

**EFFECTS OF PEDAGOGICAL METHODOLOGIES ON  
LEARNERS' ACHIEVEMENT IN KISWAHILI COMPOSITION  
IN SECONDARY SCHOOLS IN GARISSA COUNTY, KENYA**

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## DECLARATION

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

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## **DEDICATION**

This thesis is dedicated to my sons, Paul Kirimi and Sammy Njoroge.

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In life, we set goals for ourselves but to achieve them we have to surmount the challenges we encounter. This study was not an exception. To successfully complete the study, valuable contribution and support was given by a number of individuals and institutions. At this juncture, I take this opportunity to formally thank them for the unreserved support during my studies. First and foremost, I express my sincere gratitude to my supervisors; Dr. Grace Nyagah, Dr. Evans Murage Mbutia and Prof. Paul Amollo Odundo. Dr. Grace Nyagah, encouraged, supported and facilitated the completion of this study in many aspects, both as my supervisor and the Chair of the Department. Dr. Mbutia's support and encouragement transcends through my undergraduate and post graduate studies. He has seen me grow academically. Prof. Odundo's insights and valuable direction to the study is unforgettable.

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## ABSTARCT

Effective teaching that produces demonstrable learning achievement in Kiswahili composition writing is anchored on either explicit or implicit pedagogical methodologies. Achievement in Kiswahili compositions in secondary schools in Kenya experience myriad of challenges. These range from inability by learners to systematically express themselves logically in writing and teachers' failure to adopt teaching to the learning styles of the learners. In Garissa County, perennial exam irregularities worsen the situation. This, together with the phonological distance between Somali language and Kiswahili formed suitable basis for the study. Thus, the study sought to establish effects of pedagogical methodologies on learners' achievement in Kiswahili composition writing in the County. Quasi-experimental design was used for the study. The target population comprised 27 Kiswahili teachers and 11861 Form One students distributed in 17 public secondary schools. Two schools were sampled for the study. A sample size of 254 students was used. Data were collected through testing, questionnaires, lesson observation schedule, and document analysis. Data analysis was carried out by use of Excel and STATA. Descriptive and inferential statistics were used for quantitative data while qualitative data was analysed and interpreted thematically. T-test was used to test the significance difference between means of pre-test and post-test learners' achievement in Kiswahili composition writing. The test revealed significant difference was established between methodologies and performance within schools ( $p=0.0001$ ) and between the schools ( $p= 0.000$ ). The linear regressions were further used to generate models for various variables. The study revealed no significant relationship between teachers rating of appropriateness of explicit ( $p= 0.069$ ) and implicit ( $p=0.919$ ) pedagogical methodologies and learners' achievement in Kiswahili composition writing. For the rating effectiveness of methodologies and mean scores the t-test revealed significant between the means within the groups ( $p=0.008$ ) and between the schools ( $p= 0.000$ ). The regression test revealed no significant relationship ( $p= 0.179$ ) for explicit methodologies and no significant relationship with implicit methodologies ( $p= 0.889$ ). The study further established low rating of learners on the methodologies applied by the teachers ( $m=2.68$ ) for explicit school and ( $m=2.80$ ) for implicit school. Based on the findings the study concluded learner achievement was influenced by methodology used but not the teachers rating of methodologies. However, the study found that implicit methodologies were rated to be superior in teaching Kiswahili composition writing. It was therefore recommended that KICD conducts in-service training for Kiswahili teachers to gain more skills in optimizing use of both methodologies in all examinable areas of Kiswahili. This would meet the learning styles of the learners in the subject. The study suggested for further research on effectiveness of methodologies with other variables that were not captured in the study. It also suggested further research on the relationship with individual compositions as well as other examinable areas in Kiswahili.

