AN INVESTIGATION INTO THE CAUSES OF POOR PERFORMANCE IN KISWAHILI KCSE EXAMINATION IN KIPIPIRI DIVISION OF NYANDARUA DISTRICT

BY

EUNICE NDUTA MAINA

A RESEARCH PROJECT REPORT SUBMITTED FOR REGISTRATION OF THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND PLANNING. UNIVERSITY OF NAIROBI
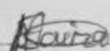
2003

DECLARATION

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

_____

Eunice Ndula Maina

This research project has been submitted for examination with my approval as University Supervisor.

_____

Dr. Grace M. Nyagah

Lecturer

Department of Educational Administration and Planning,

University of Nairobi

DEDICATION

I would like to dedicate this work to my late parents, Wanjiku and Maina who laid the foundation for my education and whose efforts and selfless contribution have seen me upto to where I am. I also dedicate it to my children Wanderi, Maina and Kamanja; and to my husband Kamau

ACKNOWLEDGEMENT

I would like to acknowledge the assistance of those who made the completion of this work possible First and foremost I am indebted to my supervisor. Dr Grace Nyagah who has always been available and ready to read my work. correct it and give me the necessary advice and assistance

Thanks to my friends and colleagues with whom we sat and discussed our work We gave each other the moral support we needed to complete this course

I would also like to thank my secretary. Sarah Njeri. for her hard work in ensuring that my work was always typed and ready when I needed it I also acknowledge my family. immediate and extended whose encouragement and support helped me to go through good and bad times

TABLE OF CONTENTS

Content   **Page**

CHAPTER ONE

CHAPTER TWO

CHAPTER THREE

CHAPTER FOUR

CHAPTER FIVE

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

"A" Levels	-	Advanced Level
B A	-	Bachelor of Arts
B ED	-	Bachelor of Education
BULUTA	-	Baraza La Lugha Za Taifa
DEO	-	District Education Officer
G.C.E	-	General Certificate of Education
HIV/AIDS	-	Human Immuno Virus / Acquired Immune Deficiency Syndrome
KANU	-	Kenya African National Union
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KNEC	-	Kenya National Examination Council
LI	-	First Language (Mothertongue)
"O" Levels	-	Ordinary Level
RL	-	Receptor Language
L2	-	Second Language
SL	-	Source Language
8-4-4	-	Eight Years in Primary School, Four Years in Secondary School and Four Years at the University

ABSTRACT

This study set out to investigate the causes of poor performance in Kiswahili KCSE examination in Kipipiri Division of Nyandarua District because there has been consistent poor performance in the previous years. The objectives included, establishing the availability and use of teaching and learning resources, instructional techniques used and problem areas faced by teachers and students in the teaching-learning process. Research questions were used, which aimed at establishing the extent to which the study objectives were achieved

From a total of twelve secondary schools, ten were used. No sampling was done because the number was small. Two schools were omitted because they did not have results for the 5 year period under study. From a population of 1200 secondary school Form Four students, simple random sampling was done to get a sample of 293 students to participate in the research

There were 14 Kiswahili teachers in these schools and all of them were included in the study. The study was carried out using questionnaires, one for the teachers and the other one for the students. Descriptive statistics were used to analyse the data.

The study revealed that teachers and students experienced problems in a number of areas, for example, *Mashairi* (poetry) whereby students and teachers find it difficult to analyse poem and get the intended meaning. In *Insha* (composition) students experience problems in using the correct grammar and spellings. There was also a

scarcity of teaching and learning resources such as class readers and Kiswahili newspapers

Majority of the Kiswahili teachers are overloaded with 22 or more lessons per week, which affects the quality of their work. The results also revealed that there is over-emphasis of English use over Kiswahili. In schools, learners do not practice speaking in standard Kiswahili. They either use *sheng* or their ethnic languages. The situation is compounded by the fact that students have a negative attitude towards Kiswahili and therefore they rarely work hard in it. The findings of the research led the researcher to recommend the following:-

1.   Efforts should be made by school authorities to provide enough of the necessary teaching and learning resources

2.   Students should be encouraged to communicate in standard Kiswahili so as to improve in grammar and composition writing.

3.   The TSC should provide enough *Kiswahili* teachers in schools so that teachers are not overworked and thus they have enough time to teach well

4.   Learners in secondary schools need to change their attitude towards *Kiswahili*. It is not just there to assist them attain good grades in examinations. It could also help them later in their lives

Further research could be done on the area of *Mashairi* (poetry) in order to establish why it proves a difficult area both to teachers and students. Also further research could be carried out on the effect of students' attitudes towards *Kiswahili* performance in examinations

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

The Encyclopedia Britanica states that language is an arbitrary system of vocal symbols by means of which human beings as members of a social group and participants in a culture, interact and communicate. Similarly, Omondi (1995: 5) observes that language is a system of communication and a tool that facilitates thought which is essential for demonstration of clear thinking.

According to Lado (1964), language is intimately tied to man's feelings and activity. It is bound up with nationality, religion and the feeling of self, and man uses language for work, worship and play whether he is a beggar or banker, savage or civilized. The idea of man's feelings and activity as far as language is concerned is further expounded by Bearne (1999) who states that language is a symbolic asset which can receive different values depending on the market. This is because some languages have a good market, that is, they are in high demand and therefore have a high symbolic value. Others have no market and are devalued. In connection with this, schools are considered to be important agents in the production of the linguistic market.

1

Some of the functions of language outlined by Omondi (1999 24) are as follows

1.   Language acquisition is related to the development of cognition   This means that the way we categorise and perhaps relate to the world around us is interrelated with if not determined by the relevant categories or vocabularies in our language

2   Human beings use language in communicating with one another, because language has or signifies meaning

3   Language helps us in life to carry out directive functions in our attempts to influence the behaviour or attitudes of others. for example. in commands or requests

Approximately 1000 out of about 6000 of the world languages are spoken in Africa   Kenya has about 40 mother tongues or first languages which the majority of Kenyans learn in the predominantly rural setting, where the majority of them live

Kenyan languages belong to three sub-families of African languages (Omondi, 1999)   These are Bantu. Nilotic and Cushitic languages   Kiswahili is a Bantu language (Mbaabu. 1985, 1991). therefore most students in Kenya would or should be at ease learning this language   For the majority of Kenyans especially those who live in homogenous rural settings. mother-tongues are their first languages   Kiswahili to most people is a second language

2

Mistakes made in learning the Kiswahili language are caused by such factors as poor background from the beginning, effects of mothertongue, disabilities (stuttering), upbringing and even a person's intelligent quotient

In the previous education system, in Kenya, of 7 years in primary school, 4 years in secondary school (ordinary level), 2 years in high school (Advanced level) and 3 years at the university, Kiswahili as a subject was optional in schools For those who opted to take it, it was introduced to them late while learning, that is, in upper primary or even sometimes in secondary schools This posed a problem because as Omondi (1999: 121) states, "there is a critical period in human life when language acquisition is easiest and beyond which it becomes more difficult to acquire a language."

With the present education system of 8 years in primary school, 4 years in secondary school and 4 years at the university, Kiswahili is a compulsory and examinable subject at all levels of schooling. Children are introduced early enough to this language and they learn it with a lot of ease They face no problems because, children readily acquire language early in life and all they require is exposure This implies that when any normal child is exposed to more languages than one, he or she will automatically become bilingual, speaking each language with the right accent

3

As far as the Kiswahili language is concerned, not much value is attached to it compared to other languages like English, French or German. This is due to a number of factors. For example, the colonialists and the missionaries did not regard the Kiswahili language to be very important. During their time, that is, the colonial period, the first languages or the mother tongues were emphasised in education and the missionary educators were induced to learn those languages. However, the use of Swahili was discouraged.

Apart from the colonialists and the missionaries, the Africans themselves were not eager to learn the Kiswahili language. For example, Whiteley (1956) observes that most Africans were keen to learn English because it was seen as a gateway to white-collar jobs, for example, clerks. Among Africans, there was a real resentment against Swahili. This is because the language could not appeal to tribal sentiment, nor could any gateway be opened as a result of proficiency in it.

Even after independence, the Kenyan Government did not encourage the teaching of Kiswahili. According to the Ominde Commission of 1965, the great majority of witnesses wished to see the universal use of English language as the medium of instruction from Primary I. At the same time, the Gachathi Report of 1975 noted that no Kiswahili was being taught in many primary schools because the time allocated to it was spent in teaching other subjects especially English and Mathematics which were subjects of examination at that

4

level It recommended that Kiswahili should be made a compulsory and examinable subject at the end of the primary cycle However, this was not implemented until much later in 1985 with the introduction of the 8-4-4 system of education (Mbaabu, 1999)

In our educational institutions today, the potential economic advantages of knowing English are greater than those of knowing Kiswahili This fact affects to a certain extent the learner's attitudes towards the two languages The most important thing is to make sure that those who learn are motivated by some genuine advantage which will accrue to them in return for their effort In Kenya, studying Kiswahili is mainly for examination purposes, students put some effort in it so as to attain good grades In addition, they may want to be selected in various schools or institutions for further studies or even to join various courses And because passing in Kiswahili is a requirement in all these, they have to work hard and pass in it

The rather ambiguous language policy in Kenya seems to enhance the growth of multilingual school children These children hardly learn either of the languages as perfectly, as those who are limited to one language (Legere, 1991) This has led to the development, growth and spread of SHENG which is a mixture of Swahili and English blended with words from other languages The majority of the young in the city of Nairobi are exposed to languages and dialects of many different ethnic groups These children attend school where

the medium for communication is usually English or Kiswahili Most of the children cannot speak either of these two languages fluently Consequently, these children have come up with the new urban language which is sheng

In language teaching, teachers are not provided with linguistic maps of students' knowledge or of their own Nonetheless, they have to function with a class of individual students and should therefore ideally start from where the learners are rather than from somewhere different in the hope that their students will catch up before they have gone too far

Closely associated with this is the issue of textbooks The reading materials would have to take into account the different types of language backgrounds so that a book written for a non-swahili speaker is more of a structural text than one written for a mother-tongue speaker which would be of the general reading type (Wang'ombe, 1990) In addition, it would be more appropriate to write for a known audience than the practice of writing for readers from a very generalised point of view

The Kiswahili language faces the stigma of being referred to as a language that has not yet fully developed and thus founded enough vocabulary for scientific and technological items (Lumbasio, 1989) So people often wonder how this language would be used to teach such disciplines like Aviation Technology,

6

Human Anatomy, Building and Design, Engineering or even recently introduced, Information Technology. This is because there is no appropriate vocabulary to express the technical terms.

There are some people who do not use Kiswahili as their first language or who see the language as either a mixture of languages or as an Arabic dialect. Because of this, they argue that it is not appropriate or well placed to become the official as well as the National Language of Kenya (Lumbasio, 1989)

In the Kipipiri Division of Nyandarua District, there has been consistent poor performance in Kiswahili KCSE examination in the period under study, which is 5 years, that is, from 1998 to 2002. During this period most schools have been attaining a mean score of C- and below. It is only one school, that is, Manunga Girls' Secondary school, which is a private school, which has recorded a mean score of C over this period. This performance is poor because some schools in other divisions in this district have been recording a mean score of B and above, in this same duration (DEO, Nyandarua District, 2003)

The District Education Officers have therefore consistently advised teachers and students to put extra efforts in order to improve performance in this language. It was with this poor performance in mind that the researcher set out to investigate the causes of this poor performance. This is because Kiswahili

7

plays a pivotal role in the careers and further studies of students Therefore

they should put a lot of effort in it. However, this is not the case because

grades as low as D- have been recorded in this area The identification of the

causes related with this poor performance will help the administrators and the

subject teachers in this area, be aware of the problems linked with the teaching

of this subject and thus rectify them.

It will also assist other players (like K.I.E., the Ministry of Education)

associated with the teaching and learning of Kiswahili in secondary schools

become aware of the problems facing Kiswahili teachers and learners and thus

do something about them.

1.2   The Problem Statement

Kiswahili plays a role in determining the future of students in national

examinations (Mbaabu, 1999), for example, in further studies or doing other

courses However, there has been consistent below average performance in

Kiswahili KCSE examination in Kipipiri Division of Nyandarua District over

the previous five years (District Education Officer Nyandarua, 1998 - 2002)

In Table 1, the average performance in Kiswahili from 1998 – 2002 has been shown. The table reveals that students have performed below average in this subject, except in 2002.

Table 1: Performance trend in Kiswahili KCSE examination in Kipipiri Division of Nyandarua District, 1998 – 2002.

