

**FACTORS INFLUENCING THE PERFORMANCE IN KISWAHILI AT  
THE KENYA CERTIFICATE OF SECONDARY EXAMINATION LEVEL  
IN MOYALE SUB-COUNTY**

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**2015**

**A research project submitted in partial fulfillment of the requirements of the Degree of Masters of Education in Measurement and Evaluation, University of Nairobi.**

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# DECLARATION

This research project is my original work and has never been submitted for examination or degree award in any other University.

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**Date**

**(E58/64085/2013)**

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

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## **ACKNOWLEDGEMENTS**

I wish to thank the University of Nairobi for giving me an opportunity to undertake my master's course. Secondly, I further express special appreciation for the guidance, and critical comments provided by my Supervisor; Dr. Isaiah Nyandega. He endowed me with intelligence and expertise with which each meeting, shed more and more light to my project path. I also wish to express my sincere thanks to other lecturers in the Department of Psychology-Measurement and Evaluation for their well researched lectures in the study units and also for their encouragement during the course.

The participation of principals, Kiswahili teachers and students who set their time aside to complete the questionnaire is gratefully acknowledged. Finally, I wish to thank my family and friends for their great support offered throughout the study time. May God bless you all abundantly.

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## ACRONYMS

- DEO:** Stands for district educational officer.
- HoD:** Stands for head of department
- KICD:** Stands for Kenya Institute of Curriculum Development- is government body mandated to make and approve learning materials in secondary education.
- KNEC:** Stands for Kenya National Examination Council- is government body that gives public national examination to form four students at the end of their fourth year of learning.
- MoE:** Stands for Ministry of Education which is the government organ that manages education affairs in Kenya.
- KCSE:** Stands for Kenya Certificate of Secondary Education examination. Done at the end of four years in secondary schools
- SPSS:** Stands for Statistical Package for Social Sciences
- QASO:** Stands for Quality assurance and standard officer.

## **ABSTRACT**

Kiswahili is a compulsory subject that is taught in the primary schools, secondary schools and primary teachers training colleges' curriculum in Kenya. It is also the national language in the Republic of Kenya. It is widely used both in Kenya and in the East Africa countries. Nevertheless, this subject has been experiencing some challenges in schools. The study focused on factors influencing performance in Kiswahili at KCSE level in Moyale sub-county. In order to address this problem the following objectives were to determine the: Influence of availability of Kiswahili learning material, role of language policy, influence of students attitude and the extent to which Kiswahili teachers' in-service affect performance of Kiswahili at KCSE level. To guide in achievement the study used the following hypothesis: There are enough Kiswahili learning materials in all the schools and that student accesses them equally, all schools have a language policy, students have a positive attitude towards Kiswahili and Kiswahili teachers participate in Kiswahili in-services training regularly.

The study was based on a sample survey design of 7 schools where 7 principals, 8 Kiswahili teachers and 115 students were involved in the study. Selection was based on schools with the form candidate where the principal heading those schools were involved in the study, Kiswahili teachers that had been teaching Kiswahili in form four were involved in the study and a sample of form four students was involved in the study. Data were collected through questionnaires that were self administered to students, teachers and principals. Qualitative data were organized into themes, categories and patterns relevant to the study and findings represented through, tabulation. Quantitative data were coded then analyzed with the help of Statistical Package for Social Sciences (SPSS) then results were presented using percentages, means, frequency distribution tables and bar graphs.

The study found that majority of the schools had inadequate teaching/learning resources to a level that learners lacked language course books. A good number of the schools lacked enough physical facilities like libraries. Most of schools had none or unclear language policy that leads to students to use language they preferred. Student's negative attitude towards Kiswahili influenced performance of students in Kiswahili negatively. Kiswahili teachers who attended

Kiswahili in-service training were more updated on the trends of the subject as well as updated in many areas of their subject.

In conclusion the study found out that student and teachers are able to carry on well with learning and teaching when all necessary learning materials are availed to them. The school language policy was very vital in the growth of learners' communication skills. Most of schools had no clear language policy a situation that did not allow student develop their communication skills. Student attitude towards Kiswahili is a key factor that affects it's performance. The majority of student had negative attitude toward Kiswahili a fact that was realized in their performance. In-service training for Kiswahili teachers had not been organized often. To realize good performance in Kiswahili; In-service training for Kiswahili teachers should be carried often.

The study recommended that; the MoE, parents and schools managers should make sure that students are availed all the required learning materials. The administration should come up with a clear language policy that is not biased or focused to one language only. The HOD languages should request through the principal to have a motivational speakers who has verse knowledge in Kiswahili to have a motivation talk with a student at least once every term. The Ministry of Education and management of schools should organize frequent in-service courses for Kiswahili teachers so as to impart skills needed in the teaching Kiswahili in school. The in-service will equip teachers with the trends in the subject as well as motivate such teacher towards teaching more.

# CHAPTER ONE

## 1.0. I N T R O D U C T I O N

### 1.1. Background

Language is basic to all forms of communication between persons the world over and for this reason, the languages of a nation are usually considered as part of its natural resources as well as part and parcel of life in society (Awoninyi, 1982; Wolff, 2006). This is illustrated in Kenya as Kiswahili is used in uniting people, common and in conducting business. Kiswahili is one of the official languages for parliamentary in the National Assembly, Senate Assembly and County Assemblies. The role of Kiswahili as a language is illustrated by (Mulokozi 2000), He says that Language is fundamental in culture as it is the main vehicle through which sharing and exchange of values, attitudes and aspirations occur therefore a vital vessel for giving people identity. Kiswahili is the commonest spoken language by Kenyan people as they exchange their ideas, attitudes and aspirations. Kiswahili is an official language since the promulgation of current Kenyan constitution in august 2010.

Kiswahili one of the languages used in many parts of the world (Mulokozi, 2002). First, Kiswahili is one of Kenyan official and national language as well as a compulsory subject at primary, secondary and teachers' training colleges. Kiswahili is also taught in many universities in the Kenya, Tanzania, Uganda Middle East, Europe, Japan, China, and USA among others as well as being one of broadcasting in most of Kenyan radio stations, in Africa and world broadcasting corporations at large. Computer software for Kiswahili has been created, thus Google and Wikipedia sites can be read in Kiswahili, and therefore, Kiswahili is increasingly becoming an international language. The development of Kiswahili language from a minority language in the 18<sup>th</sup> century to an international language can be attributed to many factors. These include trade, writings, religion, colonial rule, communication, education and post independence government policies.

Today, there is no doubt that Kiswahili is one of the major indigenous languages in the continent whose role in development cannot be merely said. Kiswahili has also been recognized as one of the official languages of the African Union. Kiswahili is an official and national language in Tanzania as well as a compulsory subject in primary and secondary. Kiswahili is also a language of instruction in Tanzania. In Uganda and Kongo Kiswahili is a national language and used by local musician in producing some of their songs. Mbaabu (1996) argues that colonialists chose Kiswahili as East Africa's lingua franca and English as the language of the colonizers. Colonizers were one of the factor that lead to spread of Kiswahili in Kenya, they used Kiswahili in colonizing Africans as it was the commonest spoken language in Kenyan coast and beyond.

Moyale sub-county which was the focus of this study has had dismal performance in Kiswahili; being an arid and semi-arid area it may have been marginalized for long and ethnic conflict from within the sub-county and other times from Ethiopia affect learning negatively. Examination analysis of the District from Moyale sub-county QASO office confirms this worrying trend of poor performance in Kiswahili language.

## **1.2. Statement of the Problem**

The study attempted to determine the factors influencing the performance in Kiswahili at the Kenya certificate of secondary examination level in Moyale sub-county of Kenya. According to Habwe (2009), Kiswahili serves a vital role in the East African integration and internationally it faces a number of challenges as a language. In Kenya, Kiswahili plays a crucial role in national development; first Kiswahili is a compulsory subject in Kenyan education system (8-4-4) that is in both primary, Secondary School and teachers' training colleges Examinations. Secondly; Kiswahili is an official language according to Kenyan constitution since August 2010. Thirdly; Kiswahili is a national language. The study was for the assumptions that challenges that affect Kiswahili vary from place to place.

Although Kiswahili is a compulsory subject in Kenyan education sector and an official language in Kenya, in Moyale sub-county students had not been availed adequate Kiswahili learning materials which hinder them from doing well in their KCSE Examination. Language policy in schools spells out the language students are supposed to communicate in school. In Moyale



sub-county the language of communication is Borana language since most of the people living there are illiterate. The issue of language policy there is problem in the area because most of the locals do not value language other languages. The ethnicity between the neighboring communities and the fact being a pastoralist's community leave the people here with a little regards to education. Similarly, Kiswahili being one of the bantu language the student from this region have a negative attitude towards the language a fact that affect their performance at their KCSE level. In-service training for teachers in Moyale sub-county is a problem since most of the schools cannot afford to pay for their teachers to attend such an important occasion.

The challenges that student face in the course of their study has become a big issue in Moyale despite great efforts made by central and county government in giving student bursary from constituency development fund, bursary from ministry education and the extra effort from non-governmental organisation (NGOs) who have been and are helping student to pursue secondary education by paying their fees and providing them with learning materials.

There was need therefore, to emphasize the role of Kiswahili teachers and students in improving Kiswahili performance. It was against such background this study sought to determine the factors influencing the performance in Kiswahili at Kenya certificate of secondary education; the study that was done at Moyale sub-county in Marsabit County.

### **1.3. Research Questions**

To address the above problem the study sought to answer the following questions:

1. Does availability of Kiswahili learning materials influence performance in Kiswahili at KCSE level?
2. Does language policy affect performance in Kiswahili at KCSE level?
3. Does the student attitude towards Kiswahili affect performance in Kiswahili at KCSE level?
4. Does teachers in-service influence performance in Kiswahili at KCSE level?

## **1.4. Research Objectives**

The research questions were addressed by the following objectives:

1. The influence of availability of Kiswahili learning material towards performance in Kiswahili at KCSE level.
2. The role of language policy in secondary schools of Moyale sub-county and their impact performance in Kiswahili at KCSE level.
3. The influence of student attitude towards Kiswahili and its effects on the performance in Kiswahili at KCSE level.
4. The extent to which Kiswahili teachers' in-service affect performance of Kiswahili at KCSE level.

## **1.5. Research Hypotheses**

Measuring the attainment of the objectives the study was guided by the following hypotheses:

- i) There are enough Kiswahili learning materials in all the schools and that student accesses them equally.
- ii) All schools have a language policy.
- iii) The students have a positive attitude towards Kiswahili.
- iv) Kiswahili teachers participate in Kiswahili in-services training regularly.