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## ABBREVIATIONS AND ACRONYMS

<b>ATMI</b>	Attitude Towards Mathematics Inventory
<b>CLT</b>	Communicative Language Competence
<b>DA</b>	Document Analysis Guide
<b>DQAS</b>	Directorate of Quality Assurance and Standards
<b>ECE</b>	Early Childhood Education
<b>EXP</b>	Explicit Teaching Methodologies School
<b>GST</b>	General Systems Theory
<b>HoD</b>	Head of Departments
<b>IMP</b>	Implicit Teaching Methodologies School
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KIE</b>	Kenya Institute of Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KCW</b>	Kiswahili Composition Writing
<b>KNEC</b>	Kenya National Examinations Council
<b>LOS</b>	Lesson Observation Schedule
<b>MIE</b>	Malawi Institute of Education
<b>MoE</b>	Ministry of Education
<b>MORA</b>	Model of Reasoned Action
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>PGDE</b>	Post Graduate Diploma in Education
<b>PMB</b>	Partnership Management Board
<b>TKC</b>	Test in Kiswahili Composition
<b>TSC</b>	Teachers Service Commission

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background to the Problem**

Teaching is a classroom experience that embraces interaction between the teacher and the learner, which in turn promotes effective learning. Effective teaching produces demonstrable results in cognitive and affective development of the learner as indicators of learning achievement (Cabrera & La Nasa, 2002). In an effort to realize effective learning, the learning process is anchored on either explicit or implicit pedagogical methodologies with the teacher as the fulcrum of the pedagogical process as observed by Schweitzer (2006). Odundo and Gunga (2013) assert that teaching methods can either be teacher-centered, learner-centered or mixed. However, quite often teachers prefer methods that render their work easier based on their beliefs, personal preferences and norms of their disciplines. To realize this effectiveness in teaching and learning composition writing, the teacher equips the learner with skills that enhance exploration of ideas and ultimately putting them in writing as indicated by Daniel (2008).

Explicit teaching methodologies are teacher –centered with the learning environment highly structured (Brown, 2007). The teachers role is therefore to direct the learners towards the learning objective in a logical order (Tutunis, 2012). The emphasis is thus more on the teacher than the learner thus deductive teaching as intimated by Ellis (2009). Generally the teacher sets up the situations that evoke desired experience and subsequently eliciting learning. The alluded teacher support is elaborated by Archer and Hughes (2011) as scaffolds on which the learner is guided, thus entails clear statements, explanations and demonstrations preceding practice for proper mastery of

content. In this regard learning is viewed as a progression of step by step lesson development as structured by the teacher. Explicit methodologies include; lecture method, questions and answer method, quizzes, teacher demonstrations,

On the other hand implicit methodologies engage the learner in inferring the rules through induction. In this regard Tutunis (2012) posit that the methodologies create awareness on learners to supply procedural knowledge thus inductive. For this reason, the methodologies are classified as learner-centered since they actively engage the learner in the learning process thus attaining the mastery of the subject matter (Odundo & Gunga, 2013). Since the methodologies seek to provide learners with experience of specific examples of rules or patterns the learners are able to internalize the underlying rules through conscientization of knowledge (Ellis, 2009; Rose & Ng's, 2001). According to Clark (2003) this exposure is exploratory thus leading to individual discoveries in the learning process. In addition the methodologies provide the learner unlimited conversational practice as the teacher guides through discoveries and generalizations (House, 1996). The pedagogical methods in this category are; discussions, brainstorming, presentations, debates, field trips, experiments, role play

From pedagogical point of view, writing, in which composition writing is entrenched, is one of the basic language skills. These skills include; speaking, listening, reading and writing which the teacher as an instructor ought to be informed about (Msanjila, 2005). Msanjila observes that while the other three are naturally acquired, writing has to be taught. Chandler (2003) and Min (2006) indicated that even in Britain where English is the first language, teachers pay attention to practice in composition writing in class so as to encourage students familiarize with language structure and acquire



expressive abilities through appropriate writing method. It is for this reason that the features used to organize linguistic operations in writing are necessary to teachers in teaching composition writing so as to apply them correctly and appropriately (Koross, Indoshi & Okwach, 2013).

In support of this argument, Odundo and Gunga (2013) state that empirical evidence has shown that teaching methods adopted by a teacher significantly influence learning achievement. They argue that, whereas appropriate instructional methods would facilitate grasping of new concepts, inappropriate methods have a likelihood of constraining retention and application. In cognizance of the foregoing, Moore (2003) alludes that for effective learning, the teacher need to reconcile the methodologies that favor the exploration and acquisition of knowledge. In developing masterful Kiswahili composition writers in students, Kiswahili teachers need to align their instructional methodologies to benefit particular situations and conform to particular conventions of particular topics in writing, subsequently creating the envisaged opportunities for students to familiarize with composition writing skills. This enhances effectiveness of the process in terms of achievement in learning as envisaged by Odundo and Gunga (2013).