YEAR	Mean Score (m/s)	Mean Grade (m/g)	Maximum attainable performance	
			M/S	M/G
1998	4.91	C-	12.0	A
1999	4.01	D+	12.0	A
2000	4.20	D+	12.0	A
2001	5.13	C-	12.0	A
2002	5.55	C	12.0	A

Source. DEO's Records Nyandarua District, 2003

According to the Kenya National Examinations Council (KNEC) grading system Grade A (12 points) is the maximum attainable performance which is considered excellent. Grade E (1 point) is the poorest. Grade C+ (7 points) is

9

considered to be average performance However, during the period under investigation, the highest mean performance obtained in Kiswahili KCSE examination in Kipipiri Division was 5.55 (Grade C) Because of this, the District Education Office undertook to organise seminars to come up with ways and means to curb the problems in Kiswahili as a subject (District Education Office, 2000) In one of his speeches during the seminars, the District Education Officer advised teachers to put in extra effort and even sacrifice their time to ensure that results were improved He also advised them to identify their areas of strengths and weaknesses with an aim of improving. In the 1998 circular to all schools in the district, the District Education Officer advised teachers and students to have the right attitude towards all subjects. Teachers were especially challenged to improve on their teaching approaches The students were encouraged to practice speaking in Kiswahili language which would greatly improve their performance and to avoid using colloquial language(sheng). Consequently, there was need to address the issues associated with this consistent poor performance in Kiswahili so as to improve it

1.3 The Purpose of the Study

The purpose of this study was to investigate the causes of poor performance in Kiswahili KCSE examination in Kipipiri Division of Nyandarua District

1.4 Objectives of the Study

The study aimed at achieving the following objectives -

1. Identify the availability of teaching and learning resources

2. Establish the extent of use of the teaching and learning resources

3. Establish the instructional techniques used by Kiswahili teachers

4. Identify areas in which learners experience problems while learning Kiswahili

5. Identify areas in which teachers experience problems while teaching Kiswahili

6. Determine how students' attitudes affected their performance in Kiswahili KCSE examination

7. Identify other problems affecting performance in Kiswahili KCSE examination

1.5 Research Questions

1. What teaching and learning resources were available in teaching Kiswahili?

2. What was the extent of use of the teaching and learning resources?

11

3   What instructional techniques did Kiswahili teachers use?

4   In which areas did learners experience problems while learning

         Kiswahili?

5   In which areas did teachers experience problems while teaching

         Kiswahili?

6   In what ways did the attitudes of the students affect their performance

         in Kiswahili KCSE examination?

7.   What other problems affected performance in Kiswahili KCSE

         examination?

1.6   Significance of the Study

This study is important because it examines the reasons for the poor performance in Kiswahili as a subject in Kipipiri Division of Nyandarua District. The results may benefit teachers who might re-examine their instructional procedures and improve on weak areas School heads may also see the need to purchase important resources if they are not available The results will be used by the Kenya Institute of Education to improve the syllabus both in depth and breadth

Teacher training institutions may use the results in order to train teachers who will be thorough in teaching this subject   As Mbaabu (1999) observes. B ED students who opt for Kiswahili will always combine it with other subjects like Philosophy of Religious Studies, History or Business Administration   Instead, such students should train to be Kiswahili teachers only, both in *lugha* and *fasihi*

1.7   Limitations of the Study

The use of questionnaires was limiting because it was not possible to control the feelings and opinions of the respondents   They might have given socially acceptable answers in order to avoid offending the researcher   This may affect the validity of their responses (Mulusa, 1990)

Also the researcher was not in a position to control some of the variables because their manifestations had already occurred or because their use was inherently not manipulable

1.8   Delimitations of the Study

The study was limited to Kipipiri Division of Nyandarua District   So the results may not be generalised to other areas of the country

13

Also the study addressed the causes of poor performance in Kiswahili as a subject, that is, the overall performance. The researcher did not investigate performance in specific areas of this subject, for example, *Insha* or *Fasihi*

Academic performance in Kiswahili was limited to tangible mean performance index attained in KCSE. However, there are other visible or invisible benefits, (for example, self-confidence, improved relationships) students might gain in learning Kiswahili but could not be absolutely measured using testing. The mean performance index was therefore more objective and an easier measure of academic performance

1.9   Basic Assumptions

The following were the basic assumptions of the study:-

1.   All Kiswahili teachers were well experienced and competent in their work

2.   All secondary schools had Kiswahili textbooks and audio-visual aids to teach this subject

3.   All respondents would give accurate responses to the questionnaires

14

1.10   Definition of Significant Terms

Bilingualism: A situation where a person has command of two or more languages and can communicate in them fluently

First Languages: They are also referred to as ethnic languages, mother tongues or vernaculars   In Kenya, first languages are the languages of acculturation for most people

International Language   It is a language which has spread beyond its own continent of birth, is widely understood in at least two continents and is the official language of several states in these continents

Kiswahili language   This is the national language in Kenya   It is a Bantu language because it is a class language, that is, a language where the choice of a prefix depends on the class of the independent nominal, the subject

Language Interference   It is the habit of carrying over language forms of one's mother tongue or another language one already knows to the language he is learning

15

Language policy   It is a directive or a stipulation from the Government
                    '
                    regarding which language or languages are to be used

                    where and when Example, Kiswahili is the national

                    language in Kenya and English is the official language.

National Language   It is any language that has been decreed as such or has

                    been adopted as an official language It functions as a

                    National symbol

Second languages   This is any other language other than the first language

                    It is mostly the language spoken in the immediate

                    environment of the learner Such a person uses the

                    language in natural communication

Sheng   It is a corruption or pidginization of Kiswahili at the lexical and

             semantic levels, that is, failure to use standard Kiswahili

CHAPTER TWO

2.0   REVIEW OF RELATED LITERATURE

2.1   Introduction

In this chapter various works by different people related to the field of performance will be discussed   Short discussions will be included on these works analysing what they have done and any gaps that may be cited   The chapter covers the following language policy before independence, language policy after independence, second language acquisition, Kiswahili in the education system, Kiswahili as a national language, the influence of sheng, Kiswahili as an international language, the future of this language (Kiswahili) and issues of performance

2.2   Language Policy before Independence

During this period there was little effort made by the authorities to encourage the use or growth of the Kiswahili language According to Gorman (1968) the Phelps – Stokes Commission of 1919 recommended that the four major languages, that is, Swahili, Kikuyu, Luo and Luhya should invariably be recognised as first languages of instruction

17

As to the choice of a second language, the then director of education stated that in the course of time, Kiswahili should cease to be taught except in the coastal area where it is the vernacular and English should be taught as a second language even in the village school as soon as reading and writing in the vernacular have been mastered

During this period, the vernacular languages were the media of instruction in the elementary stages with Kiswahili being introduced in upper primary classes both as a subject and as a medium of instruction Gradually, Kiswahili was to be replaced by English (Whiteley, 1974)

As independence approached, Kiswahili and the vernacular languages were gradually phased out of the educational system as media of instruction (Mazrui and Mazrui, 1995) Around 1957, the Ministry of Education created the Nairobi Special Centre with the specific objective of promoting English as a medium of instruction under the name of New Primary Approach This development essentially ended Kiswahili's role as a medium of instruction (Mazrui and Mazrui, 1995)

By 1958, Kiswahili was no longer taught extensively in primary schools (Whiteley, 1974). However there were instances when the authorities felt that the use of vernaculars was not serving any purpose and there was need to adopt a common language or Lingua franca

The stress laid by the authorities on the use of vernacular languages as media of instruction led to a situation whereby children were prevented form gaining access to education in any language after the initial stages (Gorman, 1968). The authorities were aware of the possible adverse social effects of a policy that might lead to the creation of new classes of African society separated from the vast mass to their fellow countrymen by loss of contact and ready communication. The policy they formulated laid stress on the use of mother tongues as media of initial education. However, the great majority of the children who were fortunate enough to go to school did not proceed beyond standard 3 and this served to isolated them from the majority of their fellow countrymen

2.3   Language Policy After Independence

After independence, the government set up various commissions to look into the issue of language especially its use in the educational system   These commissions made various recommendations some of which were partially

19

implemented and others were not implemented at all until much later This
was due to the government's non-commitment and failure to allocate funds and
resources for the above endeavours

The Ominde Commission (1964/65) reported that the majority of witnesses
wished to see the universal use of the English language as the medium of
instruction from primary 1 (Gorman, 1968) It went on to state that using
Kiswahili as the medium of instruction in secondary schools would demand
high linguistic competence from the teachers and that it would be very
expensive to translate textbooks and library books into Kiswahili, which they
considered a grave misuse of funds The commission further added that the
language itself would require adaptation to unaccustomed scientific uses,
before it could qualify as a vehicle for education and study at the secondary
level (Mbaabu, 1991).

As far as the teaching of Kiswahili was concerned, the Ominde Commission
had to agree with the overwhelming majority of their witnesses in desiring to
see Kiswahili established as a national language in Kenya So it recommended
that it should be made a compulsory subject in secondary schools   But this
was not to be, Kiswahili only became an optional subject in secondary schools

The development plans have also not been very favourable to Kiswahili. The government has not been keen in making Kiswahili a national language in Kenya or in developing it. For example, there was the possibility of establishing an Institute of Kiswahili Research of the University of Nairobi. However, funds were not provided for the establishment of the institute and the issue died (1979/1983 Development Plan). At the same time Kiswahili is put in the same category as other mother tongues, when they are all referred to as national languages (1984/1988 Development Plan)

The Kenyan Constitution has relegated Kiswahili to an inferior position as compared to English. Parliamentary business is bilingual both in English and Kiswahili. But the two languages are not at par as far as their usage is concerned. Kiswahili is a restricted official language of the National Assembly. It is used only in debates, but it is not tolerated in any other function, since all the bills, amendments and financial resolutions must be written in English and quoted in the same language (Constitution of Kenya Section 53).

2.4 Second Language Acquisition

Wanyoike (1977) in Gardener (1966) states that second language achievement would vary as a function of 3 individual different variables. language aptitude,

general intelligence and motivation Others are instructional variables, the opportunity the student has for learning and the adequacy of presentation of the material

Lado (1964) observes that the chief conditions and variables that must be faced are related to the student, the materials and equipment, the teacher and the setting. As far as the student is concerned, such an issue as age which is a major variable has to be considered Children and adults must be taught differently According to Cook (1986) adults learn a second language less efficiently than young children This is because adults' cognitive processing inhibits language learning Another reason could be the differences in the language or social situation that adults encounter

It may also be that emotional changes associated with adolescence hamper language learning Still it could be because the establishment of a language ego in the first language causes the mind to be defensive when meeting new languages

Another issue related to the student is the educational level Lado (1964) says that language teaching must obviously differ for literate and illiterate students It must also differ for various levels of education with the college or university level and the primary education level sharply distinguished As far as blind

students are concerned, they cannot use an ordinary textbook or visual aids
They cannot use the phonemic alphabet   They may, on the other hand, have
greater acuity in listening and a longer memory span for speech than those who
depend on their sight for much of their learning

In the same vein, stutterers cannot be expected to be free of stuttering in the
second language   Students with a hearing impediment will need special props
or a hearing aid   In language learning, level of proficiency is provided for by
putting speech first and limiting vocabulary at the beginning

Materials are another variable Lado (1964) says that the equipment and aids
available to the student and the teacher vary from bare walls, hard benches and
noisy surroundings to fully-equipped electronic laboratories and closed-circuit
television There is the language laboratory, television, teaching machines and
programmed learning

Ikumi (1985) states that instructional materials can facilitate group work, take
care of individual differences, create conducive atmosphere for learning,
precipitate learning by discovery and make pupils learn at a faster rate   Other
issues related to second language acquisition are the following

The Teacher: There are great variations among language teachers with regard to their qualifications and the time they may devote to the teaching of language (Lado, 1964). The teacher may speak the language natively or he may have studied it as a second language himself. His speech may be some standard or substandard variety, he may be a trained and experienced teacher, or he may not have any teaching experience or training at all.

Different provisions are necessary to compensate for these differences. Wang'ombe (1992) states that in implementing the policy of teaching Kiswahili a lot will depend on how the available qualified teachers are distributed.

Claessen and Stephen's (1986) states that teachers must be aware of the methods and procedures of teaching and learning language skills. These language skills are listening and speaking, reading and writing. Different skills need different techniques and methods of developing them. Most teachers listen to pupils reading but do not make systematic attempt to monitor the errors made, thus miss an opportunity of gaining greater insight into the reading difficulties each child has.