## **1.6. Justification of the Study**

- a. The findings of this study may be of use to the parents and ministry of education as they provide enough and required materials for learning Kiswahili secondary education if found insufficient.
- b. This study may help the student in understanding what they need in enhancing speaking in Kiswahili and therefore follow strictly language policy in their schools.
- c. This study can help the Community, school administration and Kiswahili teacher to realize the importance of Kiswahili in-service in the teaching career.

## **1.7. The Study Area**

### **1.7.1 Location and Size**

Moyale sub-county is located in Eastern Kenya and bordering Ethiopia to the North and North East, South borders Turbi sub-county and to the west North Horr sub-county. Moyale sub-county is an administrative sub-county in the Marsabit county of Kenya. Its capital town is Moyale. It covers approximately area of 9,390 km<sup>2</sup>. The sub-county has only one local authority, Moyale county council. The sub-county has one electoral constituency, the Moyale Constituency.

Moyale sub-county is one of marginalized sub-counties in the country where Schools do not receive education materials in time and other physical resources for learning or receive them very late. Majority of people living there are Cushites who associate Kiswahili as a Bantu language a fact that is carried to most students who do not like the subject-fact that leads to poor performance at KCSE level.

### **1.7.2. Physiographic Aspects**

The climatic condition includes the hot season in January, February, March and December. Most rainfall (rainy season) is seen in April, May, October and November. Moyale has dry periods in January, February, June, July, August and September.

The vegetation that grows in the sub-county is mainly semi-arid vegetation consisting of shrubs, bushes and thickets. Vegetations are well adapted to harsh climatic conditions.

### **1.7.3. Socio-Economic Characteristics**

Moyale sub-county has population of 53,479 people. People there are mainly pastoralists. Livestock account for 70% of household income, and 67% of the population live below the poverty line. Droughts have eroded household assets and further reduced the coping mechanisms available to the pastoralist residents of Moyale.

According to statistics carried out by non-governmental organization that is Food for Hungry-Kenya (FH-Kenya, 2014) shows that 67% of people here live below poverty line meaning that they cannot take their children to school or afford to buy them the necessary learning materials. This means that parent cannot support in building of school library and other school structures.

## 1.8. Operational Definitions

- Attitude:** Is one's feelings, bias, preconceived notions, fears, and convictions about Kiswahili.
- Examination:** A tool for measuring that is used to evaluate the student.
- Factors:** is an issue that will influence performance in Kiswahili either positively or negatively
- Influence:** Ability to cause deviance or change on outcome of something without necessarily using force so as to perform a task.
- Integrated syllabus:** Refer to the KCSE syllabus in which Kiswahili language and literature (Fasihi) in Kiswahili are combined to form one subject, Kiswahili.
- Multilingualism:** Is the ability of a person to speak more than one language at a level that can be understood by other persons speaking the same languages.
- National Language:** Refers to a language in the country that serves an entire nation rather than region or ethnic subdivision. It is a language of political, social and cultural identity and functions as a national symbol.
- Official Language:** Refers to a language used for government business, in other words; it is a language legally prescribed as the language of governmental operations of a given nation.
- Performance:** Refer to the student's academic level of achievement at KCSE examination which is graded from lowest (E) to highest (A) on a 12 grade scale, portions of which signify very good, average and very poor.
- Poor performance:** Refers to attainment of grade C plain and below in Kiswahili at KCSE examination

**Secondary School:** Refers to an institution for educating children/any institution at which instruction is given in particular disciplines.

**Teacher of Kiswahili:** Refers to a person who instructs students in Kiswahili after training  
The sum total of one's instinct ions, feelings, prejudices or bias, preconceived notions, fears, threats and convictions about any specified topic.

# CHAPTER TWO

## 2.0. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

### 2.1. Introduction

Objective of this literature review is to have a better understanding of the factors influencing performance in Kiswahili in Moyale sub-county at Marsabit County in Kenya. This was done to see the trends in researching relevant methods that will identify gaps in work done on the subject matter.

This literature review was organized as follows; introduction, Social economic status effects on Kiswahili performance, teaching and learning Kiswahili, Kiswahili learning materials, Language Policy, Student attitude towards Kiswahili and conceptual framework.

### 2.2. Social Economic Status Effects on Kiswahili Performance

In Moyale, the socio – economic status of student households has a bearing on their performance in the public examination in general and Kiswahili in particular especially on KCSE level. According to Onjoro (1990), children of senior civil servants, professionals and elite who live in towns like Moyale and Sololo have an advantage over others as they speak Kiswahili as their first language, read books in Kiswahili, watch and act in Kiswahili most of the time. These children attain better skills in Kiswahili than their counter parts who are majority in the area as they start learning Kiswahili at their later age. Most of student in this region rely on their teachers for expansion of their vocabulary and sentence construction.

Student from low income families have also been unable to be consistently in secondary school learning programs due inability of their parent paying their school fees. They cannot afford buying the necessary books required for proper learning of Kiswahili such as literature books and course book. The absence and lack of Kiswahili learning material of those students lead to their poor performance of Kiswahili at KCSE level according to Indogole (1987), the socio-economic back ground of the candidate leads to influence performance.

Candidates with good intellectual and material environment are assumed to be better than their contemporaries who may not be so endowed in the developed world; research has revealed that the educational achievement from middle class homes is superior to that of children from manual working class home (Burt, 1937,; Douglas, 1964).

### **2.3. Learning and Teaching of Kiswahili**

Teacher quality is the most important school resource input because it predicts student achievement. Ferguson and Gilpin (2001) argue that teacher quality is a broad category, which includes dimensions such as experience, subject knowledge, scholastic aptitudes, and their teaching ability. Several researchers studying the relationship between teachers' and student achievements show that teachers with high test scores or highly selective educational backgrounds are more likely to produce gains in student achievement.

Muhammad and Rashid (2011) demonstrate that academic qualification, professional qualification, refresher courses or trainings and teacher experience are the most important qualities of a teacher. The qualities like academic qualification and knowledge of the subject matter, competencies, skills, and the commitment of a teacher have an impact on teaching and learning process. Metzler and Ludger (2010) in their study found that teacher quality is a key determinant of student learning and subsequent academic achievement.

In view of the continuous renovation and development of teaching and learning is a constant change taking place within educational systems, it does not seem possible to equip the learner with all knowledge and skills required for a learner to perform well in Kiswahili. Shiundu and Omulando (1992) observe that given their vital role in curriculum implementation, teachers need appropriate and relevant training to be able to teach. In addition, they need encouragement alongside a continuous training process to update their skills.

According to Newstrom and Davis (2002), a study on quality and teacher training and student achievement indicated that trained teachers do make a difference and in particular teacher qualification, experience and amount of education and knowledge were positively related to student achievement. Therefore, the teacher initiates, develops and directs student learning so as to realize good results in the national exams.

Sanders and Rivers (1966) are of the view that students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in a sequence.

## **2.4. Factors that Influence Kiswahili Performance**

### **2.4.1. Kiswahili Learning Materials**

Kiswahili learning materials are materials used by both the teacher and the learner in teaching and learning of Kiswahili. These materials include course books, set books, charts, class readers and Kiswahili newspapers. A survey by Andola (1998) found out that there are few textbooks compared to the number of students. The ratio appeared to be one text book per every three students. In addition to using textbook, teachers should use teaching aid to facilitate their teaching (Ayot and Patel, 1998).

Learning materials are important aspect in any teaching and learning process because they have some positive effect on performance of any subject (Kathuri, 1984, Republic of Kenya 1988) they should be planned appropriately and utilized effectively. This has not been the case in many schools and has been a challenge because teachers fail to use teaching aid in their teaching profession. Courts and Ghai (1974), observe that the distribution of teaching and learning materials such as books and equipment account for a significant difference in performance amongst schools , a situation that lead to poor performance in schools which are not supplied with teaching and learning materials. Learning would be passive and boring to student if teaching and learning resources are not incorporated in the lesson. These resources are supposed to be effectively organized and exploited for any meaningful teaching and learning.

Eshiwani (1988) notes that most schools perform poorly because they do not spent significant amount of money in buying of teaching and learning resources, adequate relevant teaching and learning resources make teaching and learning interesting to the learners. Textbooks are the main teaching and learning resources of any subject. Textbooks and other resources used in teaching enhance retention of 80% of what is learned. They also motivate the learners to participate in the learning process Brunswick and Hager (1992).



Teaching and learning resources are of great importance in the teaching and learning process. They should always be availed on time and effectively utilized in class. Lingua links (1999) look at literacy skills as including reading and writing as well as those skills that enable a learner to learn to read and write with independence, comprehension and fluency. Therefore without adequate Kiswahili learning materials can lead to poor performance in Kiswahili at any Kiswahili examination level.

## **2.4.2. Language Policy**

Language policy is the language of communication that is agreed to be used by an institution. Language policy refers to decisions made and taken by bodies that have administrative and juridical responsibilities of such nature that their decisions affect procedures and practices at the level of national organization and activity Omulando (1992). The school management is supposed to state the language policy of the school and spell out clearly days of speaking Kiswahili and English.

Language policy in Kenya has been a problem since independence. Before independence the missionaries who were running most of the schools advocated for the use of mother tongue in the lower primary but they were divided on the role of Kiswahili. The Ominde commission (1984) recommended that Kiswahili be taught as a compulsory subject. Lack of implementation of the language policy at various times has negatively affected the use of Kiswahili in education in Kenya. Muthii (2002) affirms that parent failure to stress the importance of Kiswahili to their children has some negative impact on their performance. A situation that experienced in most part of Moyale since most of parent are illiterate. Also the practice of school forcing student to use English as medium of communication so as to improve their performance in the subject has some negative effect to the overall performance of student in Kiswahili.

Language policy plays a significant role in the improvement of performance as well as understanding of a language as witnessed in schools that fails to put in place; proper language policy where issues such as mother tongue and sheng' influence performance in Kiswahili.

### **2.4.3. Student Attitude on Performance in Kiswahili**

Language learning can be affected by the attitude and motivation of learners. Motivated and, de-motivated have different perceptions of their class teacher and curriculum. The perceptions are responsible for their attitudes. Meenakshi (2008) argues that an individuals' perception of the class teacher, peer group, syllabus and his/her awareness for future needs affect his/her attitude to language learning. If a student perceives Kiswahili as a hard or a lesser subject then such a student is more likely to fail in Kiswahili the one who regards Kiswahili as an important subject then that student is likely to do perform well in their examination.

