult and conducting reading lessons which eventually leads to poor performance. The shortage of textbooks was brought about by larger classes which followed the group distributed with books by the government thus the government gave thirty two books to the class eight in 2018 currently the class eight has sixty seven candidates using the same books

A different teacher responded that “course book student ratio is 1:3 this one book shared among 3 learners this is because the government sent the books once to the class eight pupils of (2018) with the number of students in class eight that year, in the following years students used the same books and some of the books in the hand of students got lost leading to shortage of the books as time goes by.”

From the remarks, it was concluded that schools under study had inadequate instructional resources. The remarks concur with Mbiti (2013) who noted inadequate textbooks as a

challenge facing teachers and students in the process of teaching and learning leading to poor performance.

Table 4.9: Students’ Response on Availability of Instructional Resources

Instruction Resources	Adequate F%	Inadequate F%	Not Sure F%	Not Available F%	M	Sd
Availability of students course books	6132.6	12365.8	31.6	00.00	3.31	.497
Availability of Kiswahili dictionary	2111.2	91 48.7	84.3	6735.8	2.35	1.084
Availability of Kiswahili supplementary books	94.8	11863.1	4825.7	126.4	2.66	.671

Table 4.9 shows responses of students on availability of instructional resources, majority of students 65.8 percent indicated that student’s course books were inadequate. On availability of Kiswahili dictionary 48.7 percent said that they were inadequate and 11.2 percent said they were adequate. On availability of Kiswahili supplementary books 63.1 percent said they were inadequate. The findings of table 4.6 suggests a high rate of inadequacy of instructional resources in schools under study a factor which may lead to slow learning of Kiswahili concepts and demotivates both the teachers and students and eventually leading to poor performance in Kiswahili.

Table 4.10: Correlation on availability of instructional resources

Correlations^b		Availability of students course books	Availability of Kiswahili dictionary	Availability of Kiswahili supplementary books
Availability of students course books	Pearson Correlation Sig. (2-tailed)	1	.130 .075	.294** .000
Availability of Kiswahili dictionary	Pearson Correlation Sig. (2-tailed)	.130 .075	1	.701** .000
Availability of Kiswahili supplementary books	Pearson Correlation Sig. (2-tailed)	.294** .000	.701** .000	1

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=187

The product correlation of availability of instructional resources in Kiswahili was found to be moderately positive and statistically significant ($r=.701 < 0.05$). The findings imply that availability of instructional resources has an impact on performance in that the available the resources the more positive improvement on students' academic performance in Kiswahili.

4.5 Student Attitude and Performance in Kiswahili

Attitude is very important when it comes to teaching and learning. Having positive attitude pushes student to perform well in a subject by putting more effect and vice versa.

Ombui (2013) asserts that if a student has a positive attitude towards a subject there are high chances of him or her to perform well in a subject.

Table 4.11: Head Teachers' Response on Students' Attitude

Students' Attitude towards Kiswahili	Frequency	Percentage
Positive	3	15.8
Negative	15	78.9
Not Sure	1	5.3
Total/ Overall Mean	19	100

Table 4.11 shows principal's response on students' attitude towards Kiswahili. Majority 78.9 percent head teachers indicated that students had negative attitude towards Kiswahili, 15.8 percent said that students had positive attitude towards Kiswahili and 5.3 percent were not sure of students' attitude towards. The findings concurs with Kobia and Ndiga (2013) who revealed that students in Igembe South District had negative attitude towards Kiswahili.

Table 4.12: Head teachers' response on what accounts for students' Attitude towards Kiswahili

What accounts for students' attitude towards Kiswahili	Frequency	Percentage
Teaching Methods	13	68.4
Class size	2	10.5
Not sure	4	21.1
Total	19	100

The questionnaire also inquired on what accounted for the students' attitude towards Kiswahili, table 4.12 indicates that majority of head teachers 68.4percent agreed that it was the teaching methods.

From the interview guides of Kiswahili teachers the responses were as follows:

One of the teachers said “The students have negative attitude towards Kiswahili since most of the time they don’t speak in Kiswahili in school, they mostly speak in English and in the absence of the teacher they speak Luo, as a result of this Kiswahili Insha (composition) is performed dismally due to lack of proper words of expression during writing.”

Another teacher said “Most of the students don’t do Kiswahili homework saying they find the assignments difficult. Once students view a subject as difficult mostly they perform poorly in it.

Students in Kisumu East Sub County have negative attitude towards Kiswahili this might be the reason why it is performed poorly.