According to Pearson (1988) in-service training is an important aspect of alleviating the teachers' problems and it should be geared towards improvement of skills in teaching as well as making teachers aware of changes

in curriculum The school-based in-service training provides a means within the system whereby subject teachers can be helped to cope with changes by putting resources to effective use Thus the school administration should provide the necessary support as far as in-servicing of teachers is concerned

As far as language teaching is concerned during in-service courses, teachers would know the importance of class-libraries and library periods in their schools and how to utilise them to the pupil's advantage Those teachers with language laboratories in their schools should know how to use such laboratories Even those who do not have them should learn how to use them

Linguistic and Cultural Setting: Lado (1964) observes that the setting influences what can be taught and what needs to be taught In the country where the language is spoken, the students will need to use it for ordinary communication in addition to whatever goals have been set up When teaching in a setting where the second language is not spoken, all experiences and practice will have to be provided by the class and the teacher

The ideal setting for teaching a language is of course, the country where it is spoken natively By residing in that community and being forced to use the language for communication, the full impact of a language as the chief means of communication in a culture is brought out

Lado goes on to say that if an ideal setting is lacking, the next best thing is to create the atmosphere of the second culture through proper decoration of a classroom, a lounge or when possible a house Thus, for example, we could have in a classroom, paintings of coconut trees, oceans with ships and boats and paintings of people dressed like the coastal people

Ringbom (1987) observes that the stage of learning is another factor which is relevant to the second language learning The first language's role in second language learning is most important in the early stages of learning and then decreases as learning progresses The beginning learner has not yet acquired a second language frame of reference and has very little else to rely on than the hypothesis that the second language will in many or at least in some respects work in a similar way to his first language The first language gradually decreases, as the learner becomes more proficient in the second language

Another factor which is relevant in second language learning is the learner's knowledge of other languages According to Ringbom (1987) not only the first language but other languages the learner knows may also be reflected in learning a second language Apart from the perceived distance between the languages involved, the degree of proficiency in them and above all the level of automatization are also relevant For example, there are some people who are fluent in two or more tribal languages and these languages will affect their

learning of Kiswahili language. Also others are very fluent in sheng and have difficulties learning standard Kiswahili.

Acquiring a second language may be in an informal setting. According to Ringbom (1987) a person may acquire a second language in the immediate environment where the language is spoken. In such a situation the learner has good opportunities to use the language for participation in natural communication situations. Second language acquisition may or may not be supplemented by classroom teaching.

The second language learner is exposed to a rich and varied input, but these samples of language are little organised and the learner himself has to make the selection of what he perceives as the most salient features. The second language learner learns by unguided discovery, peers are important for his learning and if he has formal teaching it is of secondary importance. This shows that if a learner lives in an environment where Kiswahili is spoken as a second language, he or she has more advantages that a learner who learns Kiswahili only in school. The informal second language acquisition environment provides the learner with a good opportunity of practising the language. He or she is frequently in situations where his second language (L2) competence is insufficient and he will be forced to use a variety of learning and communication strategies to cope with his immediate problems of comprehension and production (Ringbom, 1987).

Some of the issues or problems arising in second language learning and teaching are -

Borrowing: It occurs only in the area or domain of lexis and it is a result of inadequate control (Ringbom, 1987) It manifests itself in complete language shift Borrowing is not a result of a gap in knowledge For example, 'Alinisurprise sana na yale mambo aliyoyafanya'

Inferencing: It means availing oneself of several different cues on meeting an unfamiliar word in an utterance so as to understand its meaning To infer, the learner has to be able to analyse the word and the context in which it occurs, making use of syntactic and semantic cues and of the pragmatic knowledge and experience of the world that he possesses Therefore, even though a learner has never heard or seen a word before, he may nevertheless be able to understand it correctly on a first encounter by successful inferencing (Ringbom, 1987)

Transfer It involves an analysis of patterns The second language pattern is assumed to be similar to or identical with the first language pattern First language procedures may, however, be used either on their own or in conjunction with second language procedures Transfer does not mean a carrying over of surface forms or unanalysed chunks from first language to second language, but involves an analysis of patterns

28

Interference Language interference is the habit of carrying over language forms of one's mother tongue or another language one already knows to the language he is learning (Wanyoike, 1977) Thus. in teaching the Kiswahili language, the teacher should not only teach the right pronunciation but he or she should also know in advance the possible problem areas of the learners Cook (1986) states that interference from the first language is more in the early stages in second language learning, when to the learner, the target language seems to make no sense. without rhyme or reason

Translation It is the process of transforming signs and representations into other signs or representations In most cases students do literal translation, where structures from the Source Language (SL) are mapped onto the Receptor Language (RL) structures

In second language learning, the attitudes of the student towards the language he or she is learning are very important These attitudes shaped by parental and peer influence have consistently obtained a high relationship with achievement in second language learning

On the first day a student walks into a language class. he or she has a set of attitudes most of which are negative The student may, feel that the course is irrelevant. boring or difficult Depending on the experiences in class. these

29

attitudes may be changed, modified or reinforced Attitudes are affected by such factors like motivation, gender differences, parental influence and compulsory language course

Motivation is the crucial force which determines whether learners embark on a task at all, how much energy they devote to it and how long they persevere

Gender differences According to Eardley (1984) girls tend to demonstrate a more positive attitude towards language learning and are more successful at it than boys Boys in single sex schools have a more favourable attitude towards learning the second language than those in co-educational schools   Single sex schools seem to have a higher level of achievement

Parental influence According to Gardener (1986) parents play 2 roles in shaping the attitudes of their children in second language learning, that is, active and passive roles

Active role This is direct tuition, when parents encourage their children to do well by monitoring their language learning performance and reinforcing any success identified by the school

Active though negative This happens when parents agree with their children that it is a waste of time and object to the intrusion of the language on other subjects that they deem more important in the curriculum

This is what happens in most schools in Kenya Most parents feel that Kiswahili is not a very important subject compared to others like Sciences or Mathematics So they discourage their children from devoting a lot of time in studying it.

Passive role Parents may not even be aware of it The influence is manifested in what parents say or do about the second language If parents have positive attitudes towards the community, this would serve to support an integrative motive in children On the other hand if they have negative attitudes this would inhibit the development of positive attitudes in their children Children's perception of their parent's support is undoubtedly related to their willingness to continue language study

Compulsory Language Course Student's may develop negative rather than positive attitudes towards a compulsory second language course (Turner 1974) Compulsory courses can rapidly create feelings of failure, which could generalise to these negative attitudes Specific attitude problems in a

31

compulsory language course range from perceived teacher domination to what the student calls the "uselessness" of the language course (Ralph 1982)

2.5   Kiswahili in the Education System

After independence until around 1985, Kiswahili was an optional subject both in the primary and secondary schools. However, with the introduction of the 8-4-4 system of education in 1985, Kiswahili became a compulsory and examinable subject both in primary and secondary schools (Mbaabu, 1991) It was a requirement for students to pass in Kiswahili in their examinations

In order for primary school pupils to join secondary schools, they have to pass Kiswahili examination at KCPE In secondary schools, students have to obtain a high grade in Kiswahili at the KCSE examination so as to increase their chances of joining public universities

In 1990, the Joint Admission Board made certain stipulations pertaining to language policy Bachelor of Arts (B A), Bachelor of Education (B ED) Arts, Bachelor of Education in special subjects such as French, German and Fine Arts, require Kiswahili This requirement means that candidates must pass in Kiswahili before they can be allowed to enrol in one of those courses

Before the introduction of the 8-4-4 system of education, those students for whom Kiswahili was optional in primary and secondary schools had problems when they joined Teacher Training Colleges. This is because they had only 2 years to study Kiswahili. But with the new education system, all students joining Teacher Training Colleges have equal background in Kiswahili (Mbaabu, 1991).

In diploma colleges which train teachers for arts subjects, Kiswahili is taught as a major subject. In 1965, the University of Nairobi started the Department of Linguistics and African Languages. Other universities have also started similar departments, for example, at Kenyatta University, there is a Department of Linguistics and African languages.

Kiswahili also plays an important role in the career choices of students. Those wishing to join primary teacher training colleges are required to have attained a minimum of grade C in either English or Kiswahili.

Admission requirements for health related diploma courses stipulate that a candidate must have an average of C+ in ether English or Kiswahili besides good passes in such subjects as Biology and Chemistry.

Apart from the diploma courses which take at least 3 years, one of the 2 languages, either English or Kiswahili, is a mandatory subject for the 2 year certificate course training

Good passes in either English or Kiswahili are part of the requirement for admission to diploma and certificate courses in such training institutions as Agricultural Institutes and the Kenya Institute of Mass Communication

There is poor performance in Kiswahili especially in Form 4 examinations This is because Kiswahili is given only six lessons a week while a subject like English has 8 lessons a week It thus becomes difficult for the Kiswahili teacher to cover the whole content and has sprint over the syllabus (Daily Nation, September 21, 1997)

Curriculum developers do not give provisions for all genres of Fasihi (Literature) The syllabus does not give provisions for genres like oral literature and short stories in Kiswahili as is the case in English This in effect leads to limited choices during examinations because such genres are not tested

34

2.6   Kiswahili as a National Language ,

It is difficult to think of a culture outside the emblem of a language   Written literature, folksong, music, types of dress, food are part of a culture   A strong national culture may be equated with stability (Wang'ombe, 1992)

Government's policies about the national language, schooling and the mass media of communication all affect its people's career prospects and cultural life What is done in the classroom has consequences for life after school (Okombo, 2001)

In making Kiswahili a national language the Government needs to take into account the extent to which other factors besides language come into play (Wanyoike, 1977).   This evaluation however approximate, can only be determined by an empirical study of patterns of language use in relation to psychological, economic and social factors

Kiswahili has already been declared the national language of Kenya   It is ideal as a national language because -

1   It is a Bantu language and it is therefore ideal for the communication
         between the predominant Bantu speaking peoples in the Eastern Africa

2   It is also widely known among the other ethnic groups such as the Nilotes

3   A standardised version of the language has been agreed upon from as early as 1930 and the language has a rich literature (Legere, 1991)

In Kenya, the constitution requires that parliamentary candidates be able to speak and unless incapacitated by blindness or other physical clause, to read the Swahili and English languages well enough to take an active part in the proceedings of the National Assembly.

The growth of co-operative movements for farmers has also contributed to the expanding use of Kiswahili outside the framework of the urban economy. Through the electronic media and community clinics, Kiswahili has played an important role in disseminating aspects of the technology of reproduction.

For example, people especially in the rural areas are taught methods of family planning for good health of the mother and child. They are also taught other health related issues like how to protect themselves from diseases like malaria which are transmitted by insects. Also all they need to know about deadly diseases like HIV/AIDS. The medium of communication in these areas is Kiswahili because it is widely spoken and understood by many people

36

This shows that Kiswahili has fitted well as the National Language of Kenya
It is accepted by all and has managed to enable people with very diverse
languages to communicate effectively

2.7   The Influence of *Sheng*

Sheng is an example of a slang. A slang is a type of language in fairly
common use, which is produced by popular adaption and extension of the
meaning of words   It is also produced by coining new words with disregard
for scholastic standards and linguistic principles

Sheng is a mixture of not only English and Kiswahili, but of different mother
tongues in what appears to be a quest for a solution to multilingualism, the
apparent lack of cohesion and nationalism in society and a policy which makes
them trilingual (Mbaabu, 1991)

According to the East African Standard (February 16, 2000), the dynamic
nature of sheng is perhaps due to the fact that it has no laid down rules   It is
almost as if anyone who feels inspired can come up with a new word or
expression at any time   May be this is why there has been such heavy criticism
over its authenticity and 'correctness'

2.8   Kiswahili as an International Language

According to Kingei (1992), Kiswahili nowadays serves not only as a vehicle for national communication in East Africa, but it is also increasingly assuming the status of Africa's continental lingua franca

Mazrui and Mazrui (1995) observe that the most important language for the radio in the East African region is Kiswahili. There are more programmes in Kiswahili listened to by more people than there are programmes addressed in any other African language. This is particularly so when we include broadcasting from foreign countries abroad in Kiswahili beamed to Eastern Africa.

Whenever any country in Europe, Asia or the Americans is considering introducing a programme in an African Language for its overseas services, the first candidate is usually Kiswahili for Eastern Africa

Broadcasts from foreign countries which utilize Kiswahili include Voice of America, All-India Radio, Radio Moscow, British Broadcasting Corporation, Radio Peking and Radio Cairo

Kiswahili is also offered as a foreign language subject in approximately 100 universities across the United States of America (Chimerah, 1998). Such universities include Harvard, Yale, Cornell, U C L A, Ohio State at Columbus, Michigan State University. The university of London and York University both in Britain offer Kiswahili to both home and overseas students. Also London and Cambridge Universities have a long history of offering Kiswahili examination at the G.C.E. Certificate to overseas students both at 'O' and 'A' levels (Chimerah, 1998).

Kiswahili is still the most international of all the indigenous languages of the African continent or of the black people as a whole (Mazrui and Mazrui, 1995). The writer of Daily Nation, August 20, 2000 feels that Kiswahili is ideal for global status. In this he is of the opinion that if Kiswahili or any other African language were to become the language for the world, this would symbolise the dawn of a new era in human relations between the nations and peoples of Africa and those of other continents. This means that if people would speak one language, they would understand each other better and they would live harmoniously.

Kiswahili is now an international language. It is the national language in Kenya, Uganda and Tanzania. It is one of the four national languages of Zaire and it is extensively used in Rwanda, Burundi, Zambia, Mozambique, Somalia and Seychelles.

2.9   The Future of the Kiswahili Language

The future of this language lies in developing an Institute of Kiswahili Research. Although such plans were underway according to the 1979/1983 Development Plan, this never happened. Such an institute if developed would undertake research in this language and promote it further (Mbaabu, 1991).

According to Mazrui (1981) Tanzania has put a lot of effort in developing and promoting the Kiswahili language. This country has two bodies catering for this language. These are the Institute of Kiswahili Research and The National Council of Swahili (BALUTA).