Since composition writing is a complex process that involves both the physical mechanics of handwriting and the cognitive component of organizing, the teacher needs to equip the learner with skills that develops masterful writers. Wragg (1997); Ornstein, Pajak and Orstein, (2009) agree that this is achievable through designing classroom experiences that unlock the writing potentials in the learner. In support of this, Mahapatra (2004), Maurine, Indoshi, Okwach & Osondo (2012) and Brennen

(2001) emphasize that the role of the teacher in the pedagogical process fulfills the objectives of teaching and learning process. To achieve this in Kiswahili Composition Writing (KCW), the teacher ought to choose appropriate methodologies for subsequent learning achievement.

According to Swenson, Wirkus and Obukowitz, (2009) composition is the plan, placement, or arrangements of elements that it involve learner's ability to express ideas in a way that is meaningful to others. Goodburn (2004) further indicates that composition writing engages the learner in critical thinking, analysis of controversies, exploration of assumptions, and inquiry into the origins and consequences of intellectual bias, and consideration of human diversity. To achieve this power of language modeled through writing, explicit teaching (direct) and implicit (indirect) methods appear to give an explanation to the learning achievement in KCW as espoused by Msanjila (2005).

Brennen (2001) asserts that learning achievement entails adopting pedagogical methods that model critical thinking among learners as propagated by Freire (1996) who viewed mutual creation and recreation of knowledge between the teacher and the learner as critical steps in realizing effectiveness in learning. This can be further explained by Jerome Bruner's (1960) view of learning with regard to the context of writing pedagogy. Composition writing engages the learner to discover their own composing process with the teacher creating a facilitative learning environment to do so (Clark, 2003). In essence, this bridges between explicit and implicit pedagogical methods, which pre-condition good performance as a measure of learning achievement. In composition writing therefore, the arguments by Daniel (2008);

Swenson, Wirkus and Obukowitz (2009) suffice since learning composition writing engages the learner in concepts formation, organizing ideas, composing and subsequently presenting them meaningfully as specific topic(s) demand.

With regard to KCW, the effectiveness of pedagogical methods can be equated to the spicing up of a lesson as indicated by Sadker and Sadker (1997), while their appropriateness can be regarded as pedagogical innovations embraced by the teacher in a given lesson as pointed out by Siddiqui and Khan (2007). In situations where the process of inquiry anchors around the teacher constructing the learning environment favorably for the learner, then explicit methodologies become more appropriate in helping the learner understand declarative knowledge (Mahapatra, 2004; Tutunis, 2012). When applied to KCW Wamitila (2007) tends to agree with Kumaravadivelu (2003) that the method is appropriate in enhancing skills acquisition through practice and effective in internalization of language rules.

In curriculum improvement, Doll (1992) equates schools to laboratories of reform where a variety of methods benefit different learning situations. Whereas explicit methodologies underscore teaching composition writing in logical order as directed by the teacher, Christian (2007) argue against the rigidity of the methodologies especially on making grammar the instructional foci. On the contrary, Christian favors implicit methodologies which are more reflective since the learners use their own experiences in the writing process. In support of this Mutiga (2008), Hamza (2009) peg the effectiveness and appropriateness of the methodologies on utilitarian and sociological nature of language, a view shared by Mukuthuria (2008) in KCW for it is interactive and concretizes classroom learning with social life.

Teaching Kiswahili composition writing in secondary school is firmly grounded in secondary school curriculum. It is a requirement for performance in the language as examined in the Kenya Certificate of Secondary Education (KCSE). Based on this therefore, teaching it effectively and appropriately is an escapable necessity for students' achievement not only in the subject but also Kiswahili composition writing skills. The art of KCW entails writing creatively on a given topic. It is also informatory, in the sense that, it can be used to describe a place, event, something or even a person. KCW can also be used to convince or entertain (Musau & Chacha, 2001; Njogu & Nganje, 2006; Wamitilla, 2009).