Table 4.13: Students’ Response on Attitude towards Kiswahili

Which language do you prefer using in school?

Language	Frequency	Percentage
Luo	121	64.7
English	42	22.5
Kiswahili	15	8.0
Sheng	9	4.8
Total	187	100

Table 4.13 provide results on students’ response on the language they prefer using in school, majority 64.7 percent prefer using Luo, this results may be a major drawback to good performance in Kiswahili since it was one of the least preferred language used in school.

Table 4.14: Students' Attitude towards Kiswahili

Attitude	Frequency	Percentage
Negative	95	50.8
Positive	92	49.2
Not Sure	0	0
Total	187	100

Results in table 4.14 on students response on their attitude towards Kiswahili, it was noted that majority of students 50.8 percent had negative attitude towards Kiswahili while 49.2 percent had positive attitude towards Kiswahili.

Table 4.15 Students opinion on Kiswahili lessons

Opinion	Frequency	Percentage
Dull	70	37.4
Interesting	62	33.2
Very Interesting	55	29.4
Total	187	100

.The questionnaire also asked on students' opinion about Kiswahili lessons, majority 37.4 percent of the students agreed that they were dull. This may be a major drawback on performance in Kiswahili in that students are not interested with Kiswahili lessons and therefore they will perform dismally.

Table 4.16: Correlation of Students' Response on Attitude

	Gende	Which	Students'
	r	language	Attitude
		do you	
		prefer	
		using	
Pearson	1		
Correlatio			
n			
Pearson	-.548**	1	
Correlatio			
n			
Pearson	-.579**	.755**	1
Correlatio			
n			
Pearson	-.721**	.644**	
Correlatio			
n			

The product correlation of student attitude and performance in Kiswahili was found to be moderately positive and statistically significant ($r=.755 < 0.05$). The findings imply that attitude has an impact on performance in that when attitude is positive there will be an improvement on students' academic performance in Kiswahili.

4.6 Class Size and Performance in Kiswahili

The third objective sought to establish how class size influences performance in Kiswahili among the students in the sampled schools

Table 4.17: Head Teachers' Response on the number of students in the school

Number of students in the School	Frequency	Percent
100 – 200	0	0
300 – 400	2	10.5
500 – 600	3	15.8
700 – 800	12	63.2
900 – 1000	2	10.5
Total	19	100

Table 4.17 presents head teachers response on the number of students in the school. Majority of head teachers 63.2 percent revealed that they have 700-800 students, 15.8 percent of them said they had 500-600 students, 10.5 percent said they had 300- 400 students and the same percentage applied to schools with above 900 students.

Table 4.18: Head teachers' response on the number of streams they have in the school

Number of Streams	Frequency	Percent
Single	3	15.8
Double	10	52.6
Three	5	26.3
Four	1	5.3
Total	19	100

On the number of streams as was in the questionnaires, Majority 52.6 percent of head teachers noted that they had double stream 26.3 percent said they had three streams, 15.8 percent had single stream and 5.3percent had four streams.

Table 4.19: Head teachers response on the number of students per stream in the school

Number of students per Stream	Frequency	Percent
30---50	2	10.5
50—60	3	15.8
60—70	14	73.7
Total	19	100

The questionnaire also inquired on the number of students per stream. Table 4.19 indicates that Majority 73.7 percent head teachers had students above 60 -70 students in one class. This findings agrees with Gideon(2014) who found out that class sizes in most schools is high which are likely to compromise the efficiency in delivery and makes teachers to find it difficult to know their students fully and interacting with them.

The responses of teachers on class size were as follows;

A teacher from one of the schools responded that “ I have 73 students in one class and this is a challenge in that giving individual attention to all of them is not easy. This makes the time takers have a challenge in catching up with others because they are always left behind leading to dismal performance”.

Another teacher said “I have 65 students in class and the major challenge is that some of the students don't complete their work neither do they collect their books for marking. When this

becomes a trend poor performance is normally observed because of lack of practice of what was learnt during the lesson”.

A different teacher asserted that “ I have 68 students in class and the major challenge is controlling them, some don't involve themselves fully in the teaching and learning process thus they do not participate in answering questions in class, some do not even write others have formed noise making committees in class as a results of all this Kiswahili performance is mostly below the set target.

From the responses it is clear that most of the class size in Kisumu East Sub County is large to be managed properly.