Kenya is benefiting from the efforts of these two bodies in that, whatever research finding they come up with, they find their way into Kenya through the media. This helps in spreading the seed of Kiswahili development.

2.10 Issues of Performance

They include the following:-

Teaching and Learning Resources

These include textbooks, audio-visual aids, classroom readers, Kiswahili newspapers. Their availability or non-availability will affect performance. For example, if enough textbooks are available, students will be in a position to revise on their own. The availability of classroom readers and Kiswahili newspapers will enable the students to practice reading in the Kiswahili language. This will improve their pronunciation of Kiswahili words and consequently their spellings. It will also enrich their vocabulary and help them to write good compositions.

Teaching Approaches

It is important for Kiswahili teachers to check on their approaches when teaching this subject. For example, in teaching Fasihi (literature) more emphasis is laid on the lecture method as well as class and group discussions. This is in contrast to the approach used in teaching *Matumizi ya Lugha* (gramma) where students need to be involved a lot in asking and answering questions. The students are also engaged a lot in doing exercises.

41

In Insha (composition) the students need a lot of guidance from the teacher So lecture, notetaking are appropriate initially as well as asking and answering questions Later, students need to write the compositions which are later marked and the mistakes discussed by all (teacher and students) in class

Students' Attitudes

The attitudes of the students will be affected by for example, motivation of the students For example, students will be motivated to work hard in any subject if they know that there are real benefits that they will reap from it For example, getting a job or going for further education As far as Kiswahili is concerned it is a requirement for further education and courses and so students work hard in it

The attitudes of the students will also be influenced by their background For example, students coming from urban areas are more used to colloquial language (sheng) To them Kiswahili is for communication especially with friends So they do not really mind how they pronounce words as long as they communicate This is reflected in their compositions and it takes real effort to make such students write standard Kiswahili This is because they have grown up speaking sheng (some even at home) and it has become part of them

As for students coming from rural areas, they are more used to communicating in their mother-tongues The influences of these languages will exhibit themselves in their communication and writing For the majority of them, the Kiswahili language is for communication with people who are not from their tribes Thus to them, the basic Kiswahili is enough just to help them in communication The other complicated areas like speaking in standard Kiswahili or learning Fasihi are really not very important

Teachers' Attitudes

The attitudes of the teachers will affect the attitudes of the students Some teachers (not Kiswahili teachers) have negative attitudes towards Kiswahili So they will go out of their way to discourage students from putting any effort in it Thus students will automatically acquire negative attitudes towards this subject and they will be demotivated

2.11 **Figure 1: Conceptual Framework of the Factors Influencing Proficiency in Kiswahili and Students' Performance**

Learner's Background

Kiswahili Teacher and Teaching Methodology

Learner

Learning Materials and Resources

Proficiency in Kiswahili

Performance in Kiswahili
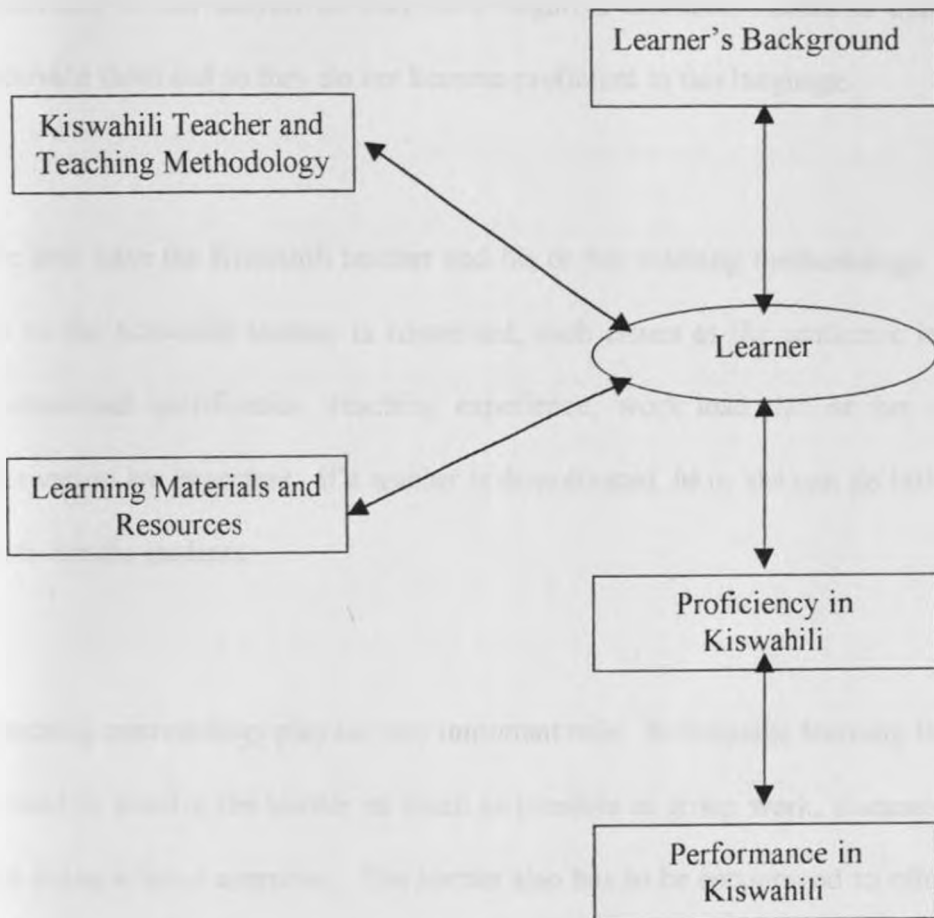
The Conceptual framework shows that the learner's performance in Kiswahili examinations is influenced by many factors. For example, his or her background. This will include the first language and the extent to which he or she interacts with others using the Kiswahili language

Another factor is proficiency in Kiswahili which is brought about by the attitudes, interests and the motivation of the student Some learners are not interested in this subject or they have negative attitudes Little is done to motivate them and so they do not become proficient in this language

We also have the Kiswahili teacher and his or her teaching methodology As far as the Kiswahili teacher is concerned, such issues as the academic level, professional qualification, teaching experience, work load, his or her own motivation are important If a teacher is demotivated, he or she can do little to motivate the students

Teaching methodology plays a very important role In language learning there is need to involve the learner as much as possible in group work, discussions and doing a lot of exercises The learner also has to be encouraged to oftenly speak in the Kiswahili language so as to improve the level of proficiency

Performance in examinations will be determined by the availability and use of learning materials and resources These will include textbooks, classroom readers, Kiswahili newspapers and audio-visual aids

All these factors have or need to be considered in analysing how well or how poorly the learner is performing in the Kiswahili subject

CHAPTER THREE

3.0   RESEARCH METHODOLOGY

This section gives details regarding the procedures used in conducting the study. This section covered the following areas the research design, target population, the sample size and the sampling techniques, research instruments, validity of the instruments, their reliability, procedures for data collection and techniques to be used in data analysis

3.1   Research Design

The research design chosen for this project was ex-post facto design. This is a type of design where researchers ask themselves what factors seem to be associated with certain occurrences or conditions For example, the factors contributing to the scoring of low grades in Kiswahili KCSE examinations in Kipipiri Division

Cohen and Manion (1997) observe that in this type of design, there is teasing out of possible antecedents that have happened and cannot therefore be engineered as manipulated by the investigator For example, in the case under investigation, the Kiswahili examinations had already been done and grades attained

46

Other variables like age, sex, academic qualification, professional experience of teachers could not also be manipulated. Therefore the ex-post facto design was the most appropriate because all the above variables which were associated with this investigation were already there or they had already taken place.

3.2   Target Population

This research project targetted all public secondary schools in Kipipiri Division of Nyandarua District. There were a total of 12 public secondary schools in the division according to the DEO Nyandarua District. There were 15 Kiswahili teachers in this division and 459 Form four students. Thus the target population was the Kiswahili teachers and four form students. Public secondary schools were targeted because Kiswahili is a compulsory and examinable subject in the KCSE examination. Out of the twelve secondary schools in Kipipiri Division, two were girls' boarding schools of which one was private and the other one public. Ten were mixed secondary schools of which 2 were day and boarding and 8 were day schools.

Form four students were the most appropriate section of the students for carrying out the investigations. This is because at this level these students had already been introduced to all areas or genres to be covered in this subject

47

They had also studied it for a considerable period of time and could respond appropriately to all questions. Teachers and students were the appropriate target population for this study because it was classroom oriented and both contribute a lot as far as performance is concerned.

3.3   Sample size and Sampling Techniques

Out of the 12 secondary schools in Kipipiri Division, two were not included in the study because they did not have all the results for the 5 year period to be covered. This was because they were started recently. So the sample included 9 public and 1 private secondary schools. There were 14 Kiswahili teachers in the schools under study and all were included in the study because the number is small. There were a total of 1200 form four students in these schools. Of these 293 were included in the sample (Mulusa, 1988).

To get the number of students to participate in the study in the various schools, simple random sampling was done. This ensured that each member of the population under study had an equal chance of being selected.

Numbers were placed in a container and then picked at random. Those students corresponding to the numbers picked were included in sample.

48

To take care of gender, stratified sampling was done. There were 2 clusters of students. One cluster consisted of boys and the other cluster consisted of girls. With a sample size of 293 students, we required 146 boys and 147 girls. Then numbers were assigned to each student in each cluster or subgroup. The numbers were picked at random. The students corresponding to the numbers picked were included in the sample.

3.4   Research Instruments

The instrument that was used to collect data was the questionnaire. Questionnaires allow respondents a measure of anonymity so that they are more willing to give responses which may be considered undesirable. It is also easy to quantify responses for the purposes of analysis using a questionnaire (Best, 2000).

There were two questionnaires. One for the teachers and the other one for the students. The teachers' questionnaire was divided into 3 sections. Section A consisted of 8 items to gather demographic data of Kiswahili teachers such as age, sex, academic qualifications, teaching experience, work load, school size and category.

Section B consisted of 27 items on instructional methods, evaluation techniques and materials and resources for teaching Kiswahili The first 21 items sought information on use of materials and resources, instructional methods and evaluation methods A five point Likert scale ranging from always, often, occasionally, rarely and never accompanied each item The rating options were scored as follows: always = 5, often = 4, occasionally = 3, rarely = 2 and never = 1 The other 6 items sought information on availability, adequacy and use of Kiswahili materials Section C consisted of 5 open and closed ended questions on factors that enhance or inhibit students KCSE Kiswahili performance.

The students' questionnaire was divided into three sections Section A consisted of demographic information, sex, age, first language, school size and category Section B comprised of 19 items on students' attitude towards Kiswahili, experiences in learning Kiswahili and revision habits The first 6 sought information on attitude A Four-Point Likert scale ranging from very important, important, not important and no opinion was scored as follows very important = 4, important = 3, not important = 2 and no opinion = 1 The next 7 items sought information on experiences in areas of Kiswahili examination It also used a four-point Likert scale ranging from very easy, easy, difficult and very difficult scored as very easy = 4, easy = 3, difficult = 2 and very difficult = 1 The other 6 items sought information on students' Kiswahili reading habits This used a five points Likert scale ranging from

always, often, occasionally, rarely and never scored as follows: always = 5, often = 4, occasionally = 3, rarely = 2 and never = 1 Section C comprised of 4 open and closed-ended questions on factors that inhibit or enhance students KCSE Kiswahili performance

3.5   Validity of the Instruments

To ensure validity of the instruments. a pilot test was done Thus two schools in the neighbouring Ol Kalou division were chosen One was a day mixed secondary school and the other one mixed day and boarding Piloting enabled the researcher to establish how valid the items were so that they could either be discarded, improved or modified to make them valid In the mixed boarding secondary school. there were 25 Form four students Of these 25 the sample was 24 students So we required 12 boys and 12 girls Simple random sampling was done to get the number of students to participate in the sample. then stratified sampling was done to take care of gender

In the mixed day secondary school. there were 20 form four students Of these, the sample was 19 students So the number of boys was 10 and the number of girls 9 Again simple random sampling was done to get the required number of students and stratified sampling was done to take care of gender

3.6   Reliability of the Instrument

The split-half technique was used to determine the reliability of the instruments   This technique helps to eliminate chance error due to differing test conditions   In the split-half technique, the items are split into 2 equal halves (odd and even numbers)   The study in question had 40 items   All odd numbered items were placed in one group or sub-set and the even numbered items in another group   Each group was studied and scored accordingly

Then using Pearson's Product Moment Correlation Coefficient the 2 groups were correlated   This was taken to be the measure of reliability   To adjust so as to get a more accurate value of the correlation coefficient obtained between the two halves, Spearman-Brown Prophecy formula, indicated below was applied

$$r_{xx_1} = \frac{2\ roe}{1 + roe}$$

Where r_{xx_1} = reliability of original test

   roe= reliability coefficient obtained by correlating the scores of the odd

   numbered items with the scores of the even numbered items

3.7   Procedures for Data Collection

A permit to allow the researcher to carry out the research was obtained from the office of the Ministry of Education, Science and Technology A fee of Kshs 500 was paid Tow copies of the proposal were left there The researcher was instructed to report to the DEO and the DC Nyandarua District so as to obtain further clearance from them

The DC further instructed the researcher to report to the D O Ol Kalou where piloting was to be conducted Letters of introduction addressed to these officers were issued The DEO instructed the researcher to submit a copy of the findings to that office on completion of the research The same was also required of the researcher at the Ministry of Education where two copies of the research findings were to be submitted Letters of introduction were issued to respective heads of schools so that they could grant permission for the study to be carried out Then each headteacher briefly introduced the Kiswahili teacher or teachers to the researchers The teachers assisted in introducing the researcher to the students and why the research was being carried out The researcher and the teacher(s) did the sampling after which the questionnaires were issued to the students The teacher(s) were also given their own copies of the questionnaires About a week later, all the questionnaires (for the teachers and the students) were collected They were then put together for analysis

3.8 Data Analysis Techniques

Data was edited first to inspect the data pieces and identify those items wrongly responded to, spelling mistakes in the responses and any blank spaces left unfilled by the respondents. Then using the Statistical Package for the Social Sciences (SPSS), a computer specialist analysed the data according to age, sex, class, academic qualifications, professional grade, teaching experiences, school size and category.