According to the Kenya Institute of Education - KIE (2006) the Kenya Certificate of Secondary Education (KCSE) syllabus, KCW is categorized into two; functional writing (*insha za kiuamilifu*) and creative writing (*insha za kiubunifu/ insha za kawaida*). The functional compositions as prescribed in the syllabus for secondary education include; official letters (*barua rasmi*), friendly letters (*barua za kirafiki*), speeches (*hotuba*), event programmes (*ratiba*), warnings (*ilanina onyo*), notices (*matangazo*), autobiography (*tawasifu*), biography (*wasifu*), recipes (*resipe*), minutes (*kumbukumbu*) reports (*ripoti*).

\* *KIE is the precursor to the Kenya Institute of Curriculum Development (KICD)*

On the other hand creative compositions include: descriptions (*maelekezo/maagizo*), dialogues (*dayolojia*), interviews (*mahojiano*), introduced or ended compositions

(*insha za mdokezo*), picture compositions (*insha za picha*), thematic interpretation of sayings(*insha za methali*) and any composition that require exploration of ideas. The curriculum objectives for teaching KCW in secondary education include: to produce learners with competent writing skills in life after school, to develop in learners ability to write in a given topic, to develop language competence in learners, to promote competent communication and writing skills, to nurture and develop creativity among learners (KIE, 2006; Musau & Chacha, 2001; Njogu & Nganje, 2006).

The Kiswahili language handbook for teaching Kiswahili composition (*Insha*) in secondary school education further alludes that competencies gained in Kiswahili are epitomized by extensive writing of *insha* (KIE, 2006). As such Kiswahili teachers are advised to anchor their teaching on the basic areas used for examining composition writing. These are; appropriate exposition of themes (*maudhui*), extensive and appropriate use of vocabulary (*msamiati*), correct use of grammar (*sarufi*), use of style (*mtindo*) and cross-checking on spellings (*maendelezo ya maneno*) (KIE; 2002, 2006). In order to entrench KCW in teaching and learning process Kiswahili teachers are a further advised to indicate the errors made in written compositions in order to benefit the learner so as to correct them in future writing (KIE, 2006).

The aspect of effective communication cannot be under estimated since communicative competence is one of the objectives underscored by the secondary Kiswahili syllabus. Richards (2006) posit that communicative competence rests on certain aspects of language knowledge that Kiswahili composition writing as envisaged here cannot underrate. One of the aspects is; knowing how to use the language for a range of purposes and functions. When this aspect if figured out with

respect to KCW, we acknowledge that different composition types as stipulated in the Kiswahili syllabus target a variety of purposes and functions. Based on this aspect the syllabus therefore has categorized functional and non-functional writing on the premise of effective communication (KIE, 2006).

Another aspect espoused by Richards (2006) is varying the use of language according to the setting and participants. This aspect is very crucial in writing *mahojiano* (conversations) types of Kiswahili composition whose pillars are communication between individuals of either same or different status (Wamitilla, 2006). Communicative competence also entails production and understanding different types of texts such as narratives, reports, interviews, conversations among others. As a matter of fact, these are the ingredients of composition writing as proposed in the syllabus.

As already indicated, learning achievement in KCW calls for effective teaching by use of appropriate methodologies. Generally, Kiswahili performance in the KCSE has been an issue of great concern yet it is a national language and an official language, let alone being compulsory and examinable subject at primary and secondary syllabus. Concerns have also been raised about low standards of Kiswahili in real life situations, employment sector, universities and in public examination (KNEC, 2014; Mocho, 2012). Further revelation by Mocho (2012) indicates that there has been consistent poor performance in paper 102/1, which is Kiswahili composition (*Insha*). Though the paper requires students constructing syntactically correct sentences to pass the message across the quality of written *insha* has remained low (KNEC, 2014; KIE, 2006). The Kenya National Examinations Council (KNEC) reports for the years 2014

and 2016 respectively continue to raise similar concerns. The reports indicate that over the previous five years, performance in paper 102/1 has been underperformed as revealed by the data in Table 1.1

*Table 1.1*

*KCSE Paper 102/2 Performance (2011-2015)*

<b>Year</b>	<b>No of Candidates</b>	<b>Maximum score</b>	<b>Average</b>	<b>Index</b>
2011	410,807	40	16.43	5.61
2012	433,886	40	10.43	3.63
2013	445,555	40	18.46	5.44
2014	482,122	40	20.17	5.26
2015	521, 159	40	20.86	5.19