Table 4.20: Students’ Response on Class Size

Class Size	Frequency	Percent
21 – 40	23	12.3
41 – 60	60	32.1
61 – 80	104	55.6
81-100	0	0
Total	187	100

Table 4.20 show that majority 55.6 percent of students agreed that they had class size of 61-80. According to TSC (2005) the class size should be 45 student per class. From the findings it was clear that the class size was above the required size

Table 4.21 Correlation of Class Size and Performance in Kiswahili

Correlations			
		Number of pupils in the School	Number of Pupils per Stream
Pearson Correlation	Number of pupils in the School	1.000	.338
Sig. (1-tailed)	Number of Pupils per Stream	.079	.
N		19	19

Pearson’s product correlation of class size and performance of Kiswahili was averagely positive and statistically significant ($r=.338$ $p< 0.05$).The results are significant at 0.05 level of confidence, therefore in support of the argument the class size has a positive effect on the performance of Kiswahili as the smaller the number the efficient and easy in control.

4.7 Teaching Methods and Performance in Kiswahili

Zakari, Chin and David (2010) revealed that teaching should not merely focus on dispensing procedures for students to memorize but should actively engage students as participants .most of the time when students are active participants they develop interest in what they being taught hence improvement of their performance .

Table 4.22 shows head teachers response on teaching methods where VE=Very Effective, E=Effective, I=Ineffective, VI=Very Ineffective

Table 4.22: Head Teachers' Responses on Teaching Methods

Teaching Method	VE		E		I		VI		Mean	SD
	F	F%	F	F%	F	F%	F	F%		
Question and answer	13	68.4	5	26.3	1	5.3	0	0.00	3.63	.597
Group discussion	12	63.2	3	15.8	4	21.0	0	0.0	3.42	.838
Lecture method	0	0.00	2	10.5	3	15.8	14	73.7	1.37	.684
Demonstration	7	36.8	4	21.1	3	15.8	15	77.3	3.11	.875

Table 4.22 majority of head teachers 68.4 percent revealed that question and answer method was very effective. Majority 63.2 percent agreed group discussion was very effective. On lecture method majority of head teachers 73.7 percent said it was very ineffective and on demonstration method majority of head teachers 42.1 percent said it was effective.

Table 4.23: Correlation of Head Teachers' Responses on Teaching Methods

Correlations		Question and answer	Group discussion	Lecture method
Question and answer	Pearson Correlation	1		
Group discussion	Pearson Correlation	.882**	1	
Lecture method	Pearson Correlation	.351	.393	1
	Sig. (2-tailed)	.141	.096	
Demonstration	Pearson Correlation	.822**	.845**	

N | 19

The Pearson's correlation product based on Table 4.23, the head teachers response on the effect of teaching methods in performance of Kiswahili had a moderate positive ($r=.882$ $n>0.05$) with the results significant at 0.05. In essence, the choice of a teaching method impacted the performance in Kiswahili as Question-and-Answer method was seen to have great spike in performance as opposed to the other methods that displayed dismal performance.

Response from the interview guide for teachers were as follows:

One teacher said “ I use question and answer method mostly because it makes grasp of the content easy and it gives immediate feedback thereby leading to good performance in Kiswahili.”

Another teacher responded that “I use question and answer method together with discussion method to avoid monotony of one method and this improves performance in my class.

A separate teacher said “I prefer using question and answer method because it is the easiest way to revise with a large number of students for exams and mostly it leads to good performance.”

From the responses it is clear that most teachers in Kisumu East Sub County use question answer method.

Since Questions and answer method being the most preferred method it disadvantages Kiswahili composition which requires reading and comprehending before writing ,this may be the cause of poor performance in Kiswahili in that expression in writing cannot be taught adequately using one method it requires mixed methods of teaching.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives out the summary of the findings, conclusions and recommendations drawn from the study outcomes. The recommendations may be used for improvement of students' performance in Kiswahili at KCPE and areas of future research.