The descriptive analysis included the mean and the range of the students' ages. The frequencies and distribution of the responses for all the tables in the questionnaires were also tabulated. The mean, median and mode were calculated for the various items in the questionnaires so as to acquire the required limits.

Descriptive statistics were used to answer the various research questions. Frequency distribution tables were used to answer questions regarding the extent of use of various instructional methods, evaluation techniques as well as various resources in teaching.

The mode was used to determine the areas in which learners experience problems while learning Kiswahili Using the median, the researcher was in a position to determine the methods considered effective in improving Kiswahili performance

The researcher used the mean to answer the question on the extent to which a teacher(s) teaching load per week affected their use of various instructional methods and evaluation techniques

CHAPTER FOUR

4.0 ANALYSIS AND INTERPRETATION OF DATA

In this chapter data gathered was analysed and interpreted by use of distribution tables, means and modes. Percentages were also calculated for various items and included in the tables.

The chapter covers the following areas: Return rate for both teachers and students' questionnaires, category of schools, demographic data for teachers, administration of tests by teachers, problem areas facing students in *Kiswahili*, their reasons, factors inhibiting good performance and suggestions by the teachers on improvement.

It also included the demographic factors of students, languages used by students with different people, problem areas facing students and suggestions of the students on ways to improve performance.

4.1 Return Rate for Questionnaires

The return rate for both the teachers' and the students' questionnaires was good. This is because all the 14 teachers issued with questionnaires returned them. Similarly, all the 293 students returned the questionnaires.

56

Category of Schools

Most of the schools in this division, that is, 7 out of 10 (64 3%) were day Boarding schools were 2, that is, 28 6% and a boarding and day school was only 1, which is equivalent to 7 1%. Mixed schools, were 8 out of the 10 (71.4%). There were only 2 girls' only schools (28 6%). There were no boys only schools. Many of the schools were single stream (45 7%)

4.2   Demographic Data for Teachers

Table 2 presents data on the composition of teachers by gender and professional qualification

Table 2: Gender and Professional Qualifications of Teachers

Variable	No. of teachers (N)	Percentage
Gender		
Male	12	85.7
Female	2	14 3
Professional Qualification		
B Ed	10	71.4
Diploma	2	14 3
A' Level (UT)	1	7 1
B A	1	7 1

N = 14 teachers

57

Most of the teachers were males, that is 12 out of 14 (85.7%). The female teachers were 2 (14.3%). The male and the female teachers were in both the boys' and the girls' schools. The professional qualification of the respondents indicated that 10 out of 14 teachers (71.4%) are Bachelor of Education degree holders. There were 2 teachers (14.3%) who were diploma holders. One teacher (7.1%) was an A' level (UT) and one teacher (7.1%) was a Bachelor of Arts degree holder.

In Table 3 data is presented on the composition of teachers and the percentages as per their age, professional experience and length of service in the school.

Table 3: Age, Professional Experience and Length of Service of Teachers

Item	No. of Teachers (N)	Percentage
Age		
25 – 35 years	10	71.4%
36 – 40 years	2	14.3%
41 and above	2	14.3%
Professional Experience		
1 - 5 years	2	14.3%
6 – 10 years	6	42.9%
Over – 10 years	4	28.6%
Length of time in school		
Less than 5 years	7	50%
5 – 10 years	6	42.9%
11 – 15 years	1	7.1%

N = 14 Teachers

58

Out of a total of 14 Kiswahili teachers, majority of them, that is, 10 out of 14 (71 4%) were in the age bracket between 25 and 35 years There were 2 teachers (14 3%) aged between 36 – 40 years and 2 aged 41 years and over (14 3%).

There were 6 teachers out of 14 (42 9%) who had a professional experience of between 6 – 10 years There were 4 teachers (28 6%) with a professional experience of over 10 years, 2 teachers (14 3%) had an experience of below 5 years and 2 teachers (14 3%) had a professional experience of 5 years Half of the teachers, that is, 12 out of 14 (50%) had stayed in their schools for a period of less than 5 years with only one teacher (7 1%) having stayed in his school for over 10 years Only 6 teachers (42 9%) had stayed in their schools for a period of between 11 – 15 years

Workload per week

It was established that most teachers, that is 4 out of 14 (28 6%) have 22 lessons per week This represents a mean workload of 21 86 lessons per week The median is 22 5 lessons per week

Table 4 presents data on the composition of teachers and their percentages on their frequency of use of materials and resources

Table 4: Frequency of use of Materials and Resources by Teachers

Item	Frequency of Use									
	Always		Often		Occasionally		Rarely		Never	
	N	%	N	%	N	%	N	%	N	%
Charts	-	-	1	7.1	6	42.9	5	35.7	2	14 3
Pictures	-	-	3	21.4	2	14.3	9	64.3	-	-
Real Objects	-	-	5	35.7	4	28.6	3	21 4	2	14 5
Radio Cassettes	-	-	1	7.7	3	23.1	7	53 8	2	15 4
Resource Persons	-	-	1	7.1	2	14.3	5	35.7	6	42.9
K.I.E Textbook	13	92.9	1	7.1	-	-	-	-	-	-
Other Textbooks	6	42.9	7	50	1	7.1	-	-	-	-

N = 14 teachers

From the table. teachers did not always use pictures, charts, real objects, radio cassettes and resource persons   This limited demonstration which could have provided the students with deeper knowledge and enabled them to explore more   On the other hand there was an over-emphasis on use of K I E textbooks

and other textbooks This limited the students to the book knowledge or information They were not in a position to relate what they had read with their own experiences or what was happening in the outside world

In table 5 data is presented on the composition of teachers and their percentages as per their frequency of use of instructional methods

Table 5: Frequency of use of Instructional Methods by Teachers

Item	Frequency of Use									
	Always		Often		Occasionally		Rarely		Never	
	N	%	N	%	N	%	N	%	N	%
Lecturing	1	7.1	4	28 6	7	50	2	14.3	-	-
Discussion	4	28 6	8	57.1	1	7 1	1	7 1	-	-
Question and answer	1	7.1	6	42.9	7	50	-	-	-	-
Demonstration	1	7.1	5	35.7	4	28 6	4	28 6	-	-

N = 14 teachers

Discussion and lecturing seemed to be the most popular instructional methods among the teachers It was important to employ the other methods as well such as demonstration and question and answer to cater for all the students Example, a student might be inattentive during lecturing But if in the process

61

of lecturing questions were asked to students at random, this would make them more attentive. Demonstrations also excited their curiosity and made them want to discover more on their own.

Table 6 presents data on the composition of teachers and their percentages as per their frequency of use of evaluation methods in testing learners in Kiswahili.

Table 6: Frequency of use of Evaluation Methods by Teachers in Testing Learners in Kiswahili

Item	Frequency of Use									
	Always		Often		Occasionally		Rarely		Never	
	N	%	N	%	N	%	N	%	N	%
Essay questions	-	-	9	64.3	5	35.7	-	-	-	-
Short answers	5	35.7	8	57.1	1	7.1	-	-	-	-
Multiple choices	-	-	-	-	1	7.1	5	35.7	8	57.1
Supply items	-	-	3	21.4	3	21.4	7	50	1	7.1
Oral tests	4	28.6	3	21.4	5	35.7	2	14.3	-	-
Giving home-work / assignments	11	78.6	3	21.4	-	-	-	-	-	-
Marking assignments / homework	10	71.4	4	28.6	-	-	-	-	-	-

N = 14 teachers

62

Multiple choice questions, supply items and oral tests did not appear to be very much in use. This was mostly due to the nature of the subject whereby, for example, in *fasihi* (literature) the students needed to discuss and analyse their points while answering questions. This was why essay questions were oftenly used. Majority of the teachers always gave and marked assignments and homework. This was good because it could improve performance if accompanied by discussion of the work given.

Table 7 presents data on the composition of teachers and their corresponding percentages as per their views on the availability of materials in *Kiswahili* teaching.

Table 7: Teachers' views on the availability of Materials in Kiswahili Teaching

Materials	Teachers' views			
	Available		Unavailable	
	N	%	N	%
Grammar texts	13	92.9	1	7.1
Fasihi texts	13	92.9	1	7.1
Class readers	9	69.2	4	30.8
Kiswahili newspapers	5	41.7	7	58.3
Audio tapes	5	41.7	7	58.3
Video tapes	5	45.5	6	54.5

N = 14 teachers

63

Kiswahili newspapers, audio and videotapes were largely unavailable. This limited the students' exposure to a variety of alternative materials. Consequently, wide reading was limited and thus the students' knowledge was affected. The recommended texts were very much available because they were compulsory and so they must be bought. Thus most students only read them and this limited them even in their discussions while answering questions

Table 8 presents data on the composition of teachers and their percentages as per their views on the adequacy of materials in *Kiswahili* teaching

N = 14 Teachers

Table 8: Teachers' views on the adequacy of materials in Kiswahili teaching

Materials	Teachers' views			
	Adequate		Inadequate	
	N	%	N	%
Grammar texts	8	88 9	1	11 1
Fasihi texts	8	80 0'	2	20 0
Class readers	2	20 0	8	80.0
Kiswahili newspapers	8	11 1	-	88.9
Audio tapes	8	100 0	-	-
Video tapes	-	-	9	100 0

N = 14 teachers

According to the teachers' views, class readers, *Kiswahili* newspapers, audio and videotapes were inadequate. It seemed most school authorities were not keen on buying these alternative materials for learning *Kiswahili*. The recommended texts were adequate though in some schools they were inadequate

Table 9 presents data on the composition of teachers and their percentages as per their views on the usage of materials in *Kiswahili* teaching

Table 9: Teachers' views on the usage of materials in Kiswahili teaching

Materials	Teachers' views			
	Used		Unused	
	N	%	N	%
Grammar texts	9	100.0	-	-
Fasihi texts	8	100 0	-	-
Class readers	6	66 7	3	33 3
Kiswahili newspapers	4	57.1	3	42 9
Audio tapes	5	55 6	4	44 4
Video tapes	4	44 4	5	55 6

N = 14 teachers

65

The compulsory texts were used properly by all teachers This was because examination centred around them and it was very important for students to pass their examinations

The alternative materials, that is, class readers, *Kiswahili* newspapers, audio and video tapes were not properly used This was because they were either not available and where available, they were not adequate Thus it was not possible for teachers to make proper use of them

Administration of tests

Majority of the teachers, that is, 64 3% indicated that they gave tests every month One teacher (7 14%) stated that he gave tests after every lesson Two teachers (14 28%) gave tests every week Three teachers (21 4%) gave tests at the middle and at the end of the term None of the teachers gave tests at the end of the term only

Problem areas facing students in learning Kiswahili

About seven problem areas were cited Of these *Ushairi* (poetry) featured most because it was mentioned by a teacher (64 3%) *Sarufi* (grammar) was mentioned by 7 teachers and 5 teachers felt that *insha* was a problem area Two teachers mentioned *msamiati* (vocabulary) as was *fasihi* (literature) and

especially *tamthilia* (plays)   The problem of pronunciation that is, distinguishing between r and l, p and b was mentioned by one teacher   The mode is the problem occurring most frequently or mentioned by the majority of teachers   In this case it is *ushairi.*

Reasons why these areas pose problems

About six reasons were given and different teachers mentioned them a number of times   Failure to understand these areas and especially *ushairi* (poetry) was mentioned 4 times   Lack of interest coupled with the attitude that *Kiswahili* is a hard subject featured 4 times

Use of vernacular translation especially when writing *insha* (composition) was mentioned 4 times   Twice poor command of the *Kiswahili* language was given as a reason, as was lack of enough practice   Having no textbooks for *Mashairi* was mentioned once

Problem areas to teachers

The teachers gave five areas which posed problems to them while teaching Kiswahili   Of these areas *Mashairi* (poetry) featured most because it was mentioned for about nine times   *Insha* (composition) appeared five times   Four

67

times *sarufi* (grammar) was mentioned   *Ufupisho* (summary) and *msamiati* (vocabulary) were mentioned only once

Reasons why these areas are a problem to teachers

Teachers gave about eight reasons. Of these, failure to understand featured four times   Lack of interest. assuming Kiswahili is a hard area as well as having a negative attitude was mentioned three times   Also the problem of having no set books in *Mashairi* (poetry) was mentioned three times   Twice it was stated that there was lack of real objects to demonstrate   Students' failure to practice on their own featured twice   The influence of mother tongue, lack of enough lessons in *Kiswahili* were all mentioned once

Factors inhibiting good performance in Kiswahili

There were about 6 factors stated   Of these, 9 times the teachers were of the opinion that the influence of *sheng* and mother tongue led to poor performance The attitude of the students that *Kiswahili* is an easy subject and thus lack of seriousness in it was mentioned 5 times   Four times the teachers stated that there is an over-emphasis by the administration that English should be used in communication while *Kiswahili* is rarely emphasised   Having few reference books and especially in *Mashairi* featured 3 times   Only once did one teacher

68

state that there are less exercises given to learners   Similarly, one teacher stated that there is lack of classroom readers.