*Source: The 2013 and 2015 KCSE Reports (KNEC, 2014; KNEC, 2016).*

As indicated in table 1, performance in paper 102/1 has not been stable. The reports also reveal that majority of the KCSE candidates have not been able to achieve more than 20 marks (which is the average mark) out of 40 marks in this paper. The KNEC Report further revealed that only 33,029 candidates (7.41%) scored 17 marks and above in paper 102/1 in the year 2013. In addition the reports concur in examiners' sentiments that most candidates largely lacked creativity and were short of ideas in composition writing. Besides that, the reports reveal that the performance index has not only remained far below the KNEC recommended index of 15.00 has shown a downward trend for last three years (KNEC, 2016).

A closer look at the Garissa Sub-County Kiswahili performance over the last five years attests to this contention. The general poor performance in Kiswahili as revealed

in Table 1.2 affirms KNEC concerns regarding *Insha* as an examinable component of Kiswahili subject and low standards of Kiswahili compositions as expressed by Mocho (2012).

*Table 1.2*

*Garissa Sub- County KCSE Kiswahili performance (2011-2015)*

<b>Year</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Kiswahili mean performance</b>	Y	3.13	3.64	3.60	3.54
<b>Mean grade</b>	Y	D	D	D+	D

Key: Y = Exam irregularities

Source: DEO Office- Garissa (2014, 2015, 2016)

Table 1.2 also reveals that despite the mean in the Sub-County remaining far below average performance of 6.00 (a mean grade of C) over the years. Besides, the Sub-County is also among the Counties faced with the challenge serious examination irregularities as indicated by the 2011 results (KNEC, 2014). Examination irregularity is defined by World Bank (2001) and KNEC, (2013) as any act that involve non-compliance or deliberate act of wrong doing contrary to the official examination rules, and is designed to place a candidate at an unfair advantage or disadvantage. The practice include aspects such as manipulations, falsification, forgery or alterations of documents, leakage, external assistance, smuggling foreign materials, copying, collusion and substitution of scripts among others (Mwanyumba & Mutwiri, 2009; KNEC,2013).

According to Akaranga and Ongong (2013) one of the inferred causes of examination malpractice is the failure by teachers to engage learners in dynamic, active and interactive learning. Basically this strong academic foundation rests on the



methodological approaches alluded in this study. Given the high stakes in Kenyan education system and the fact that Kiswahili is a compulsory subject at KCSE then the students become prone to the practice irrespective of the unethical means to acquire the desired certificates.

Kiswahili composition has also been cited as one of the challenges facing Teaching of Kiswahili composition writing in Tanzanian schools and teacher training colleges (Msanjila (2005, Brock-Utne & Desai, 2010). As mentioned in the challenges of teaching KCW in Kenya, Msanjila (2005) Brock-Utne & Desai (2010) observed that a large number of students in Tanzanian schools and teacher training colleges do not differentiate between writing as an activity and writing as a skill, which produces students with difficulties in expressing themselves systematically and logically. This situation is more worrying in the teacher training colleges given that the graduated teachers would be expected to teach the same to their students at school.

It is for this reason that the current state of Kiswahili composition writing in secondary schools leaves a lot to be desired. Ngugi (2007); Mutiga (2008) and Mukuthuria (2008) indicated that adopting teaching to the local needs of the learner has consistently be of great concern as far as teaching Kiswahili composition writing is concerned. They observe that Kiswahili teachers tend to opt for familiar pedagogical methods, which may in turn affect learning achievement negatively as observed by Mwanda (2002) and Odundo (2005).

It is worth noting that the teacher's success in disseminating knowledge and values lies in the pedagogical methods used. This has a bearing on learner's achievement and subsequently the performance in a given subject as espoused by Koross, Indoshi &

Okwach (2013) in their study concerning pedagogical methods used in teaching writing skills. In this sense we are inclined to agree with Dowling (2010) that the success of learning experience in language teaching, the teacher should have a good idea of various methodologies available in order to make an informed choice that best suits the situation. While Dowling made this reference to teaching of *isiXhosa* language in South Africa, Kiswahili teachers need to explore the idea and embark on pedagogical methodologies that are appropriate and effective in producing learning achievement not only in Kiswahili language but also in KCW which is the focus of this study.