5.2 Summary of the study

The purpose of the study was to investigate the institutional factors influencing students' performance in Kiswahili at KCPE in Kisumu East Sub- County. Four objectives were developed to guide the study. The concerns in the objectives were measured in regard to instructional resources, students' attitude, class size and teaching methods. Related literature on institutional factors influencing students' performance was reviewed. A theoretical and conceptual framework was provided. The research utilized descriptive and correlation research designs. A sample size of 23 head teachers(one from each school) 69 kiswahili teachers and 200 class eight students. Questionnaires and interview guide were used to collect data. Quantitative data was analyzed by use of Statistical Package of Computer Science (SPSS) then presented in frequency counts and percentages. Data was presented in tables. Qualitative data from interview guide and open ended questions was analyzed thematically based on research objectives. The results of the study were as follows:

5.2.1 Instructional resources and students' performance in Kiswahili.

The study strived for establishing the influence of instructional resources and students' performance in Kiswahili. The shortage of instructional resources in the Sub County was found to be on the rise. On availability of students' course books, majority of head teachers 84.2 percent said they were inadequate. 78.9 percent of the head teachers who participated in the research agreed that Kiswahili dictionary were inadequate and 21.1 percent said they were

not available. Majority of the head teachers 57.9 percent said teachers guide were inadequate. On availability of supplementary books, Majority of head teachers 73.7 percent agreed that supplementary books were inadequate 15.8 percent said they were not available. Instructional resources are used for references to both the teachers and the learners, when they are inadequate no proper teaching and learning takes place since no homework given to students and students cannot do private studies individually therefore leading to poor performance.

5.2.2 Students Attitude and Performance in Kiswahili

The study sought to establish influence of students' attitude on performance in Kiswahili, Students' attitude has been found to be one of the major factors affecting academic performance. Majority of the students 64.7 percent who participated in the research prefer using Luo language in school. On students' attitude majority of student respondents 50.8 percent said they had negative attitude towards Kiswahili while 49.2 percent had positive attitude .The questionnaire asked on opinion about Kiswahili lessons, majority 37.4 percent of the students revealed that they were dull, 33.2 percent said they were interesting while 29.4 percent said they were very interesting. Attitude plays a major role in the learning process when the attitude towards Kiswahili subject is negative, the students will prefer using other languages in school and also view the Kiswahili lessons as dull therefore they will not put efforts in Kiswahili leading to poor performance.

5.2.3 Class size and performance in Kiswahili

Thirdly the study sought to establish influence of class size on performance in Kiswahili. Majority of the head teachers 63.2 percent said they had students between seven hundred and eight hundred, 15.8 percent said they had students between five hundred to six hundred, 10.5 percent said they had students between three hundred to four hundred and the same percentage applied to schools with above nine hundred students. On the number of streams as

was in the questionnaires, majority of the head teachers 52.6 percent said that they had double stream 26.3 percent said they had three streams, 15.8 percent said they had single streams and 5.3 percent had four streams .On the number of students per stream, majority 73.7 percent head teachers said they had students ranging between sixty to seventy per class. The recommended number of students per class should be forty five any figure above that makes teaching and learning a challenge due to inadequate sitting space and access to the teacher contributing to poor performance.

5.2.4 Teaching Methods and performance in Kiswahili

Finally study sought to establish influence of teaching methods on performance in Kiswahili. Majority of the teachers who participated in the research said that they were using question and answer method since it leads to easy grasp of the content. Kiswahili normally has the Insha (composition) part which cannot be taught using the question and answer method preferred by most teachers in the Sub County this has been the cause of poor performance since it is normally given less emphasis yet it carries forty percent of the total one hundred marks.

5.3 Conclusion

On the first objective on instructional resources the study found that there were inadequate supplementary books, teachers' guide and Kiswahili dictionaries in almost all the sampled schools. Most of the students shared the limited available textbooks in a ratio of one book to three learners. Inadequacy of instructional resources denies students ample space for private studies and homework therefore making them lag behind when it comes to performance.

The researcher revealed that students in the sampled schools had negative attitude towards Kiswahili that is why most of them viewed Kiswahili lessons as dull and majority preferred

Luo then English and Kiswahili was third. The negative attitude towards a subject always impairs performance and that is what contributed to poor performance.

On class size the study found out that it was swollen in that most of the classes in the sampled schools had above sixty learners, this denied the students the opportunity to get individual attention from teachers and also disadvantaged the learners who were time takers.

Finally the researcher concluded that teaching methods influence students' performance in Kiswahili and it was found out that question and answer method was the most popular method used by Kiswahili teachers. One teaching method mostly make the lesson boring and when the lesson is boring students mostly do not participate fully in class Question and answer method does not cater for the needs of Kiswahili insha that is why the performance is poor in that Kiswahili insha is always ignored by the method yet it has forty marks of one hundred percent of Kiswahili total marks.