Learner's learning outcomes are influenced by their interpretation of teachers' interpersonal behavior. If they believe that the teacher is associated with them and their learning outcome, the teacher empathizes with them, understands their problems, they react positively and this factor contributes to their motivational level in the classroom. Mbugua and Kiptui (2009) argue that attitudes of students towards a particular subject have an implication on their academic achievement. On attitude of the learner, international discussions have concluded that language learning is closely related to the attitudes of the learners towards the language Starks and Partridge (1996). Attitude has recently received considerable attention from both first and second language researchers. Learning occurs more easily, when the learner has a positive attitude towards the language and learning.

Chamber (1999) state that student's attitude is an integral part of learning and that it should therefore become an essential component of second language pedagogy. Haitema (2002) from his study on attitude reveals that there is a positive relationship between affective characteristics and language achievement. Shiundu and Omulando (1992) observe that students go to school with certain predetermined targets and aspirations for themselves. In most cases however, these may be beyond their reach as compared to the alternatives or possibilities available. This is in line with the considerations of resource imitation and the social settings, which may finally be perfected, in poor performance of students in national exams. On their own right, students want a teacher who can motivate them to speak more and more in the classroom and teach them how to use language outside the classroom. They want their

teacher to be fluent in Kiswahili and capable of correcting their mistakes without hurting their ego or without accusing them of not having knowledge of Kiswahili.

Claessen and Stephens (1986) note that our attitudes to language may affect our desire for accuracy of fluency irrespective of other factors. Therefore, any negative attitudes from either teachers or learners will seriously impair performance in examinations. It is the duty of a fluent and effective teacher to help the students to make choices along their lines of aspirations as well as helping them build positive attitude in Kiswahili language and to raise the level of quality of their aspirations through good performance at national examinations.

#### **2.4.4. In-service of Teachers**

In-service training is a program that is done all teachers of various subject to update them on emergence issues in their subject area. The period of the in-service depends on the organizers of that subject. Buchler (2003) observed that teachers should not be left on their own in the event of teaching Kiswahili but need to be supported through in-service. These courses equip teachers with knowledge; skills and attitudes needed for the implementation of any given educational programme in Kiswahili and sensitize them on changes in the curriculum. In-service teacher training is also referred to as a continuous professional development Wikipedia (2010). This is the process by which teachers reflect upon their competencies, maintain them up to date and develop them further.

The concept of in-service teacher training has been supported by Bishop (1986) who noted earlier that in-service training is a conventional way of introducing teacher to new ideas and methodologies. The good performance in Kiswahili examinations is an innovation that calls for the teachers' in-service training to equip them with the necessary skills and knowledge necessary for its implementation KICD (2002). According to Sure (1986), teachers need adequate training in the integrated approach for them to function well in teaching Kiswahili course. This view on adequate training is supported by Stein and Hunkins (1988) who note that good performance in Kiswahili can only happen if the teacher's in-service is adequate and regular. This implies that teacher training is an important determinant of their potential for effective curriculum implementation.

## **2.5. Theoretical Framework**

The study was guided by input-output theory of education. The input-output theory advances that a school was seen as a firm which receives inputs (students, resources, teachers) and transformed them to educational outputs' through a process. It had been used by a number of authorities such as Coleman et al. (1966) and Fuller (1985) in an attempt to measure the contribution of various factors of educational output. The production function theory of education measures output (student achievement) by standardized achievement test scores.

Education is a service which transforms fixed quantities of input (i.e. individuals) into individuals with different quality attributes, to enable students to cope with and perform in society after they have left schooling. The theory explains how student achievement (outputs) is dependent upon school inputs such as teaching/learning resources, school language policies, student attitude towards Kiswahili as well as in-service training Kiswahili teachers. A school receives input, that is, students, teaching personnel, teaching and learning resources and instructional materials. A certain process of transformation that is teaching and learning takes place where skills in Kiswahili language practices are disseminated to students. The process is guided by teachers who utilize their academic and professional, qualifications, teaching experience and school language policies to influence student language usage, development of the right attitudes towards Kiswahili and proper time management. This results to high output (student achievement) measured through high grades, competence in spoken and written Kiswahili.

## **2.6. The Conceptual Framework**

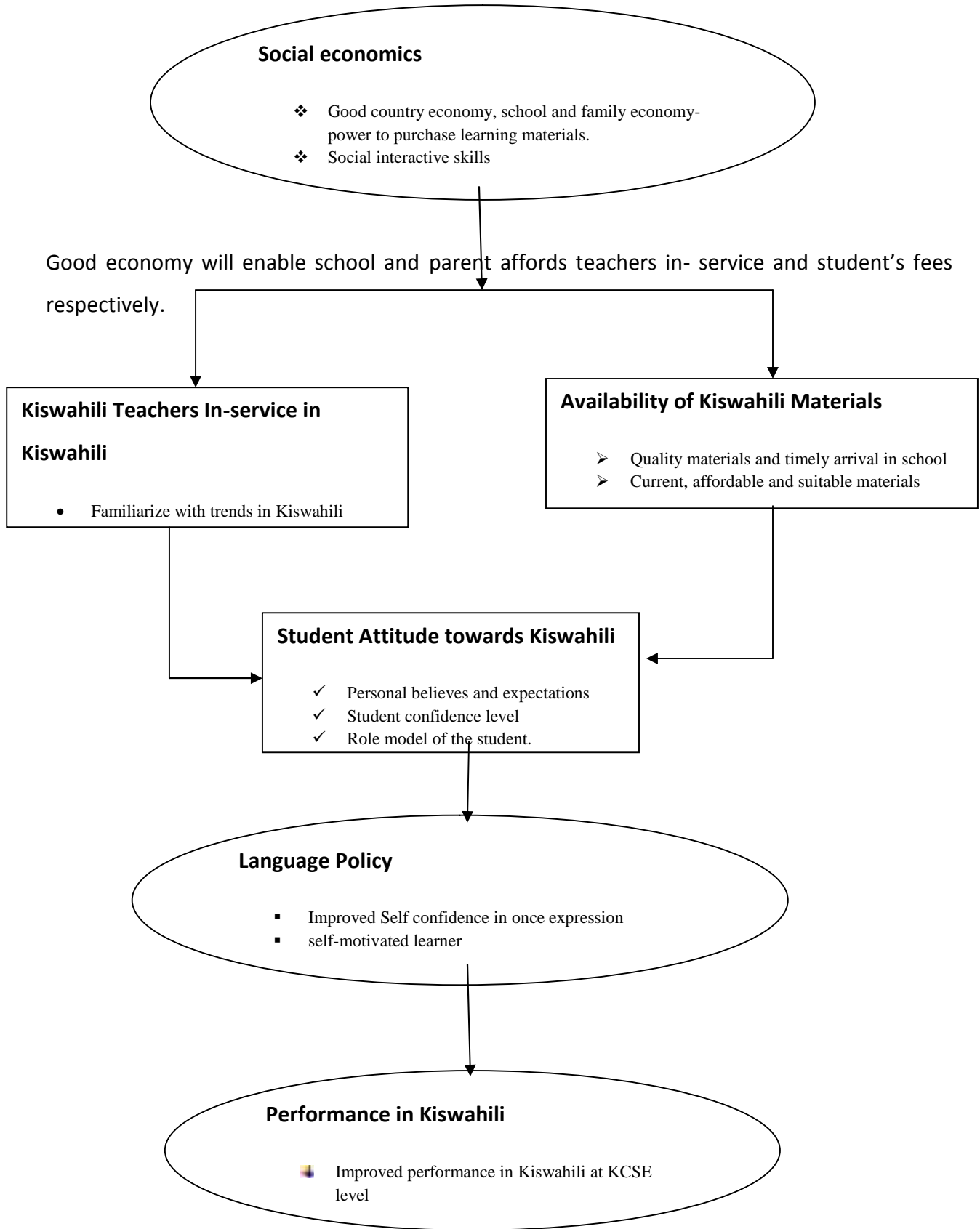
In writing this project the study conceptualized the relationship between factors influencing Kiswahili and their effect on student performance in Kiswahili at KCSE level. The figure 1, below shows that various factor can influence the performance in Kiswahili at various levels. Firstly, the social economic is at the top as it determine financing power of Kiswahili learning materials and sponsoring of teacher to attend Kiswahili in-service training at any given school.

When Kiswahili teachers are In-serviced and Kiswahili learning materials are availed then this motivates learners to learn and have positive attitude towards Kiswahili. Student's positive

attitude will lead to improvement in language policy. Lastly, good communication skills will automatically lead to good performance in Kiswahili at KCSE level.

The independent variables come in form of factors facing student in Moyale sub-county in Kiswahili performance at KCSE level. They include Kiswahili learning materials, language policy, in-service training for Kiswahili teachers and student attitude towards Kiswahili. The independent variables directly determine the performance of student in Kiswahili at KCSE level.

**Figure 1: Conceptual Framework of the study**



# CHAPTER THREE

## 3.0. METHODOLOGY

### 3.1. The study Design

This study adopted a sample survey design which involved gathering of data from members of the population in order to determine the factors that affects Kiswahili performance at KCSE level in Moyale sub-county. The target population was the school principals, Kiswahili teachers and forms four students in Moyale sub-county.

The data sought from the target population were on background information concerning; gender, age, name of their school, location of their school, and distance of school from home and category of their school. Availability of Kiswahili learning materials sought availability of books in library, relevance of the Kiswahili books, number of times a student borrow books, book sharing ration and ability to own personal copy of Kiswahili book. Under language policy data were obtained on the student mother tongue, language student used in school and outside the school, school language policy and their opinion on language policy measures to enhance performance in Kiswahili. The section of attitude had a likert scale which was used to collect data on students' attitudes towards the learning of Kiswahili. Teachers and principals questionnaire had a section of in-service training for Kiswahili teachers which sought if Kiswahili teachers attend Kiswahili in-service training, who were the organizers of the training, whether the in-service has influence in Kiswahili performance.

The resulting data were then subjected to various data analysis procedures including measures of distribution tendencies, measures of differences and measures of association. The outcomes of the analyses procedures were then interpreted in terms of study problems and objectives bases of the study conclusions and interpretation.

### **3.2. Data Types and Sources**

A study on factors affecting Kiswahili performance at KCSE level in Moyale sub-county of Kenya required the use of both primary data and secondary data. The primary data were obtained from field survey while secondary data were sourced from existing databases and/or datafiles in the ministry of education offices, school principals and Kiswahili teachers' records in Moyale sub-county of Kenya.