Suggestions to Improve *Kiswahili* Performance

There were a total of thirteen suggestions given by the teachers   For about five times the teachers felt that encouraging students to speak in standard *Kiswahili* could lead to better performance   The provision of more reading materials, like newspapers and class readers could better the performance Pupils and teachers in primary schools should stop using mother tongues so that when the pupils enter secondary schools they are well prepared and used to communicating in *Kiswahili*   This was mentioned once

Similarly, the following suggestions were mentioned only once   Having more reference books so that the students can read widely. Increasing the number of *Kiswahili* lessons in the timetable. giving a lot of exercises to students, regular in-servicing of teachers, treating of *fasihi* and grammar separately   The students should make use of libraries   The teachers having less load so that they have enough time to mark all the students assignments   *Kamusi* (Kiswahili dictionary) should be reviewed to include new terminologies as well as technical terms.   Students should change their attitude towards *Kiswahili*. They should not view it as cheap or useless   They should devote

69

equal time to it like all other subjects *Kiswahili* should be made the official language and not just the national language

4.3 Demographic Data of the Students

Table 10 presents data on the composition of students by gender, school type and number of streams

Table 10: Number of students in terms of gender, school type and number of streams

Variable	Number of Students	Percentage
Gender		
Male	115	39.2
Female	178	60.8
School type		
Boarding	84	28.7
Day	190	64.8
Boarding and Day	19	6.5
Number of Streams		
One	133	45.7
Two	53	18.2
Three	54	18.6
Four	2	0.7
Five and above	49	16.8

N = 293 teachers

70

Majority of the students in secondary schools in Kipipiri Division were girls (60.8%). Boys represented 39.2%. Day schools were the majority (64.8%) with only 6.5% being boarding and day. Many schools were one stream (45.7%) with only 18.6% having three streams.

Languages used by students with different people

The first language (mother tongue) for the great majority of the students is *Kikuyu* It took 97.6% of the total first languages spoken. Also most of the students use the *Kikuyu* language with their parents, that is 90%. The language most commonly used for communication between the students and their teachers is English (71.6%) Only a few (23.3%) use *Kiswahili* and English for communication. A significant group of students (14%) use *Kiswahili* to communicate with their teachers. Most of the students use *Kiswahili* to communicate with their friends (38%). A certain group use *Kikuyu* (20.5%) and *sheng* is also used by a certain group of students (8.6%). Most of the students (34.6%) stated that they use English to communicate with their schoolmates. The *Kikuyu* language is the one mostly used for communication between the students and their siblings. taking 51.4%. *Kiswahili* took 26.4% and *sheng* 4.8%.

Table 11 presents data on numbers and percentages of students as per their statements on feelings about *Kiswahili*.

Table 11: Students' feelings about Kiswahili

Statement	Feelings about Kiswahili							
	Very Important		Important		Not Important		No Opinion	
	N	%	N	%	N	%	N	%
To be able to communicate	213	72.9	76	26.0	2	0.7	1	0 3
To pass examination	248	85.5	37	12 8	5	1.7	-	-
Future career advancement	127	44 1	121	420	25	8 7	15	5.2
Kiswahili as an official language	126	43.4	118	40 7	40	13 8	6	2.1
Kiswahili as unofficial language	29	10 2	82	28 9	113	39 8	60	21.1
Kiswahili as a compulsory subject	174	59 8	71	24 4	32	11.0	14	4.8

N = 293 Students

Majority of the students felt that *Kiswahili* was very important to enable them to communicate and for passing examinations It helped them to attain overall good grades in their final examinations This was why a good number of them (59 8%) felt that it should be a compulsory subject

However not many of them were of the opinion that *Kiswahili* was important for future career advancement This was because *Kiswahili* is not a requirement in most jobs A sizeable group of students (43.4%) felt that it should be the official language

Table 12 shows data on numbers of students and their percentages on how learners find areas examined in *Kiswahili*

Table 12: How learners find areas examined in Kiswahili

Areas examined	How Learners find them							
	Very Easy		Easy		Very Difficult		Difficult	
	N	%	N	%	N	%	N	%
Insha	71	24.4	161	55.3	52	17.9	7	2.4
Sarufi	104	36.1	118	41.0	53	18.4	13	4.5
Muhtasari	57	19.7	158	54.7	57	19.7	17	5.9
Ufahamu	124	42.9	124	42.9	33	11.4	8	2.8
Riwaya	138	47.4	114	39.2	31	10.7	8	2.7
Tamthilia	105	36.6	104	36.2	67	23.3	11	3.8
Mashairi	61	21	66	22.7	90	30.9	74	25.4

N = 293 Students

Mashairi appeared to pose problems to a significant group of students (30 9%)
In all the other areas most students do not appear to experience a lot of
problems

Table 13 presents data on numbers of students and their percentages indicating
revision and the frequency of testing

Table 13: Frequency of testing learners in Kiswahili

Statement	Frequency of Testing									
	Always		Often		Occasionally		Rarely		Never	
	N	%	N	%	N	%	N	%	N	%
Reading / revising on your own	84	28,9	111	38.1	49	16.0	37	12.7	10	3.4
Reading Kiswahili books other than set books	37	12.8	73	25.2	75	25 9	71	24.5	34	11.7
Reading Kiswahili newspaper	22	7.5	41	14 0	78	26 7	97	33.2	54	18 5
Getting Kiswahili assignment / homework	121	41 4	88	30.1	33	11.3	32	11 0	18	6.2
Having assignment / homework marked	124	42 6	74	25.4	29	10 0	44	15.1	20	6.9

N = 293 Students

Other than set-books most students did not read other supplementary materials This affected their proficiency in *Kiswahili* Majority of them (41 4%) made sure they got homework / assignments and had it marked 42 6%. This could go a long way in improving performance if the students always revised what was marked and asked questions where necessary

Areas where learners experience problems

The learners stated 5 areas where they experienced problems while learning *Kiswahili* Of these *mashairi* featured most because it was mentioned 100 times (34 1%). *Sarufi* was mentioned 80 times (27.3%). *Fasihi* was mentioned 56 times (19 1%) *Insha* featured 27 times (9.2%) *Muhtasari* was mentioned 30 times (10 2%). Therefore *mashairi* seems to be the area in which students encounter a lot of problems and this affects the overall performance in this subject

Problems affecting students performance

There were about twelve problems stated by the students Problems associated with spellings as a result of mother tongue influence was mentioned 24 times (8 2%) The problem of lack of enough books, that is, the recommended ones from Kenya Institute of Education and others especially *Kamusi* (Kiswahili

Dictionary) came up 55 times (18.7%) Failure to cover the syllabus was mentioned 12 times (4.1%). Twice (0.6%) it was stated that there were no group works for the students to work in.

Most students tend to ignore *Kiswahili* as a subject assuming that it is easy. But they ended up failing. This was equivalent to 20.4% Use of *sheng* which mainly affected their composition writing was stated 30 times (10.2%) Failure to understand some of the areas in the *Kiswahili* subject, for example, *Mashairi* (poetry), some literature books like *Kilio cha Haki* was another problem (19.8%). Having fewer *Kiswahili* lessons was mentioned twice (0.6%). For about 20 times (6.8%), students indicated that they had a negative attitude towards *Kiswahili*. Failure to practice and revise was mentioned 30 times equivalent to 10.2%.

Twice (0.6%) the students cited lack of enough teachers as a problem leading to their poor performance in *Kiswahili* Majority of the students indicated that one book was shared between 2 students These were 240 students, about 81.9% About 6.8% of the students stated that they shared one book between 4 students

4.4   Suggestions to Improve Kiswahili

The students stated about 11 ways or methods. The main one was doing a lot of revision and reading more *Kiswahili* materials like class readers, *Kiswahili* newspapers as well as watching *Kiswahili* video tapes on literature set books. A total of 140 students stated it, that is, 47.8%. 54 students, equivalent to 18.4% mentioned buying more Kenya Institute of Education books as well as other *Kiswahili* books.

Holding symposiums as well as having discussion groups in schools was stated by 18 students (6.1%). There were 2 students who were of the opinion that there should be fewer *fasihi* books to be tested, equivalent to 0.6%. There were those who indicated that changing their attitudes towards *Kiswahili* and devoting more time to it could help improve performance. These numbered 22, representing 7.5%. Making *Kiswahili* the official as well as the National language was mentioned by 10 students representative of 3.4%.

Communicating in Kiswahili and avoiding other languages like *sheng* and *Kikuyu* was indicated by 38 students, that is, 13%. One student mentioned that lowering the price of textbooks and especially *Kamusi* could be a way leading to improved performance. This was equivalent to 0.3%. Increasing Kiswahili lessons was mentioned by 2 students which represented 0.6%.

77

Testing other subjects in *Kiswahili* was equivalent to 0 6% Having more Kiswahili teachers was mentioned by 4 students which represented 1 3%. Therefore, the mode was the suggestion that revision and reading more Kiswahili materials like class readers, *Kiswahili* newspapers as well as watching *Kiswahili* video tapes on the literature set books as a way of improving performance This was because it was the suggestion occurring most frequently

4.5   Summary

Most of the problems facing teachers and students in teaching and learning *Kiswahili* had been highlighted However. there were a few more which could be pointed out.

In most schools, teachers as well as students were rarely given incentives for good performance. These incentives, whether gifts or money. could go a long way in motivating all those involved in improving performance However, in Kipipiri division, this might not be possible because of lack of funds taking into consideration that most schools were day and even the fees charged was very little

Lack of language laboratories was another problem Though they might be very expensive to put up, if provided, they could help students in pronunciation of words This would assist them improve in their composition writing as well as grammar The schools with the help of the government should consider probably putting up such laboratories. This could even be done in one or two central schools from where students from surrounding schools could make use of them

The environment in some school was very harsh especially to teachers Some headteachers behaved in some very inhuman ways If a teacher missed out a day in school or even one lesson, they were issued with warning letters or even their employers were advised to deduct their salaries or suspend them This was very demoralising to teachers and it affected their work. Headteachers should create a conducive environment for the teachers to teach and for the learners to learn They should encourage dialogue The teachers on the other hand should take their work seriously

Discipline was very important and could improve performance in all subjects The teachers should work together with the headteachers to ensure that students are well-disciplined Schools should ensure that there are guidance and counselling masters to counsel errant students This could improve discipline

Parents also played a role in improving performance This was by giving their children time to study, buying the extra reading materials and even encouraging their children to work hard Parents should also counsel their children to be well-disciplined and to put effort in all subjects

CHAPTER FIVE

5.0   SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Summary of the Study

This study was aimed at investigating causes of poor performance in Kiswahili KCSE examination in Kipipiri Division of Nyandarua District. It was undertaken in an effort to establish ways and means of improving Kiswahili performance. Two questionnaires were used, one for the teachers and the other one for the students. In these questionnaires, areas posing problems to the teachers as they teach and to the learners as they learn were to be highlighted. Teachers especially were required to give reasons why they experienced the problems that they did. The questionnaires also sought to establish the availability and use of teaching and learning resources in secondary schools. At the same time opinions and suggestions were sought as to the ways that could lead to improved performance.

The findings indicated that the performance was poor for various reasons, for example, lack of enough learning and teaching materials, negative attitudes by the students towards Kiswahili and failure to communicate in Kiswahili

1   Most of the secondary schools in Kipipiri Division are day schools.
    Majority of the students indicated that their first language (mother
    tongue) is Kikuyu which the majority of them also use with their
    parents and siblings.