5.4 Recommendations

Based on the findings the following recommendations were made:

- i. The government through the ministry of the education should ensure that all schools have enough instructional resources like students' textbooks, Kiswahili dictionaries, teachers guide and supplementary books to promote good performance.
- ii. To improve performance, attitude change should be inculcated in students. This should be done through sensitization on the importance of Kiswahili.
- iii. The government through the county government should build more classrooms in schools and employ more teachers to eradicate the challenge of class size.
- iv. Teachers should use teaching methods which are favorable to students in order to have positive results.

5.5 Suggestion for Further Research

The study suggested the following areas to be considered by future researchers:

- i. The influence of other factors which were not captured in the study on students' performance in primary schools in Kisumu east Sub County.
- ii. The same study should be done in other Sub-Counties in Kenya to assess the Institutional factors influencing student's performance.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Oloo Magdalene Juma,

University of Nairobi,

P.O. Box 30197,

Nairobi.

Dear Sir/Madam,

RE: ASKING FOR PERMISSION TO CARRY OUT A STUDY IN YOUR SCHOOL

I am a master in Education student currently undertaking a research on institutional factors influencing students' performance in Kiswahili at KCPE in Kisumu East Sub- County. I therefore request your participation by volunteering in giving answers to all questions in the questionnaires. The information you shall provide will be used purely for the intended purpose of this research and shall be treated with utmost confidentiality.

Yours faithfully,

12.

Oloo Magdalene Juma.

APPENDIX II: QUESTIONNAIRE FOR THE HEADTEACHERS

The information you provide will be treated with confidentiality and entirely used for the purposes of this study. Please tick (✓) against the most appropriate answers and fill the spaces provided.

Section A: General information

1. Gender

Male ()

Female ()

2. What is your highest level of education?

P1 () Diploma () Bachelors () Masters () any other specify ()

3. For how long have you been teaching in this school?

Below 5 years () 5-9 years () 10 -14 years () Over 14 years ()

4. What is your age bracket?

20-30 years () 31 – 40 years () Above 40 years ()

Section B. Instructional Resources

5. The following instructional resources are supposed to be used in the teaching in your institution.

Using a likert scale of 1-4, please rate by use of a tick (✓) the availability of these resources in school.

		Adequate (4)	Inadequate (3)	Not sure Adequate (2)	Not available (1)
	Instruction resources				
i.	Availability of students course books				
ii.	Availability of Kiswahili dictionary				
iii.	Availability of teacher's guide .				
iv.	Availability of Kiswahili supplementary books				

Section C: Students' attitude

7. How can you summarize students' attitude towards Kiswahili?

Negative () Positive () Not sure ()

8. What accounts for their attitude towards Kiswahili?

Teaching methods used () Class size () Not sure ()

9. What can be done to change their attitude in case they are negative?

.....

Section D. Class Size

10. How many pupils do you have in this school?

100-200 () 300-400 () 500-600 () 700-800 () Above 900 ()

11. How many streams do you have per class?

Single stream () Double Stream () Three streams () Four Streams ()

12. What is the number of pupils per stream?

21 -40 () 41- 60 () 61-80 () 81- 100 ()

E: Teaching Methods:

13. Please rate the effectiveness of the following teaching and K.C.P.E performance in your school whereby VE=Very Effective, E=Effective, I= Ineffective VI=Very Ineffective

	VE	E	I	VI
Teaching Method				
Question and answer				
Group discussion				
Lecture method				
Demonstration				

Thank you.

APPENDIX III: INTERVIEW GUIDE FOR KISWAHILI TEACHERS

1. Do your students have enough Kiswahili course books, revision books and past papers?

2. Does the school provide teachers with teaching resources?
3. What is the ratio of Kiswahili textbooks to students in your class?
4. How do students feel towards Kiswahili subject?
5. How many students do you have in your class?
.....
6. What challenges do you face as a result of the class size?
7. Are students involved in the teaching and learning process?
8. Which better ways do you think should be used in teaching Kiswahili to make students perform well?
9. In your opinion, what can be done to enhance good performance among students in Kiswahili?

APPENDIX IV: QUESTIONNAIRE FOR PRIMARY SCHOOL STUDENTS.

Please indicate the answer as honest as possible by ticking (√) one of the options. Kindly respond to all questions.

Section A: General information

1. What is your gender? Male () Female()
2. Indicate your age 13 years() 14years() 15years ()16 years()
3. Which is your favourite subject?
4. How many marks do you expect to get in Kiswahili at KCPE.....

Section B: Instructional resources

5. The following instructional resources are supposed to be used in the teaching in your institution. Using a Likert scale of 1-4, please rate by use of a tick (√) the availability of these resources in school.