The primary data were on the availability of Kiswahili learning materials where detailed data on availability of books in library, relevance of the Kiswahili books, number of times a student borrow books, book sharing ratio and ability to own personal copy of Kiswahili book was obtained. The second section of primary data was on language policy where detailed data were collected on school language policy, students' language of communication in the school and out of school, and student mother tongue. Student attitude towards Kiswahili was the third section of the data that were collected information on their preferences on communicating in Kiswahili, reading Kiswahili story books and textbooks, attending Kiswahili lessons and doing Kiswahili assignment. The respondents were indicating their response whether they Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or they Strongly Disagree (SD) in a likert scale. The last section was in-service training for Kiswahili teachers where the study sought information on times a Kiswahili teacher had ever attended Kiswahili in-service, organizer, relevance and methodology advocated in the in the in-service section.

Secondary data were on number of secondary schools, principals and Kiswahili teachers in Moyale sub-county in Kenya. The list of secondary schools was deemed necessary in identifying the schools that would be having the information required thus constituting the target population. The target population was based on; School having a form four students and this resulting in 9 schools. From the 9 schools a sample of 7 were included in the sample survey from which the populations of principals, Kiswahili teachers and students were to be sampled. This data was sourced from the DEOs offices and principals' offices.



### **3.3. Data Collection**

#### **3.3.1. Pilot Survey**

Before embarking on the study pilot study was considered necessary to get target population. Piloting of the research instruments was done in two secondary schools in Moyale sub-county. The two schools were picked randomly from a population of nine schools.

The purpose of the piloting was to test the appropriateness of the instruments that were used in the study and to determine the target population. Pilot study was important as it was used to determine the accessibility of the schools and responded. The pilot study helped in reconstituting the research instrument. The schools in the pilot study were not involved in the actual study. The study questionnaires were repeated with a selected pilot sample with similar characteristics to the actual sample. This helped in checking the deficiencies of the research instruments.

#### **3.3.2. Target Population and Sample Size**

Population of the study comprised of all secondary schools, principals, Kiswahili teachers and students in Moyale sub-county. There were 13 Principals each heading a secondary schools, 20 Kiswahili teachers and 2,580 students.

From the schools population, the target population of principals, Kiswahili teachers and form four students was identified from pilot survey data in terms of those schools that had form four candidates. This resulted in 7 schools made up of one national boy's school, one private boy's school, two county girl's school and three mixed day schools. The target schools had 7 principals, 8 Kiswahili teachers and 380 form four students. From the target population samples of schools 7, 7 principals, 8 Kiswahili teachers and 115 were drawn. This information is illustrated in the table 3.1 below.

**Table 3.1. Target population**

Name of the school	School Category	Number of Principal	Number of Kiswahili Teachers	Number of Form Four Students
<b>Moyale Boys</b>	National School	1	2	140
<b>Moyale Girls</b>	County Boarding School	1	1	39
<b>Dr. Guracha Girls</b>	County Boarding School	1	1	26
<b>OMC Boys</b>	Private Boarding school	1	1	35
<b>Butiye Mixed Day</b>	Mixed Day school	1	1	56
<b>Sessi Mixed Day</b>	Mixed Day school	1	1	39
<b>Manyatta Mixed Day</b>	Mixed Day school	1	1	55
<b>Totals</b>		7	8	380

The school sample size was all the seven principals and eight Kiswahili teachers in the target population were included in the survey sample so as to have a representation of every category of the school. From the 7 schools included in the survey, there were 380 form four students from which a sample size of 115 was drawn. The sample of 115 form four student from 380 students was based on the statistical procedure as in the work of Tavo (1967)

$$n = \frac{N}{1 + N(e)^2} \quad \text{Where}$$

n is the sample size

e is the sampling error which was 0.08

N is the total population of the student in Moyale sub-county

$$n = \frac{380}{1 + 380(0.08)^2} = 111$$

$$n = 111$$

The appropriate students sample size was statistically 111 but the student sample size used in the survey was 115 to ensure equitable representation of the four categories of schools.

### **3.3.3. Data Collection Instruments**

The main instrument in data collection was questionnaire and this was because it could be designed to capture the information required for addressing the study problem, meeting the objectives of the study and testing the hypotheses. The questionnaires were of three types including the student's questionnaire, teacher's questionnaire and principal's questionnaire. Generally, the questionnaire strived to secure information about present conditions, practices and demographic data. The instrument gave respondent's a chance to give out their opinion on the following sub heading; availability of the Kiswahili learning materials, language policy, student attitude towards Kiswahili and in-service training for Kiswahili teachers. Three different questionnaires were designed for principals, teachers and students. All sections with these sub heading gave the respondent room to give their opinion. Student questionnaires were self-administered, supervised and collected through help of a teacher from that school. Principals and Kiswahili teacher's questionnaire were issued and picked after one week. This is because principals and teachers requested to more time to respond to the questionnaire.

The first set of questionnaire was for the student and contained four sections as indicated in appendixes II. Section A consisted of 6 item that were meant to gather background information of the student concerning; gender, age, name of their school, location of their school, and distance of school from home and category of their school. Section B consists of 9 items on availability of Kiswahili learning materials. Section C had 8 items on language policy and section D had a likert scale which was used to collect data on students' attitudes towards the learning of Kiswahili. Data that were collected elicited information on student's preferences on; communicating in Kiswahili, reading Kiswahili story books and textbooks, attending Kiswahili lessons and doing Kiswahili assignment. The respondents were indicating their response whether they Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or they Strongly Disagree (SD) in a likert scale.

Second questionnaire was for Kiswahili teacher's which had 5 sections as indicated in appendixes III. Section A had 7 items that gathered background information on the teachers' gender, age, academic qualification, years of teaching, number of form four student and weekly

workload. Section B consisted of 37 items on the availability of Kiswahili learning materials. Section C entailed 4 items on language policy while section D contained 5 items on student attitude towards Kiswahili. Section E had 11 items on Kiswahili teacher's in-service training.

Principal's questionnaires had four sections as indicated in appendixes IV. Section A consisted of 6 items that collected background information of principal's gender, academic qualification and others. Section B consisted of 2 items that gathered information on the performance in Kiswahili at KCSE level in since 2010. Section C had 3 items on the availability of Kiswahili learning and section D consisted 4 items on the in-service training of Kiswahili.

The study questionnaire tested what it intended to test, a fact that was verified after comparing data from pilot study and actual data of the study. The information that was gathered from respondent using questionnaires was vital in determining the factors that affects performance in Kiswahili at KCSE level. The study was concerned with the question "am I measuring what I intend to measure?" to affirm the above question, supervisor of the study who was an expert in measurement and evaluation studies was consulted and affirmed that the responses were valid.

In this study the researcher took two main precautions to make sure that the research instruments designed to collect data measures really what it was supposed to measure in order to maximize the validity of the information to be gathered. The draft of the instruments was given to the experts in educational research so as to check the validity of the instruments. The feedback given will be used to improve the items in the questionnaires.

Pilot testing that was done provided feedback on the clarity and suitability of the instruments. The testing included among other things checking of variables, methods, language, content and techniques of the study instruments. This helped the study to identify items in the research instruments that were ambiguous in gathering relevant information and to ensure that instruments gathered the type of data anticipated to answer the research questions.

The instrument that was used was dependable and accurate; this was enabled by the

Reconciling of instrument for collecting data and its item that were used during piloting was done thus having dependable and accurate instrument in the actual study. The respondents were pre-tested and tested to increase the reliability of the instrument. The respondents that were conducted during the pre-test phase were deliberately excluded during the final administration of the instrument. This assisted in controlling extraneous influence on the research finding because of prior knowledge of the information required by the instrument. Two schools were used for purpose of ensuring reliability of instrument.

### **3.4. Data Collection Procedures**

To carry out data collection in Moyale sub-county, an introductory letter from University of Nairobi was obtained. An endorsement to carry out the research in Moyale sub-county in selected secondary schools was sought from TSC sub-county director and DEOs office. Lastly, the researcher visited schools requesting to be allowed in the schools to carry out research.

Secondary data was obtained from schools and educational offices in Moyale sub-county. The data here included records of previous performance of student in Kiswahili performance and number of Kiswahili teachers. Primary data that was captured from field survey where Principals, Kiswahili teachers and students were given a questionnaire to respond to. 7 schools out of 9 were purpose sampled and equally given a chance to participate in the study after the other 2 schools were involved in pilot study.

Only 7 seven principal that were heading secondary schools with form four candidate were given chances to participate in the study. Kiswahili teachers teaching in form four classes were equally given a chance to participate in the study. Since one school had two teachers teaching form four students that led to a total of 8 teachers that were involved in the study.

There were a total of 380 candidates in all Moyale sub-county secondary schools. The schools were stratified into girls, boys and mixed day secondary schools. In mixed day secondary schools, students were stratified as boys and girls. In the single sex school random sampling was done to pick student to be included in the sample. "No" and "yes" boxes were used to choose the student who were involved in the study. The box for each class were equal to the number of student and in them there was 'yes' boxes that was exact number of student to be in the

sample. The students who picked “yes” were involved in the study. A total of 115 students were included in the study.

A visit to the schools where the research was carried out was made to make appointment to administer questionnaire in person. The respondents were assured of the confidentiality of any information that they gave. For any clarification, the researcher was available.

### **3.5. Data Processing and Analysis Techniques**

#### **3.5.1. Data Processing**

After data collection, the data was edited to identify and eliminate errors that could have occurred during the study. Open-ended and closed-ended questions were coded accordingly. Data reduction was done in order to reduce the mass of the data obtained to form suitable for analysis. A codebook was created to accommodate those data. Each item from the likert scale was ranked and coded as follows: Strongly Agree (SA)-1 Agree (A)-2 Undecided (U)-3 Disagree (D)-4 Strongly Disagree (SD) - 5. The coded data from the likert scale was transferred into a codebook. The data was then summarized in tabular format using Statistical Package for Social Science (SPSS) computer software and saved as a data file. Quantification was done by assigning numerical values to various categories in order to facilitate statistical representation of data (peter, 1994).

Tabulated data was tallied to establish the frequencies which were converted into percentages of the total number. Responses from open-ended questions were recorded in a codebook to determine the frequencies of each response and the number of respondent giving similar answers that were converted into percentages to illustrate the level of the opinion.

Descriptive responses were analyzed for quality of content and relevance and then summarized into themes and topics to generate frequency representations of proportions (percentages) of specific responses. The quantative analysis was use to assist in understanding the qualitative data. The analyzed data was the used to write a report on the basis of the objectives.

### **3.5.2 Analysis Techniques**

For the study to address the stated problems, meet the objectives and test the hypotheses, a number of statistical analysis tools were used to subject the sample data to rigorous descriptive and inferential analyses. Each analysis procedure was intended to address a specific research question and therefore meet the corresponding objective. The hypothesis test was in all cases  $\alpha$  0.05.