    In schools, when communicating with their schoolmates and teachers,
    the language most of them use is English. It is only when they are with
    their friends that they use Kiswahili and even then most of it is *sheng*.
    This shows that the use of the Kiswahili language in communication is
    highly limited. These students are in school from around 8.00 a.m. to
    around 5.00 p.m. while in the evenings and over the weekends they are
    at home and with their friends using either their mother tongues or
    sheng. When these students are in their schools, the administrators
    really emphasize that they use English while communicating. This to a
    large extent affects their proficiency in Kiswahili. Majority of them
    tend to think in either English, their mothertongues or sheng (the
    languages that they are used to) and then literally translate into
    Kiswahili. This is evidenced when one reads their compositions
    (insha). There are a lot of spelling and grammatical mistakes.

2   From the statistics it was discovered that most schools only provide
    textbooks recommended by the Ministry of Education, that is, the
    Kenya Institute of Education textbooks. Schools rarely purchase other

reference books as well as class readers and Kiswahili newspapers. They are either unavailable and where available, they are inadequate. Other resources like audio and visual tapes, real objects and resource persons are rarely used because of their unavailability. This really hampers the students' range of knowledge in Kiswahili. Watching or listening to recorded tapes on set books could broaden their views while analysing these books. The same would happen if they listened to resource persons. Reading Kiswahili newspapers and class readers could improve their vocabulary. This could make their composition writing a lot better. It could also assist them in analysing poems. The twisted language and the hidden meanings in *mashairi* would not pose a problem to them because their vocabulary knowledge would be deep.

3.   The statistical analysis revealed that majority of the schools are single stream schools. Thus, they have only one Kiswahili teacher handling Forms 1 to 4 with around 160 students. This affects the instructional methods used because most teachers indicated that they use the lecture method most of the time. Demonstrations and discussions are rarely used as was testified by students complaining that they do not have co-ordinated group works. This is due to the fact that demonstrations and more so discussions require a lot of time. The teachers having so much work and being always under pressure to complete the syllabus have to use the most convenient though not effective method to teach, that is,

83

the lecture. Even the question and answer method which would improve pronunciation and hence spellings is rarely used. Lecturing methods only caters for *fasihi* (literature). But discussion, questions and answers which would take care of poetry and compositions are rarely used. These two, poetry and compositions, have always contributed to the overall poor performance in Kiswahili. This is evidenced by the students indicating that they experience a lot of problems in these two areas. In spite of all these, *Kiswahili* teachers are highly commended because they always give and mark assignments as well as homework, the amount of work they have not withstanding.

4. The statistics also revealed that poetry (Mashairi) pose a lot of problems to the teachers while teaching as well as to the learners while learning. The main reason given was that there are hardly any books on poetry. Hence, the teachers have to search for poems to give to the students and analyse together. The students are also not in a position to revise on their own because books are unavailable. There is also a scarcity of copies of *Kamusi* (Kiswahili dictionary). Thus, students are not in a position to look up meanings of difficult terms while revising. This is probably the main reason why they experience problems in vocabulary (Msamiti). Even the ones that are available are outdated as they do not include new terminologies and technical terms.

5   It was also revealed by the teachers that the administrators place a lot of emphasis on the students using English for communication Use of Kiswahili is rarely emphasised This really affects the students' proficiency in this language It is because of this that students have a negative attitude towards Kiswahili which leads to them lacking any seriousness in it and consequently they hardly devote equal time to it as other subjects while revising. The students feel that because their headteachers or principals are not insisting on Kiswahili use, then it is not as important as English. They end up assuming it is an easy subject which they will pass very well even without doing serious revision But they end up performing very poorly

The low importance attached to Kiswahili is further proved by the students themselves Majority of them (85.5%) stated that they attach some importance to Kiswahili because it helps them to pass their examinations Only 44.1% of the students indicate that they value Kiswahili for their future career advancement

6   Another finding was that lack of enough teachers was proving to be a problem for both the teachers and the learners. This is because the single teacher in most schools has to handle all the areas to be covered in this subject This led to some areas being not exhausted Connected with this is the lack of enough Kiswahili lessons which was cited by

85

both teachers and students The 6 lessons per week given to Kiswahili are inadequate compared to English which has 8 lessons per week. All the areas covered in English have also to be covered in Kiswahili. Having enough teachers as well as enough lessons would enable the teachers to split *Fasihi* (literature) and other areas like grammar and poetry. Different teachers would have enough time to cover different areas and thus exhaust them properly

7. It was discovered that localisation of schools was proving a hindrance to improved or better performance in Kiswahili. Being day schools, most of the students come from the areas surrounding the schools. Majority of them understand each others' mother tongue (Kikuyu, for most of them). Therefore, they find no real reason why they should be forced to communicate in Kiswahili or English. They can comfortably talk and understand each other. If it is compulsory for them to speak in any other language, they will either use sub-standard Kiswahili or *sheng*. This really affects their spellings. In fact 13% of the students conceded that if they would communicate in Kiswahili and avoid other languages like sheng and Kikuyu, they would improve their performance.

8 There is a tendency on the part of the learners not to revise Kiswahili In fact 10% of the students stated that they do not practice or revise

86

Kiswahili on their own. Only 29% indicated that they revise on their

own and 25% stated that they never read other Kiswahili books other

than the set books. Interestingly, 60% of the students do not mind

Kiswahili being a compulsory subject, probably because it does not

take much of their time.

5.2   Conclusions

It is evident from this study that lack of enough materials and resources is

affecting the performance of the students in Kiswahili. It is hard for the

teachers to teach properly without adequate resources. It is also impossible for

students who want to revise to do so without enough books. Thus, their

adequate provision is very important.

The administrators seem to have a role to play in making learners develop

negative attitudes towards Kiswahili. Their over-emphasis of English use over

Kiswahili in communication is not helping matters in making learners realise

that this subject is as important as others. Hence, the lack of seriousness and

revision.

The relatively big load for the teachers is affecting their instructional and

evaluation techniques. It is hard for the teachers to co-ordinate group work in

all the classes and get to know the problems of individual students and thus help them accordingly Consequently, the students' complaints of having no group work

Students attach some importance to Kiswahili because it helps them to do well in their examinations Beyond the passing of examinations, Kiswahili is not very important As one student stated Kiswahili is rarely used in important meetings and other major gatherings Even in most offices it is hardly used Therefore, it is not as important as English which is used in all offices and in job application forms This was the reason majority of the students felt that Kiswahili should be the official as well as the National language.

5.3   Recommendations

1   From the study, students indicated that they communicate in their mother tongues (Kikuyu) when they are at home and even in school with their friends With their teachers, they mostly use English Rarely do they use Kiswahili to communicate and if used it is *sheng* Thus school administrators should emphasise that all the students communicate in English as well as Kiswahili From the study, the teachers and the students have stated that one way of improving performance in this subject is by communicating in it Since this is a

subject that is be tested in the final form four examination like all others, it is important that students perform well in it. Further, it should be emphasized that students communicate in standard Kiswahili and not in *sheng*

2   From the statistics, most schools only have adequate recommended texts for grammar and *fasihi*. Other materials for alternative reading are either not available or inadequate. Thus school heads and other administrators need to purchase all the teaching and learning resources necessary for Kiswahili. This would help the students to read widely and thus expand and improve their vocabulary. Teachers would also have a wide variety of materials to use.

It is necessary for school heads and other administrators to purchase all the teaching and learning materials and resources necessary for *Kiswahili* Some schools do not provide *Kiswahili* newspapers at all Class readers should also be adequate for the students This would help the students to read widely and thus expand and improve their vocabulary Other resources like audio and visual tapes, charts, resource persons should be provided This would help teachers to demonstrate and the learners to think and explore further

3   Currently in secondary schools there are no recommended *mashairi*
     books Teachers and students only use the few *mashairis* in grammar
     books They are shallow since there is no guidance on how to go about
     them and no explanation of difficult works Thus, Kenya Institute of
     Education should consider publishing *Mashairi* (poetry) books which
     they could recommend to schools. This would ease the work of
     teaching this area It would also be possible for the learners to revise
     on their own, with other learners and even seek guidance and assistance
     from the teachers

4   The Ministry of Education through the Teachers' Service Commission
     should reconsider their directive of having one Kiswahili teacher for
     single stream schools Currently this is proving hard for the teachers in
     schools because there is too much work Teachers are not in a position
     to cater for students individual problems

5   A good number of teachers (32 9%) stated that *Kiswahili* lessons are
     few There are only 6 lessons per week for *Kiswahili* compared to
     English which has 8 lessons per week So these group of teachers were
     of the opinion that Kiswahili lessons should be added This would
     enable *Kiswahili* teachers to have ample time to cover all areas in this
     subject

6.   The Teachers' Service Commission through the District Education
      Officers should organise in-service courses and seminars for Kiswahili
      teachers so that they are updated on new approaches and methodologies
      for teaching *Kiswahili* About 7% of the teachers in the study stated
      that this is a necessity

7.   Kiswahili teachers through their respective headteachers should
      organise for symposiums between schools During such symposiums
      the teachers and the students should discuss their different problem
      areas and assist each other For example. they could exchange ideas on
      setbooks, discuss poems and how to analyse them and how to avoid
      spellings and grammatical errors

8.   From the statistics, 40 9% of the students indicated that they have a
      negative attitude towards Kiswahili This is because either they feel it
      is too hard. they find it unimportant other than for the purpose of
      passing examinations. it is not a requirement in most job applications or
      further courses and it is not used in many offices or major gatherings

Thus students need to change their attitudes towards Kiswahili as a subject
They should view it as important as all other subjects The learners need not
ignore to revise Kiswahili assuming it is very easy only to realise later it was
not when they have already failed

91

5.4   Suggestions for Further Research

1.   Further researach could be carried out on performance in the specific areas tested in Kiswahili, that is, *Fasihi* (literature), Ufahamu, ufupisho na matumizi ya lugha (comprehension, grammar and summary) and insha (composition).   Hence, further research could be conducted in these particular areas.

2.   Also further research could be done on students' attitude towards *Kiswahili* which is a major inhibition to good performance.   Factors that contribute to these negative attitude could be established, whether it is their background, current environment or future aspirations.

3.   In the area of *Mashairi* (poetry) other researchers could try to establish why it is such a major problem both to the teachers and the students. To the teachers, why it proves so hard to teach poetry.   The nature of training they get in this area should be established and if they are properly exposed to it.   To the learners, why the language used in the poems proves to be so hard to them.   Whether the language used is actually hard or they just assume so.

BIBLIOGRAPHY

Achieng, W. (1996): First Language Influence on Kiswahili Composition Writing

Babukusa Students from Kanduyi Division, Bungoma District. Nairobi.
Unpublished M.Ed. Thesis.

Bearne, E. (1999). Use of Language Across the Secondary School Curriculum.

London, Routledge Press

Best, J. & Khan, J. (2000): Research in Education. Bombay, Prentice Hall of India.

Chimerah, R. (1998). Kiswahili Past, Present and Future Horizons. Nairobi, Nairobi

University Press

Claessen, A. & Stephens, D. (1986). Language Education Resource Book. Nairobi,

Oxford University Press.

Cohen, L. & Manion, L. (1994). Research Methods in Education. London, Routledge

Press.

Cook, V. (1986). Experimental Approaches to Second Language Learning. London, Dominie Press Limited.

Eardley, M. (1984). Language study in the sixth form. An Attitude Survey. The British Journal of Language Teaching. London, Oxford University Press.

Gardener, R. (1968). A Survey of Attitudes: Their Roles in Second Language Acquisition. London, TESOL Quarterly Press.

Getao, E. (1983). A Study of the Present Situation Regarding the Teaching and Learning of Kiswahili in Kikuyu Educational Division Primary Schools. Nairobi, Unpublished M.Ed. Thesis.

Gorman, T. (1968). A Survey of Educational Language Policy on enquiry into patterns of language use and levels of language attainment among school entrants in Kenya. Nairobi, University of Nairobi Press.

Halliday, M. and McIntosh (1964). The Linguistic Sciences and Language Teaching. London, Longman Group Limited.

King'ei, G. (1992): Language, Culture and Communication: The Role of Swahili

   Taarab Songs in Kenya, 1963-1990 Howard, Howard University Press

Lado, R (1996): Language Teaching. London, McGraw Hill Press.

Lambert, W. & Gardener, R. (1972) Attitudes and Motivation in Second Language

   Learning. Rowle, Mass Newbury House.

Lanham, L. & Prinsol, K. (1978): Communication Studies in South Africa Cape

   Town, Oxford University Press.

Lemon, N. (1972) Language and Conceptualization among Secondary Schools

   Students: 8th Annual Conference Proceedings. Nairobi, University of Nairobi

   Press.

Lumbasio, P. (1989): A Historical Study of Kiswahili in Kenya. Nairobi,

   Unpublished PGDE Thesis.

Maranga, J (1983) Teacher Advisory Centres: Educational Change through Teacher

   and Material Development in Kenya. Nairobi, Oxford University Press

Mazrui, A. (1981). Acceptability in a Planned Standard: The Case of Swahili in

Kenya. Nairobi, Nairobi University Press

Mazrui, A. & Mazrui, A. (1995): Swahili State and Society: The Political Economy

of an African Language. Nairobi, Oxford University Press.