	Instruction resources	Adequate (4)	Inadequate (3)	Not sure (2)	Not available (1)
i.	Availability of students course books				
ii.	Availability of Kiswahili dictionary				
iii.	Availability of Kiswahili supplementary books				

Section C: Students attitudes

6. Which language do you prefer using in school mostly?

- a) Luo
- b) English
- c) Kiswahili
- d) Sheng

7. How can you summarize your attitude towards Kiswahili?

Negative () Positive ()

8. Do you normally do Kiswahili homework?

Yes () No ()

9. Do you experience any difficulties in doing Kiswahili homework? Yes () No()

If yes explain your

answer.....

10. Does your teacher help you in dealing with difficulties in Kiswahili?

Yes () No () Sometimes ()

11. How do you rate your performance in Kiswahili?

Very good () Good () Average () Poor ()

12. What is your opinion about Kiswahili lessons?

Dull () Interesting () Very interesting ()

13. What do you think should be done to make you perform better in Kiswahili?

.....
.....

Section D: Class size

14 How many students are in your class?

a) 20-40 ()

b) 41-60 ()

c) 61-80 ()

d) Above 81 ().

15 Do all students get equal opportunity to participate in the lesson?

Yes () No ()

16 Do teachers' pay attention to all of you when teaching?

Yes () No ()

18 If no what might be the reason for your answer.....

19 Suggest the class size you think you can learn better

20 Are you comfortable with number of students in your class?

Yes () No ()

If no explain the reason.....

Thank You.

APPENDIX V: RESEARCH LICENSE


REPUBLIC OF KENYA

RefNo: 252173 **Date of Issue: 01/May/2023**

RESEARCH LICENSE



This is to Certify that Ms. MAGDALINE JUMA OLOO of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisumu on the topic: INSTITUTIONAL FACTORS INFLUENCING STUDENTS' PERFORMANCE IN KISWAHILI AT KENYA CERTIFICATE OF PRIMARY EDUCATION IN KISUMU EAST SUB- COUNTY for the period ending : 01/May/2024.

License No: NACOSTIP/23/25626

252173
Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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See overleaf for conditions

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX VI: AUTHORIZATION FROM COUNTY DIRECTOR OF EDUCATION



REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Basic Education

Telegrams: "schooling", Kisumu
Telephone: Kisumu 057 - 2024599
Email:
countyeducation.kisumu@gmail.com

COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY
COUNTY HEADQUARTERS KISUMU
3RD FLOOR, WING A'
P.O. BOX 575 - 40100
KISUMU

When replying please quote

REF:CDE/KSM/GA/3/24/VOL. V(75)

11th May, 2023

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
MAGDALINE JUMA OLOO - NACOSTI/P/23/25626

The above named is from University of Nairobi.

This is to certify that she has been granted authority by NACOSTI to carry out research on "Institutional factors are influencing performance in Kiswahili at Kenya Certificate of Primary Education in Kisumu East Sub County" for the period ending 1st May, 2024.

Any assistance accorded to her to accomplish the assignment will be highly appreciated.

ENOCH OKWEMBA
For: COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY



APPENDIX VI: AUTHORIZATION FROM COUNTY COMMISSIONER



OFFICE OF THE PRESIDENT

**MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL ADMINISTRATION**

Telephone: Kisumu 2022219/Fax: 2022219
Email: ckisumucounty@gmail.com

COUNTY COMMISSIONER
KISUMU COUNTY
P.O. BOX 1912-40100
KISUMU

Ref: CC/KC/R.E.S./1/3/VOLV/41

Date: 12th May, 2023

DEPUTY COUNTY COMMISSIONER
KISUMU EAST

RESEARCH AUTHORIZATION: MS. MAGDALINE JUMA OLOO

Reference is made to a letter from the National Commission for Science, Technology and Innovation No. NACOSTI/P/23/25626 dated 1st May, 2023 on the above subject matter.

The above named is a student of University of Nairobi. She has been authorized to undertake research on *"Institutional Factors Influencing Students' Performance in Kiswahili at Kenya Certificate of Primary Education in Kisumu East Sub County"*. The research period ends on 1st May, 2024.

Kindly accord her any assistance that she may need.

HUSSEIN A. HUSSEIN
Ag; COUNTY COMMISSIONER
KISUMU COUNTY

Copy to:
Magdaline Juma Oloo
University of Nairobi