#### **3.5.1.1. Measuring the role of availability of Kiswahili Learning Materials and performance in Kiswahili**

In this study availability of Kiswahili learning materials meant that a student was motivated to learn Kiswahili. Having all required books for learning Kiswahili and access to learning materials was also considered vital to any student to perform well in Kiswahili as a subject. Measuring performance in Kiswahili was based on the availability of a variety of Kiswahili learning materials.

The learning materials variables analyzed were availability of books in library, relevance of the Kiswahili books and number of times a student borrow books, book sharing ratio and ability to own personal copy of Kiswahili book was obtained. These variables were first subjected to frequency analysis as measure of the distribution tendencies. Distribution tendencies were used for accurate distribution of variables. It was necessary to specify the amount of confidence to be placed on every sample distribution. The variables were subjected to descriptive analysis. Descriptive analysis was necessary in this part as it was appropriate for the study because it involved description, analysis and interpretation of circumstances prevailing at the study.

#### **3.5.1.2. Measuring the role of the Language Policy in performance of Kiswahili at KCSE level**

The language policy is the mode of communication stipulated by school administrator to be used as a mode of communicates within the school compound. In Kenya that language can be either English, Kiswahili or both. The schools which adhere to the language policy, learners

perform well in languages. The variables that were analyzed were collected on school language policy, students' language of communication in the school and out of school, and student mother tongue.

Responses that were obtained from respondents on language policy were analyzed using basic statistical techniques such as frequencies, percentages and totals. The frequencies were important as they showed a number of times students used Kiswahili as their communicating tool.

### **3.5.1.3. Measuring the role of Student attitude towards Kiswahili**

Student attitude is the perceptions that they have when it comes to Kiswahili learning. The students who don't like Kiswahili are said to have negative attitude towards Kiswahili. These students do not do well in Kiswahili. Learner with positive attitude towards Kiswahili tends to perform better than learners with negative attitude towards Kiswahili. The Student attitude variables that were analyzed were on their preferences on; communicating in Kiswahili, reading Kiswahili story books and textbooks, attending Kiswahili lessons and doing Kiswahili assignment.

Data that was captured here was presented in tables and charts. The data was analyzed using frequencies and percentages. There were four bar graphs that were realized from the analysis. The graphs were important in that they showed clearly the attitude level of student and their performance levels.

### **3.5.1.4 Measuring the role of In-service Training for Kiswahili Teachers**

In-service training is a refresher course that Kiswahili teachers attend to be updated on trends in Kiswahili syllabus. The variable was meant to determine whether attending the in-service influenced Kiswahili performance in any way. This part was directed to Kiswahili teachers and principals as they were the people viable for the in-service. The variables were subjected to descriptive analysis since most of responses were in narrative form.



### **3.6. Scope and Limitation**

The study will be confined to secondary schools in sub-county of Moyale and it sought to determine factors that influence Kiswahili performance at KCSE level. The study targeted only secondary schools that had a form four class. Teachers that were interviewed were Kiswahili teachers teaching a form four class.

The study focused on three respondent; principals, Kiswahili teachers and student from the sampled schools. There were no respondent from the community hence the study did not sought responses from the community.

This study was confined to secondary school in sub-county of Moyale and therefore its findings are not to be assumed to be the same in all other secondary school within and outside the county. This is because of different environment that other schools are located in.

The research was in position of controlling the altitude of the respondent as they responded to the question. This is because many of them already had their own perception on challenges facing student in sub-county of Moyale.

# CHAPTER FOUR

## 4.0. RESULTS AND DISCUSSION

This chapter deals with data analysis and interpretation based on the research questions. Does availability of Kiswahili learning materials influence performance in Kiswahili at KCSE level? Does language policy affect performance in Kiswahili at KCSE level? Does the student attitude towards Kiswahili affect performance in Kiswahili at KCSE level? Does teachers in-service influence performance in Kiswahili at KCSE level? Data that was obtain using questionnaires that were summarized in tabular format using Statistical Package for Social Science (SPSS) version 17.

### 4.1. Background Information and Characteristics of the Sample

The study sample consisted of 7 school principals out of whom 5 were male while 2 was female, 8 teachers of Kiswahili out of whom 7 were male while 1 were female and 115 form 4 students out of whom 76 were male while 39 were female as indicated in Table 4.1

**Table 4.1. Characteristics of the Sample**

Types of the respondent	Male	Female	Male (%)	Female (%)
Principals	5	2	71.4	28.6
Kiswahili teachers	7	1	87.5	12.5
Form 4 students	76	39	66.1	33.9
<b>Total</b>	<b>88</b>	<b>42</b>	<b>67.7</b>	<b>32.3</b>

The study found that out of the 7 principals, 71.43% were male while 28.57% represented females. It was also found that out of the 8 teachers of Kiswahili, 87.5% were male while the remaining 12.5% represented females. On the side of form 4 students, 66.09% represented male students while the remainder 33.91% females.

The sampled schools for this study were 7 out of which 1 was boys national school, 2 girls boarding while 4 were mixed day school. Out the eight teachers, only two teachers teaching form four class came from one school.

**Table 4.2: School category, number and their sex status (n=7)**

School Category	Boys Boarding	Girls Boarding	Mixed Day School
National School	1	0	0
County Schools	0	2	4
<b>Total</b>	<b>1</b>	<b>2</b>	<b>4</b>

The information in the table 4.2 above shows that only one school was a boys national school, two were girls boarding and four were day mixed secondary schools.

**Table 4.3: Number of Questionnaires issued and their return rate (n =130)**

Respondents	Questionnaires Issued	Questionnaire Returned	% of Questionnaire Returned
Principals	7	6	86
Teachers	8	8	100
Students	115	115	100
<b>Total</b>	<b>130</b>	<b>129</b>	<b>99</b>

The questionnaires return rate for school principals was 86% meaning all the 6 participated. Teachers of Kiswahili questionnaires return rate was 100% meaning all the 8 participated. Finally, students questionnaires return rate was 115 of the 115 targeted, 115 students representing 100% responded to the questionnaires. In summary, out of the 141 instruments administered, 129 representing 99% were returned and considered sufficient for this type of study.

#### 4.2 Availability of Kiswahili learning materials

**Table 4.4 Responses on relevancy of Kiswahili books in your library. (n=111)**

Responses	Frequency	Percent (%)
Yes	64	57.7
No	43	38.7
Don't know	4	3.6
<b>Total</b>	<b>111</b>	<b>100</b>

The information in table 4.4 indicates that out of 115 questionnaires administered only 111 respondent responded to the item where majority of respondent (57.7%) confirmed that their schools had relevant Kiswahili learning resources, 38.7% of the students were of the view that

their schools had no relevant Kiswahili learning resources while 3.6% of the respondents indicated that they did not know whether relevant Kiswahili learning resources were in library or not.

The findings demonstrate that the respondent who indicated no and don't know were mainly drawn from day secondary schools and they felt that their school were young and had no enough money to purchase the relevant books, while the remainder (57.7%) belonged to the were mainly drawn from boarding schools which were able to provide the necessary teaching/learning facilities. In the table below is explanations of the on the relevancy of Kiswahili learning materials.

**Table 4.5 Explanation of responses on relevancy of Kiswahili materials in your library (n=111)**

<b>Responses</b>	<b>Frequency</b>	<b>Percent (%)</b>
Kiswahili books are not enough	73	65.8
School is financially unstable	38	34.2
<b>Total</b>	<b>111</b>	<b>100.0</b>

Among the respondent who responded to the question on the on relevancy of Kiswahili materials in your library give out their explanations in two major perspectives: Majority (65.8%) indicated that Kiswahili learning materials were not enough. Respondent were indicating either library had one type of Kiswahili material or so the Kiswahili books that were in library were not enough. 34.2% of the respondents indicated that there no relevant Kiswahili learning materials because the school was financially unstable to purchase Kiswahili materials. Majority of student who indicated that there are no Kiswahili materials in their school, were drawn from day schools.

**Table 4.6 number of times a student borrow Kiswahili books from library per term (n=99)**

Responses	Frequency	Percent (%)
0	41	41.4
1-2	28	28.3
3-4	13	13.1
5-6	7	7.1
7 and above	10	10.1
<b>Total</b>	<b>99</b>	<b>100.0</b>

The information in table 4.6 indicates majority of student that is 41.4% did not borrow books from the library at all while 28.3% of the respondent borrowed either once or twice in a term. 13.1% represent student who borrowed books from library thrice or four times per term. 7.1% indicated that they borrowed books 5-6 times per term while 10.1% are student who borrowed books seven times and above. For one to do well in Kiswahili one has to read Kiswahili books severally.

When majority of the student do not borrow Kiswahili books in the library, the learning of Kiswahili was affected since the library should provide enough reference materials to learners for effective learning. Text books are essential teaching and learning resources. Eshwani (1988) asserts that most schools perform poorly, because they spent less money on the purchases of teaching resources.

**Table 4.7 whether student have their own Kiswahili learning materials (n=113)**

Responses	Frequency	Percent (%)
Yes	61	54.0
No	52	46.0
<b>Total</b>	<b>113</b>	<b>100.0</b>

From the table above, majority of respondent represented by 54% indicated yes that they had their own Kiswahili learning materials while 46% indicated no- they had no Kiswahili learning materials. A student having their own Kiswahili materials are able to conveniently acquire knowledge from them. Court and Ghai (1974) observe that when there is some difference in

the teaching and learning materials in schools then there will be a significant difference in performance in these schools.

**Table 4.8 Reasons for not having personal Kiswahili books (n=45)**

<b>Responses</b>	<b>Frequency</b>	<b>Percent (%)</b>
Parent has no funds to purchase Kiswahili books	33	73.3
School is financially unstable	10	22.2
Students negative attitude	2	4.4
<b>Total</b>	<b>45</b>	<b>100.0</b>

The information in table 4.8 indicates that majority of students representing 73.3% confirmed that their parent had no funds to purchase Kiswahili books while 22.2% indicated that school was financially unstable to purchase Kiswahili books. Finally, 4.4% indicated was student who had negative attitude towards Kiswahili and that why they had no personal copy for Kiswahili books.

Majority of student who took their children in day school are not financially stable and that why majority of student who indicated that their do not have their own Kiswahili books drawn from mixed day secondary schools. This was clearly seen from their performance compared to boarding schools.

Teachers and principals from day schools indicated that their schools were young and were not financially stable to either purchase all relevant books to student.