Mbunda, F. (1976). Mwalimu wa Lugha Kiswahili Nairobi, Oxford University

Press.

Mugenda, O. & Mugenda, A. (1999): Research Methods: Quantitative and Qualitative

Approaches Nairobi, Central Graphics Services.

Mulusa, T. (1988): Evaluating Education and Community Development Programmes.

Nairobi, University of Nairobi Press

National Development Plan 1979 to 1983 Government Printers.

National Development Plan 1984 to 1988 Government Printers.

Nyandarua District Education Office: The 1998 Kenya Certificate of Secondary

Education Results Analysis Unpublished)

Nyandarua District Education Office: The 1999 Kenya Certificate of Secondary

Education Results Analysis (Unpubished).

Nyandarua District Education Office: The 2000 Kenya Certificate of Secondary

Education Results Analysis (Unpublished)

Nyandarua District Education Office: The 2001 Kenya Certificate of Secondary

Education Results Analysis (Unpublished)

Nyandarua District Education Office The 2002 Kenya Certificate of Secondary

Education Results Analysis (Unpublished)

Okombo, O. (2001): Language Policy: The Forgotten Parameter in African

Development and Governance Strategies. Nairobi, Nairobi University Press

Okwany, L. (1993): Attitudes of Kenyan High School Students towards the Learning

of Kiswahili. Nairobi, Unpublished M.Ed. Thesis

Omondi, L. (1999). Language and Life: A Linguistic Glance of Kenya. Nairobi,

Nairobi University Press.

Republic of Kenya (1964) Kenya Education Commission Report Part 1 (Ominde

    Commission). Nairobi, Government Printers

Republic of Kenya (1976): National Committee on Education Objectives and Policies

    (Gachathi Report). Nairobi, Government Printers.

Republic of Kenya (1988). Sessional Paper Number 6 on Educational and Manpower

    Training for the Next Decade and Beyond. Nairobi, Government Printers

Republic of Kenya (1997). The KANU Manifesto and Policy Document Nairobi,

    Government Printers.

Republic of Kenya (1991) Report of the Commission of Inquiry into the System of

    Education in Kenya, TIQET (Koech Report). Nairobi, Government Printers

Ringbom, H. (1987) The Role of the First Language in Foreign Language Learning

    Chicago, Multi-lingual matters Limited

Said, M. (1980): Differences in usage between some registers of written Swahili.

    Nairobi, Unpublished M.A. Thesis

Siringi, S. (1997): The Growing Language Nairobi, The Daily Nation.

The Constitution of Kenya (1969): Nairobi, Government Printers.

The Kenya National Examinations Council (1998): The Kenya Certificate of
Secondary Education Examination Report. Nairobi, The Kenya National
Examination Council.

The Kenya National Examinations Council (2000) The Kenya Certificate of
Secondary Education Regulations and Syllabuses, 2000 – 2001 Nairobi, The
Kenya National Examination Council.

Wamahiu, M (2000). Kiswahili The International Language. Nairobi. The Daily
Nation

Wang'ombe, C. (1987): Kiswahili as a National Language: A Realistic Approach
Nairobi, University of Nairobi Press.

Wanyoike, E. (1977): The Kenya Language Association Symposium on the Teaching
of Kiswahili in Kenya Nairobi, University of Nairobi Press

Whiteley, W. (1956): The Changing Position of Swahili in East Africa. London, Oxford University Press.

Whiteley, W. (1969): Swahili: The Rise of a National Language. London, Methuem and Company Limited.

Whiteley, W. (1970): The Kenya Language Survey, a Retrospective note in Journal of the Language Association of Eastern Africa. Nairobi, Oxford University Press.

Whiteley, W. (1971): Language in Kenya. Nairobi, Oxford University Press.

LETTER OF INTRODUCTION TO HEADTEACHERS OR PRINCIPALS

Eunice N. Maina
University of Nairobi
College of Education and
External Studies
P O. Box 92
KIKUYU

Dear

RE: <u>**A QUESTIONNAIRE ON CAUSES OF POOR PERFORMANCE IN**</u>
<u>**KISWAHILI KCSE EXAMINATION IN KIPIPIRI DIVISION**</u>

I am currently carrying out a research into the causes of poor performances in
Kiswahili KCSE examination.

The questionnaire here in attached will help the researcher in collecting the necessary
information. All information will be treated confidentially.

Please do not indicate your name or the name of your school. Your responses will be
highly appreciated

Thank you for your co-operation

Yours faithfully,

<u>**EUNICE MAINA**</u>

APPENDIX B

QUESTIONNAIRE FOR THE KISWAHILI TEACHERS

This questionnaire is designed to help the researcher in investigating causes of poor performance in Kiswahili KCSE examination in Kipipiri Division. Confidentiality will be accorded to the responses that you give. So do not indicate your name or the name of your school. Please give your responses as honestly as possible. Kindly respond to all items.

SECTION A

Please indicate the correct option by putting a (✓) on the options

1. Please indicate your age

    a)   Below 25 years | |

    b)   25 – 35 years | |

    c)   36-40 years | |

    d)   41 and above | |

2. What is your Gender?   a) Male | | b) Female | |

3. What is your professional qualification?

    a)   M. Ed | |

    b)   B. Ed | |

    c)   Diploma | |

    d)   S1 | |

    e)   Other (specify)   _____

4. State your professional experience

    a)   1 - 5 years   [   ]

    b)   5 years   [   ]

    c)   6 - 10 years   [   ]

    d)   Over 10 years   [   ]

5. Please indicate how long you have been in your school

    a)   Less than 5 years   [   ]

    b)   5 – 10 years   [   ]

    c)   11 – 15 years   [   ]

    d)   Over 15 years   [   ]

6. Indicate your school type.

    a)   Day   [   ]

    b)   Boarding   [   ]

    c)   Boarding and Day   [   ]

7. What is the category of your school?

    a)   Mixed school   [   ]

    b)   Boys only   [   ]

    c)   Girls only   [   ]

8. What is your load per week? _____ lessons

SECTION B

1   Below are statements about use of teaching materials and resources in relation to your teaching. Tick (✓) in the relevant column the extent to which each of these statements apply to your teaching.

Key. a)   Always   (Alw)

      b)   Often   (Oft)

      c)   Occasionally   (Occ)

      d)   Rarely   (Rar.)

      e)   Never   (Nev.)

Statement on use of materials and resources	Alw	Oft.	Occ	Rar.	Nev
i) Charts					
ii) Pictures					
iii) Real Objects					
iv) Radio Cassettes					
v) Resource Persons					
vi) K I E. Text books					
vii) Other Textbooks					

2. Below are various instructional methods used in teaching. Tick (✓) in the relevant column the extent to which you use each of these methods.

Key: a) Always (Alw.)

b) Often (Oft.)

c) Occasionally (Occ.)

d) Rarely (Rar.)

e) Never (Nev.)

Statement on use of materials and resources	Alw	Oft	Occ	Rar	Nev
i) Lecturing					
ii) Discussions					
iii) Questions and Answers					
iv) Group Work					
v) Demonstrations					

3.   Indicate in the table below by use of a tick (✓) the extent to which you use the given evaluation methods in testing learners in Kiswahili.

Key: a)   Always   (Alw.)

       b)   Often   (Oft.)

       c)   Occasionally (Occ.)

       d)   Rarely   (Rar.)

       e)   Never   (Nev.)

Evaluation methods	Alw.	Oft.	Occ.	Rar.	Nev
i) Use of essay questions					
ii) Use of short-answers questions					
iii) Use of multiple-choice					
iv) Use of supply item type					
v) Use of oral tests					
vi) Giving Homework / Assignments					
vii) Marking Assignments / Homework					

.4   Below are some materials pertaining to your Kiswahili teaching. Tick (✓) in the relevant column the extent to which they are available, unavailable, inadequate, used or unused in relation to your school

Key: a)   Available   (Avail.)

       b)   Unavailable   (Unavail.)

       c)   Adequate   (Adeq.)

       d)   Inadequate   (Inadequa.)

       e)   Used   (Used)

       f)   Unused   (Unsd).

Evaluation methods	Availability		Adequacy		Use	
	Avail	Unavail	Ade	Inadqu	Used	Unsd
i) Grammar texts						
ii) Fasihi texts						
iii) Class Readers						
iv) Kiswahili Newspaper						
v) Audio tapes						
vi) Video tapes						

SECTION B

1. How often do you give tests to students in Kiswahili?

   a) Every lesson   [   ]

   b) Every week   [   ]

   c) Every Month   [   ]

   d) At the end of term   [˙   ]

   e) Others specify _____

2. According to you which areas do you find learners having problems in learning Kiswahili?

   _____

   _____

   Give reasons

   _____

3. In your opinion which areas do you encounter problems in teaching Kiswahili?

   _____

   _____

   Give reasons

   _____

   _____

4. In your opinion which factors inhibit good performance in Kiswahili?

_____

_____

_____

5. What suggestions would you give that you feel can improve Kiswahili performance?

_____

_____

Thank you very much for your co-operation

APPENDIX C

QUESTIONNAIRE FOR THE STUDENTS

The questionnaire is designed to help the researcher in investigating performance in Kiswahili KCSE examination in Kipipiri Division. The answers that you give will be treated confidentially. So do not indicate your name or that of your school. Please answer the questions as honestly and correctly as possible. Respond to all items in the questionnaire.

SECTION A

Place a tick (✓) in the correct option

1. Please indicate your gender

    a)   Male | | b)   Female | |

2. Please state your age. _____

3. What is the category of your school

    a)   Boarding   [   ]

    b)   Day   [   ]

    c)   Boarding and Day   [   ]

4. State the type of your school.

    a)   Boys only | |

    b)   Girls only   [   ]

    c)   Mixed   [   ]

5.   How many streams does your school have?

   a)   One | |

   b)   Two   [   ]

   c)   Three   [   ]

   d)   Four |]

   e)   Five and above   [   ]

6.   Indicate your first language (mother tongue) _____

7.   Indicate the language you use with the following people

   a)   Father | |

   b)   Mother | |

   c)   Teachers | |

   d)   Friends | |

   e)   Schoolmates | |

   f)   Sisters / Brothers | |

SECTION B

1. Below are 5 statements about your feelings about learning Kiswahili. Tick (✓) in the relevant column the extent to which each of these statements apply to you.

Key a) Very Important (V/Imp.)

b) Important (Imp)

c) Not Important (N/Imp)

d) No Opinion (No Opn)

Statements regarding feelings about Kiswahili	V/Imp	Imp.	N/Imp	N/Opn
i) To be able to communicate				
ii) To pass exam				
iii) Future career advancement				
iv) Kiswahili as an official language				
v) Kiswahili as an unofficial language				
vi) Kiswahili as a compulsory subject				

2. Below are various areas examined in Kiswahili language. Tick (✓) in the appropriate column how you find them in learning Kiswahili?

Key a) Very Easy (VE)

b) Easy (E)

c) Difficult (D)

d) Very Difficult (VD)

Statements regarding feelings about Kiswahili	VE	E	D	VD
i) Insha				
ii) Sarufi				
iii) Muhtasari				
iv) Ufahamu				
v) Riwaya				
vi) Tamthilia				
vii) Mashairi				

3   Below are statements related to your revision and how you are tested in Kiswahili. Indicate by a tick (✓) appropriately in the given column

Key: a)   Always   (Alw.)

       b)   Often   (Oft.)

       c)   Occasionally   (Occ.)

       d)   Rarely   (Rar.)

       e)   Never   (Nev.)

Statements on revision and testing in Kiswahili	Alw	Oft	Occ	Rar	Nev
i) Reading/revising Kiswahili on your own					
ii) Reading Kiswahili books other than set books					
iii) Reading Kiswahili Newspaper					
iv) Getting Kiswahili assignment/homework					
v) Having assignment/ homework marked					

SECTION C

1.   In which areas do you experience problems while learning Kiswahili?

_____

_____

_____

_____

2. In your opinion what problems affect your performance in Kiswahili. Explain?

_____

_____

_____

3. How many students share one textbook in your class?

    a)   One   [   ]

    b)   Two   [   ]

    c)   Three   [   ]

    d)   Four   [   ]

    e)   Other (specify) _____

4. In your opinion, what do you think can be done to improve Kiswahili performance?

_____

_____

_____

Thank you very much for your co-operation.

116

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 30040-00100
NAIROBI

..........30th June........, 20...03

Eunice Nduta Maina
University of Nairobi
P.O. BOX 30197
NAIROBI

Dear Sir

RE: RESEARCH AUTHORISATION

On the basis of your application for authority to conduct research on
'An Investigation into the causes of poor performance in Kiswahili KCSE
Examination in Kipipiri Division of Nyandarua District, I am pleased
to inform you that you have been authorised to conduct research in Nyandarua
District for a period ending 30th August 2003.

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

You are further expected to avail two copies of your research findings to
this Office upon completion of your research project.

Yours faithfully

A. G. KAARIA
FOR: PERMANENT SECRETARY/EDUCATION

CC
The District Commissioner
Nyandarua

The District Education Officer
Nyandarua