**Table 4.9. Measures to enhance the availability of Kiswahili (n=28)**

<b>Responses</b>	<b>Frequency</b>	<b>Percent (%)</b>
Government role	12	42.9
Teachers role	6	21.4
Students role	3	10.7
School administration role	7	25.0
<b>Total</b>	<b>28</b>	<b>100.0</b>

Majority of the respondent represented by 42.6% indicated that government has a role to play in availing and subsidizing Kiswahili teaching/learning materials while 21.4% indicated that teachers had a role to play in teaching, giving student assignment, motivating and encouraging student have and read Kiswahili materials. Student role (10.7%) and their role involved activities such as doing assignment and having and reading Kiswahili books. On the other hand school administration role had 25% that entailed building library and purchasing relevant Kiswahili books to student.

From the findings, it is clear that a larger percentage of schools didn't have adequate teaching/learning resources. Indeed schools especially day schools did not have Kiswahili books which are used on a daily basis in class in fact, one text was shared among three learners, therefore impeding performance in the language. The significance of teaching/learning resources cannot be gain said; an assertion confirmed by Scheerens (2003) who argues that availability of teaching/resources enhances the effectiveness of a school as they are the basic things that can bring about good academic performance. Physical facilities like libraries are also elusive in many schools. More than two thirds of the schools did not have libraries, meaning that learners were denied the opportunity to interact meaningfully with books

### 4.3 Language Policy

**Table 4.10 Mother tongue language of the respondent (n=115)**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Borana	101	87.8
Somali	8	7.0
English	6	5.2
<b>Total</b>	<b>115</b>	<b>100.0</b>

From the information in the table 4.10 above majority of student represented by 87.8% indicated those were Borana speakers while Somali language and English was 7% and 5.2% respectively. The results in the table clearly shows most of student are Borana speakers.

**Table 4.11. Language student use in the school**

<b>Responses</b>	<b>Frequency</b>	<b>Percent (%)</b>
Kiswahili	18	15.7
English	12	10.4
Borana	12	10.4
Kiswahili and English	59	51.3
Kiswahili, English and Borana	14	12.2
<b>Total</b>	<b>115</b>	<b>100.0</b>

A portion of respondent represented by 15.7% was student who used Kiswahili while 10.4% of respondent spoke English. Those who communicated in Borana were 10.4%. There were student who indicated that they were mixing the either two or more that is, Kiswahili and English represented by 51.3% and those used between Kiswahili, English and Borana were 12.2%,

**Table 4.12. Whether student use Kiswahili in their communication in school (n=112)**

<b>Responses</b>	<b>Frequency</b>	<b>Percent (%)</b>
Yes	43	38.4
No	62	55.4
Sometimes	7	6.2
<b>Total</b>	<b>112</b>	<b>100.0</b>

From the information in the table above, 38.4% of respondent indicated Yes- that they use the same language in school, 55.4% of the respondent No-that they do not use the same language in school while 6.2% represented respondent who indicated that the communicate in the same language Sometimes.



**Table 4.13 language student use outside the school (n=114)**

Responses	Frequency	Percent (%)
Borana	76	66.7
Somali	5	4.4
Kiswahili	9	7.9
English	2	1.8
Others	22	19.3
<b>Total</b>	<b>114</b>	<b>100.0</b>

The language that was spoken most was Borana with a representation of 66.7% while Somali language had 4.4%. Kiswahili was 7.9% of the respondent, English 1.8% and student who spoke other languages other than the ones named above was represented by 19.3

**Table 4.14 School language policy (n=93)**

Responses	Frequency	Percent (%)
None	21	22.6.
Kiswahili and English	60	64.5
Kiswahili	6	6.5
English	6	6.5
<b>Total</b>	<b>93</b>	<b>100.0</b>

From Table 4.15; some of the respondent indicated that school had no language policy represented by 22.6%. Majority of respondent indicated that the policy was speaking English and Kiswahili. Kiswahili was represented by 6.5% while English was represented by 6.5%.

**Table 4.15. Whether vernacular speakers were punished or not (n=111)**

Responses	Frequency	Percent
NO	27	24.3
Yes	84	73.7
<b>Total</b>	<b>111</b>	<b>100.0</b>

The question was to determine whether student who speak in forbidden language within the school compound were given any punishment or not. Minority of the respondent indicated no

that is breakers of the language policy were not punished. No had a 24.3% while yes had 73.7% indicating that vernacular speakers were punishment.

**Table 4.16 Extent of the punishment (n=77)**

Responses	Frequency	Percent (%)
Buying Kiswahili learning materials	35	45.5
Cleaning punishment	24	31.2
corporal punishment	8	10.4
Suspension from school	10	13
<b>Total</b>	<b>77</b>	<b>100.0</b>

The respondent indicated the different ways in which their school executed punishment to vernacular speakers where majority (45.5%) of the respondent indicated that vernacular speakers were punished by buying Kiswahili learning materials. Cleaning punishment was represented by 31.5%, corporal punishment was 10.4% and suspension from school was represented by 13%.

**Table 4.17 Measures to enhance the Kiswahili as a school language policy (n=103)**

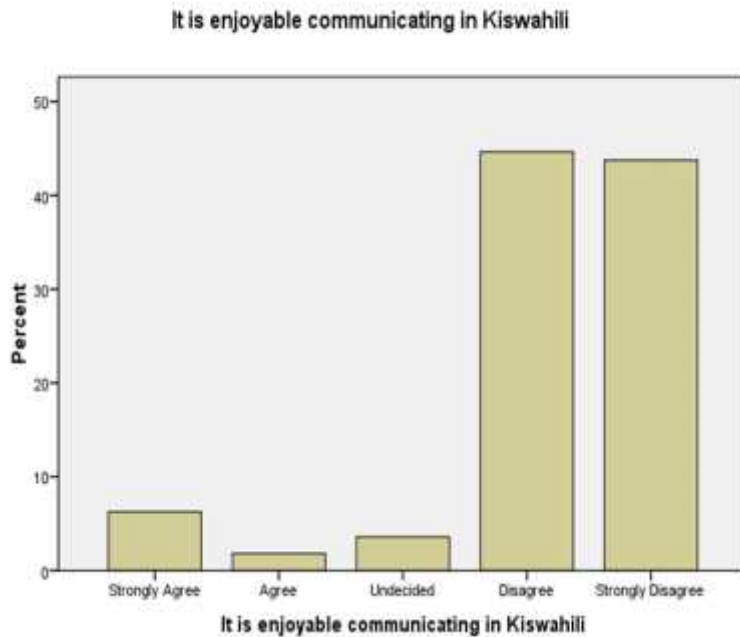
Responses	Frequency	Percent (%)
Punishing vernacular speakers	26	25.2
Student role	48	46.6
School administration role	29	28.2
<b>Total</b>	<b>103</b>	<b>100.0</b>

Respondent gave out their opinion on different ways to enhance Kiswahili as a school language policy. Among the respondent, 25.2% indicated that vernacular speakers should be punished. Majority (46.6%) of respondent indicated that student a role to play in Kiswahili as a school language policy by using Kiswahili in their communications while 28.2% indicated that it was school administration role in enhancing Kiswahili as a school language policy by increasing Kiswahili speaking days in their school.

The findings on language policy prove that school language policies in schools was not enforced well and was of it was lacking especially in mixed day schools. This is a fact that majority of the principals and Kiswahili teachers used both English and Kiswahili while addressing students is a good indication languages take centre stage in the day to day activities because they are official and national languages. The findings resonate with those of Yambi (2010) who from a study in Illinois on Swahili-English speaking children found out that in most African countries, languages designated for school instruction also were designated as official and national languages. English is most preferred by the principals than Kiswahili whenever they are not using a mixture of both languages. One third of teachers preferred using Kiswahili because it is their duty to foster the development of the language. From the findings in table 4.15, majority of the students used both English and Kiswahili because it was obligatory for them since school policies directed so. Despite that good impression, a section of the students preferred using mother tongue especially in public day schools. Therefore, school authorities need to do more to develop Kiswahili by taking concrete practical steps like setting aside some days specifically for it, if its performance is to be improved

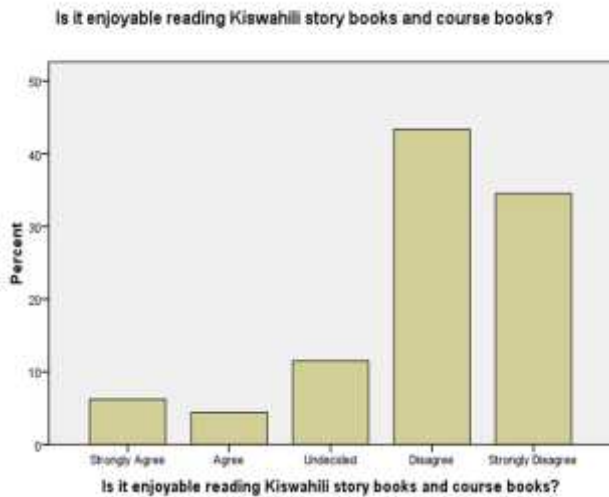
#### 4.4 Student attitude towards Kiswahili

Graph 4.1. It was enjoyable communicating in Kiswahili (n=112)



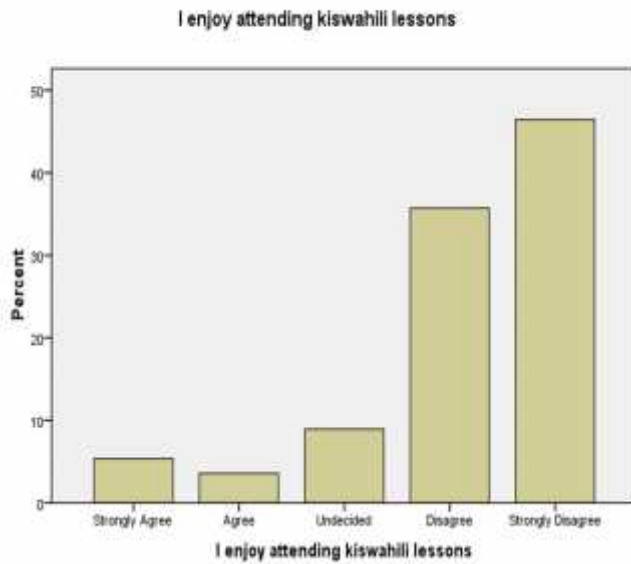
Out of the respondent who responded as indicated in the graph 4.1 above, 6.1% indicated that they strongly agreed that that it was enjoyable communicating in Kiswahili, 1.7% agreed that it was enjoyable communicating in Kiswahili, 3.5% were undecided that it was enjoyable communicating in Kiswahili. Majority of the respondent represented by 43.5% indicated that they disagreed that it was enjoyable communicating in Kiswahili while 42.6% indicated that they strongly disagreed that it was enjoyable communicating in Kiswahili.

**Graph 4.2. Reading Kiswahili materials (n=112)**



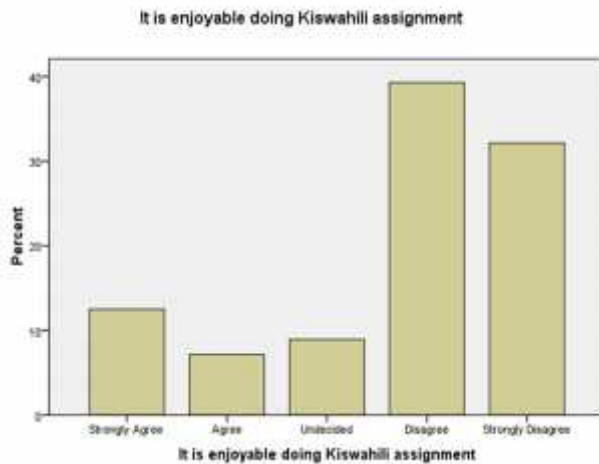
From the graph 4.2 above, shows that 6.2% strongly agreed that it was enjoyable reading Kiswahili learning materials while those who agreed that it was enjoyable reading Kiswahili learning materials was 4.4%. These were student who could read Kiswahili learning materials voluntary. 11.5% was the percentage of respondent who were undecided whether they enjoy reading Kiswahili learning materials or not. Those who disagreed that it was enjoyable reading Kiswahili learning materials was represented by 43.4% and 34.5% of respondent strongly disagreed that it was enjoyable reading Kiswahili learning materials.

**Graph 4.3. It is enjoy attending Kiswahili lessons (n=112)**



The information indicate in the bar graph above is that they strongly agreed that they enjoyed attending Kiswahili lessons their percentage was 5.4% while those who agreed were 4.4% they enjoyed their Kiswahili lessons all the time. Those who were undecided was 11.5%. From the graph above, majority of the respondent (43.4%) indicated that they disagreed that it is enjoyable attending Kiswahili lessons while 34.5% indicated that they strongly disagreed that it is enjoyable attending Kiswahili lessons.

**Graph 4.4. It was enjoyable doing Kiswahili assignment (n=112)**



The information in the graph 4.4 above indicates that 12.5% of the respondent strongly agreed that it was enjoyable doing Kiswahili assignment. 7.1% indicated that it was enjoyable doing Kiswahili assignment. The group of respondent who were undecided whether it was enjoyable doing Kiswahili assignment was 8.9%. 39.3% of the majority of the respondents disagreed that it was enjoyable doing Kiswahili assignment while 32.1% indicated that they strongly disagreed that it is enjoyable doing Kiswahili assignment.

From the study findings, student's attitudes towards Kiswahili were generally negative meaning that they neglected learning of the Kiswahili. When they were asked to show their feeling on if Kiswahili was useful in life, majority of them felt it has because it is the lingua franca of the masses.

The findings from the study were similar to those of Akey (2006) who carried a longitudinal study among high school students and found out that perceived academic competence (attitude) had a positive influence on academic achievement. While the attitude of students towards Kiswahili were largely negative, there were thing they dint approve in language teaching/learning like. One among them was the methodologies used by their teachers to present content in which two thirds disapproved them. This was because a good number of teachers had not attended any refresher courses to update their pedagogical skill on language

teaching. The findings correlate to those of Meenakshi (2008), who found that an individuals' perception of the class teacher, peer group, syllabus and his/her awareness for future needs affect his/her attitude to language learning.

#### **4.5 In-service of Kiswahili Teachers**

According to Hussen (1978) all other factors being constant, it is generally agreed that a teacher gains skills through experiences and the more experience a teacher has, the more successful he or she may be in his or her work. The researcher, therefore, sought to establish the effect of in-service of Kiswahili teachers on the performance in Kiswahili.

Among the eight Kiswahili teachers interviewed only two teachers had attended Kiswahili in-service that was organized by National Education Service. These teachers attended the refresher course only once in their teaching profession. The other seven teachers had not got a chance to attend any of Kiswahili in-service, a fact that principals confirmed. Only two principals confirmed that they had at one time allowed Kiswahili teacher attend Kiswahili in-service.



# CHAPTER FIVE

## 5.1. Introduction

This chapter entails the study summary, conclusion and recommendations.

## 5.2 Summary

### 5.2.1 Kiswahili Learning Materials

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

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

### 5.2.2 Language Policy

The study found out that language policy in schools influence language performance. The analysis recognized the fact that all the schools had different language policies while some schools had no clear language policy. Majority of the schools allowed the use of both English and Kiswahili. The enforcement of the policy was taken seriously as teachers and other school prefects helped to ensure its success. In day schools, the scenario was different as mother tongue was in use and therefore wanting, as the policies existed theoretically but not enforced. This was because students were day students meaning most of the time was spent at home, as well the fact that school administrators were not serious on their enforcement. Some schools had set aside two days a week where all school members from administrators, teachers to students were required to communicate in Kiswahili whenever they were within the school compound, a policy that was not followed in most of the schools. The researcher lauded the move as a bold step towards achieving fluency in Kiswahili language among students

### **5.2.3 Attitude of the Student towards Kiswahili**

On the third objective of attitude to Kiswahili, the findings indicate that students attitude towards Kiswahili was generally negative, because in almost all the items that they responded to, the responses indicated negative attitude than positive. This was so because majority of Kiswahili teachers did not motivate their students well as some missed Kiswahili lessons while others used lecture teaching method.

To counter negative attitude, teachers felt that there was an urgent need for the review of the lessons allocated to Kiswahili because its status had been elevated courtesy of the new constitution. Teachers were of the opinion that policy makers split Kiswahili into two reaching subjects, to give them ample time to dedicate themselves to its development.

### **5.2.4 In-service for Kiswahili Teachers**

Teachers indicated that in-service helps to address the contemporary issues in teaching and examining. They also felt that it updates them on Kiswahili materials, new set books and exposes them to the dynamics of teaching the subjects thus enhancing a teacher's teaching skills. In-service training was also viewed as helpful in equipping teachers with new examination guidelines to help the students in answering questions in KCSE Kiswahili. It was further established that in-service training exposes teachers to new methodologies of implementing the syllabus and exchanging ideas, provides forums where concepts of integration were interpreted for the teachers and the teachers get exposed to various materials for teaching and other relevant teaching experiences.

Principals on the other hand felt that in-service enables teachers to understand various methodologies required during Kiswahili lessons and how to deal with the wide Kiswahili curriculum. Teachers were updated on the changes taking place in the Kiswahili curriculum. It was also observed that in-service teacher training enables teachers to cover the syllabus on time and engage the learners in different teaching methods and teachers were exposed to the new changes in the approach of KCSE Kiswahili examinations and enable them to guide the students through improving the results in Kiswahili.

### **5.3. Conclusion of the study**

The study established that Kiswahili performance is influenced by availability of Kiswahili learning materials, School language policy, student attitude towards Kiswahili and in-service training for Kiswahili teachers. The study found out that student and teachers are able to carry on well with learning and teaching when all necessary learning materials are availed to them.

The school language policy is very vital in the growth of learners' communication skills. Most of schools had no clear language policy a situation that did not allow student develop their communication skills. A mix of English and Kiswahili was used in most of schools as a means of communication.

Student attitude towards Kiswahili is a key factor that affects performance. The majority of student had negative attitude toward Kiswahili a fact that was realized in their performance.

In-service training for Kiswahili teachers had not been organized often. To realize good performance in Kiswahili; In-service training for Kiswahili teachers should be carried often.

### **5.4 Recommendations of the study**

In view of the findings the study made the following recommendations:

The MoE, parents and schools managers should make sure that students are availed all the required learning materials. This will help the learn as such learner will be exposed to various knowledge and will have high chances of doing well as compared to those with no learning materials.

The administration should come up with a clear language policy that is not biased or focused to one language only. Days of communicating in Kiswahili should be equal to the days of speaking in English. This will enable student to view Kiswahili as a vital language in their life.

The HoD languages should request through the principal to have a motivational speakers who has verse knowledge in Kiswahili to have a motivation talk with a student at least once every term. This will motivate the student towards the liking the subject and this can lead to good performance in that subject.

The Ministry of Education and management of schools should organize frequent in-service courses for Kiswahili teachers so as to impart skills needed in the teaching Kiswahili in school. The in-service will equip teachers with the trends in the subject as well as motivate such teacher towards teaching more.

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# APPENDIX ONE

## LETTER OF INTRODUCTION TO RESPONDENTS

University Of Nairobi,

C.E.E.S,

P.O BOX 92,

Kikuyu.

23<sup>rd</sup> June, 2015.

Dear respondent,

**RE: PROJECT PROPOSAL: QUESTIONNAIRE ON FACTORS INFLUENCING THE PERFORMANCE IN KISWAHILI AT THE KENYA CERTIFICATE OF SECONDARY EXAMINATION LEVEL IN MOYALE SUB-COUNTY**

This research study is aimed at finding the factors influencing the performance in Kiswahili at the Kenya certificate of secondary examination level in Moyale sub-county-Marsabit County. You have been therefore selected to give pertinent information by filling in the questionnaire attached as correctly as possible.

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

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

**Yours faithfully**

**GERALD MUTUA GAICHU**

# APPENDIX TWO

## QUESTIONNAIRE FOR STUDENTS

### Dear student

This questionnaire is aimed at eliciting responses on factors influencing the performance in Kiswahili at the Kenya certificate of secondary examination level in Moyale sub-county, Marsabit County. You are therefore requested to give pertinent information by filling in the questionnaire attached as correctly as possible. Your responses will be highly treated with utmost confidentiality. Do not write your name anywhere on the questionnaire. Please respond to all question items as instructed.

### Section A: Background Information

Please put a tick (✓) or write your responses in the space provided.

1. Please indicate your gender. Male  Female
2. What is your age\_\_\_\_\_.
3. What is the name of your school? \_\_\_\_\_
4. State location of your school \_\_\_\_\_
5. How far is your school from your home? \_\_\_\_\_ kilometer's
6. Are you in a day school or boarding school?

### **Section B: Availability of Kiswahili learning materials.**

7. I. a) Are there relevant Kiswahili books in your library?  
a) Yes ( ) b) No ( ) c) Don't know ( ) d) N/A ( )  
I. b) Explain your answer\_\_\_\_\_
- II. If yes, are those Kiswahili books enough in your school? 1. Yes 2. No
- III. If No, explain \_\_\_\_\_
8. How many times do you borrow Kiswahili novels or Kiswahili story books per term from your library?\_\_\_\_\_
9. I. Do you have your own Kiswahili course books and other reading materials or share? 1. Yes ( ) 2. No ( )

II. Explain your answer \_\_\_\_\_

III. If you share, specify the number of student who share one book \_\_\_\_\_

10. What measures do you think should be put in place to enhance the availability of Kiswahili learning materials towards enhancement of Kiswahili performance at KCSE level?

.....  
.....  
.....

**Section C: language Policy**

11. What is your mother tongue language? \_\_\_\_\_

12. i) Which language (s) do you use when In school? \_\_\_\_\_

ii) Outside school \_\_\_\_\_

13. What is your school language policy? \_\_\_\_\_

14. I. Is one punished if caught speaking in forbidden language in your school?

A) No ( ) (B) Yes ( )

ii. If yes, explain the extent of punishment \_\_\_\_\_

15. What measures do you think should be put in place to enhance the language policy towards enhancement of Kiswahili performance at KCSE level?

.....  
.....  
.....

**Section D: Student attitude towards Performance of Kiswahili**

16. Fill in the table below stating whether you agree with the following statements? Tick in the correct box that your answer lies.

KEY: SA-Strongly Agree A-Agree U-Undecided D-Disagree and SD-Strongly Disagree

STATEMENT	SA	A	U	D	SD
1. It is enjoyable communicating in Kiswahili					

2. It is enjoyable reading Kiswahili story books and textbooks					
3. I enjoy attending Kiswahili lessons					
4. It is enjoyable doing Kiswahili assignment					

17. (a) Do you have any difficulties emanating from Kiswahili teacher?

1. Yes ( )      2. No ( )      3. Sometimes

(b) If yes, what difficulties have you experienced from your Kiswahili teacher? \_\_\_\_\_

(c) How do you deal with those difficulties? \_\_\_\_\_

18. (a) Do you experience challenges when doing Kiswahili homework?

1. Yes ( )      2. No ( )

(b) Explain your answer \_\_\_\_\_

19. (a) Does your teacher help you in dealing with these difficulties in Kiswahili?

1. Yes ( )      2. No ( )      3. Sometimes ( )

Explain your answer \_\_\_\_\_

20.I. How would you rate your performance in Kiswahili? \_\_\_\_\_

1. Very Good      2. Good      3. Average      4. Poor      5. Very Poor

II. Explain your answer \_\_\_\_\_

21. (a) How does your teacher enhance your learning of Kiswahili? \_\_\_\_\_

(b) How does your teacher limit your learning of Kiswahili? \_\_\_\_\_

22. What measures do you think should be put in place to enhance the student attitude towards enhancement of Kiswahili performance at KCSE level?

.....

**Thank you for your cooperation**

## APPENDIX THREE

### QUESTIONNAIRE FOR KISWAHILI TEACHERS

School \_\_\_\_\_

#### Dear teacher

This questionnaire is aimed at eliciting responses on factors influencing the performance in Kiswahili at the Kenya certificate of secondary examination level in Moyale sub-county, Marsabit County. You are therefore requested to give pertinent information by filling in the questionnaire attached as correctly as possible. Your responses will be highly treated with utmost confidentiality. Do not write your name anywhere on the questionnaire. Please respond to all question items as instructed.

#### Section A: Background Information

Please put a tick (v) or write your responses in the space provided.

1. Please indicate your gender. Male  Female
2. What is your age \_\_\_\_\_
3. What is your academic qualification? \_\_\_\_\_
4. What is your professional experience in teaching of Kiswahili? \_\_\_\_\_ Years.
5. How many students do you have in your school? \_\_\_\_\_ Students.
6. How long have you been teaching in your current school? \_\_\_\_\_ years.
7. What is your weekly workload? \_\_\_\_\_ Lessons.

#### **Section B: Availability of Kiswahili learning materials.**

8. Fill in the table below stating whether Kiswahili learning materials are Available, Unavailable, Adequate or Inadequate.

Kiswahili Materials	Availability		Adequacy	
	Available	Unavailable	Adequate	Inadequate
Grammar Books				
Fasihi SimuliziBooks				
Class Readers				
Kiswahili newspapers				
Audio Tapes				
Video Tapes				
Kiswahili Resource person(s)				
Kiswahili English Dictionary				
English Kiswahili Dictionary				
Kamusi ya methali za Kiswahili				
Kamusi ya semi za Kiswahili				
Kitabu cha Isimu jamii				
Kidagaa Kimemwozea				
Mstahiki Meya				
Damu Nyeusi				
Audio cassette-Kidagaa Kimemwozea				
Audio cassette- Mstahiki Meya				
Audio cassette- Damu Nyeusi				
Video cassettes on Kidagaa Kimemwozea				
Video cassettes on Mstahiki Meya				
Video cassettes on Damu Nyeusi				
Taifa Leo Newspaper				
Kiswahili Charts				
Computer				

9. Below are some materials pertaining to teaching Kiswahili. Tick in the relevant column the extent to which they are used in your school.

<b>Kiswahili Materials (Texts Books)</b>	<b>Used</b>	<b>Not Used</b>
Grammar Books		
Fasihi Simulizi Books		
Class Readers		
Kiswahili newspapers		
Audio Tapes		
Video Tapes		
Kiswahili Resource person		
Kiswahili English Dictionary		
English Kiswahili Dictionary		
Kamusi ya methali za Kiswahili		
Kamusi ya semi za Kiswahili		
Kitabu cha Isimu jamii		
Kidagaa Kimemwozea		
Mstahiki Meya		
Damu Nyeusi		
Audio cassette-Kidagaa Kimemwozea		
Audio cassette- Mstahiki Meya		
Audio cassette- Damu Nyeusi		
Video cassettes on Kidagaa Kimemwozea		
Video cassettes on Mstahiki Meya		
Video cassettes on Damu Nyeusi		
Taifa Leo Newspaper		
Kiswahili Charts		
Computer		

10. What measures do you think should be put in place to enhance the availability of Kiswahili learning materials towards enhancement of Kiswahili performance at KCSE



level?.....  
 .....  
 .....  
 .....

**Section C: language Policy**

11. Which language do you use when communicating with your students? \_\_\_\_\_

12. a) Which is the official language used in your school for communication purposes?

\_\_\_\_\_

(b) Is there any relationship between the language used by the student and their performance in Kiswahili?

(c) Please explain your response.....

.....

13. What measures do you think should be put in place to enhance the language policy towards enhancement of Kiswahili performance at KCSE level?

.....  
 .....  
 .....  
 .....

**Section D: Student attitude towards Performance of Kiswahili**

14. Below are some statements pertaining Student attitude towards Performance of Kiswahili. Tick in the relevant column the extent to which they are used in your school.

KEY: SA-Strongly Agree A-Agree U-Undecided D-Disagree and SD-Strongly Disagree

STATEMENT	SA	A	U	D	SD
1. Students like learning Kiswahili.					
2. Student like speaking in Kiswahili often than English					
3.Kiswahili learning materials are liked by student.					

4. Student like Kiswahili assignments.					
5. Like Kiswahili newspaper than English					

15. What measures do you think should be put in place to enhance the student attitude towards enhancement of Kiswahili performance at KCSE level?

.....

.....

.....

.....

**Section E: In-service of teachers**

16.

- i) Have you ever attended any in- service training program? Yes [ ] No [ ]
- ii) If the answer is NO, do you think attending Kiswahili in-service training improves performance in Kiswahili at KCSE level? \_\_\_\_\_
- iii) If the answer is Yes, how many times have you attended such in-service courses? \_\_
- iv) What teaching methodologies were advocated in teaching of Kiswahili during the in-service training?  
\_\_\_\_\_
- v) Who organized the in-service training? \_\_\_\_\_
- vi) Do you think Kiswahili in-service training you attended improved performance in Kiswahili at KCSE level?

Explain your answer \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17. What measures do you think should be put in place to enhance the in-service of Kiswahili teachers towards enhancement of Kiswahili performance at KCSE level?

.....

.....

.....  
.....  
18. What are some of the challenges you face in the teaching and learning of Kiswahili language? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. According to you, which area(s) do you find learners having problems in learning Kiswahili?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Give reasons .....

.....

20. In your opinion, which factors influence performance in Kiswahili?

\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you for your cooperation**

# APPENDIX FOUR

## QUESTIONNAIRE FOR PRINCIPAL

### Dear Principal

This is to examine or investigate factors influencing the performance in Kiswahili at the Kenya certificate of secondary examination level in Moyale sub-county, Marsabit County. Please respond to all questions asked by giving information most applicable to explain your response. Information given will be treated with utmost confidentiality. Your honesty and cooperation in giving the right responses to this questionnaire will be most appreciated.

### Section A: background information

1. Name of your school .....
2. School category \_\_\_\_\_
3. Type of school in terms of gender \_\_\_\_\_
4. How many teachers of Kiswahili are in your school? .....
5. What are the professional qualifications of your Kiswahili teachers? \_\_\_\_\_  
\_\_\_\_\_

### Section B: Performance in Kiswahili

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

YEAR	MEANGRADE
2014	
2013	
2012	
2011	
2010	
2009	
2008	
2007	

2006	
2005	
2004	
2003	
2001	
2000	

7. A] Have you ever experienced any challenges in the process of dealing with Kiswahili teachers? \_\_\_\_\_

B] If yes, what type of challenges have you experienced?.....  
 .....

**Section C: Language policy**

8. a) Which language do students communicate within your school?

b) Is there any relationship between the language used by the student and their performance in Kiswahili?.....

.....  
 .....

9. Which language do you encourage your students to use mostly in school?.....

10. Which languages do your students prefer using when communicating among themselves? \_\_\_\_\_

**Section D: Availability of Kiswahili learning materials**

11. A] Do you have a library? Yes ( ) No ( )

B] If the answer to question 11 is No, what do you have instead? -----  
 -----

12. Which factors do influence performance in Kiswahili in your school?.....

.....  
.....  
.....

**Section E: In-service Training for Kiswahili Teachers**

13. Do your Kiswahili teachers attend Kiswahili in-service training? \_\_\_\_\_

14. During time you have served as a principal in this school, what factors do you think has been influencing performance in Kiswahili?

.....  
.....  
.....

15. Generally what is the schools' view of Kiswahili? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

16. In your opinion, how can these challenges of teaching and learning of Kiswahili be addressed?.....

.....  
.....  
.....

**Thanks for your cooperation.**