In yet another study, Tella, Indoshi and Othuon (2010) found that application of teacher-centered methodologies largely resulted in learners not enjoying the lesson and end up missing the benefits of discovering knowledge on their own. In the long run they are left with no option but to remain passive during the teaching and learning process. While in favour of learner-centered methodologies Eken (2000) noted that the teachers are mere facilitators and learners take on the discussion role, hence assuming a more active and participatory role. The methodologies consequently promote active participation and when applied to language teaching it allows for exploration of language aesthetics (Ahmad & Aziz, 2009).

## **1.2 Statement of the Problem**

Composition writing skills are not an option but a necessity. Given that writing skills is a predictor of academic success and a basic requirement for participation in civic life

and global economy, it has to be appropriately taught. This is because poor writing proficiency should be construed as intrinsic part of failure in learning achievement. Since writing skills puts more linguistic demands on teaching and learning achievement, composition writing is therefore an integral part through which learner's ability to express ideas is examined. In this regard, it is imperative to match this linguistic perspective with either explicit or implicit methodologies associated with learning achievement. In order to understand the dichotomy of the two methodologies, there is need to establish whether learning achievement in KCW occurs as a matter of chance or the extent to which it is attributed to the methodologies.

Concerns have been raised regarding national Kiswahili performance. Not only by the Kenya National Examinations Council (KNEC) and the Kenya Institute of Curriculum Development (KICD) but by scholars in field as well as Kiswahili teachers. When releasing the 2010 Kenya Certificate of Secondary Education (KCSE) results the Minister for Education expressed more concern in Garissa County's Kiswahili performance while addressing the worrying trend nationally. This gives an impetus to an assessment of the underlying pedagogical issues given that KCW is an examinable area in KCSE.

### **1.3 Purpose of the Study**

This study sought to establish the effects of pedagogical methodologies on learner's achievement in Kiswahili Composition writing in secondary schools in Garissa County.

#### **1.4 Objectives of the Study**

The objectives of this study were to:

- i) Establish the difference in mean of learners' pre-test and post-test achievement in KCW in Garissa County
- ii) Establish the relationship between teachers' rating of appropriateness of explicit pedagogical methodologies and learners' achievement in KCW in Garissa County
- iii) Establish the relationship between teachers' rating of appropriateness of implicit pedagogical methodologies and learners' achievement in KCW in Garissa County
- iv) Determine the effects of teachers rating of explicit pedagogical methodologies and learners' achievement in KCW in Garissa County
- v) Determine the effects of teachers rating of implicit pedagogical methodologies and learners' achievement in KCW in Garissa County.
- vi) Establish learners' perceptions of the methodologies used and their achievement in Kiswahili composition writing in Garissa County.

#### **1.5 Research Hypotheses**

From the foregoing objectives, the study sought to test the following research hypotheses:

- i) There is no significant difference between methodologies and the mean of learners' achievement in pre-test and post-test in KCW
- ii) There is no significant difference between learners' achievement and teachers' rating appropriateness of explicit pedagogical methodologies

- iii) There is no significant difference between learners' achievement and teachers' rating appropriateness of implicit pedagogical methodologies
- iv) There is no significant difference between learners' achievement and teachers' rating effectiveness of explicit pedagogical methodologies
- v) There is no significant difference between learners' achievement and teachers' rating effectiveness of implicit pedagogical methodologies
- vi) There is no difference in learners' perceptions of methodologies used and their learning achievement.

## **1.6 Significance of the Study**

Writing is ingrained in every aspect of our lives and shapes human interaction. Therefore, it gives one the power and opportunity to share and influence thoughts, ideas, and opinions with others as a function of society and culture. The study is thus expected to contribute to applied linguistics as a field of study. This field is defined by Davies and Elder (2014) as a broad disciplinary field of study concerned with solutions to problems or improvement of aspects of language use. Given the emphasis placed on writing practices as a social process of knowledge-making, the study is envisaged to develop learners' rhetorical awareness and strategies for participating in private and public discourses as observed by Goodburn (2004). In essence, this seeks to bridge the gap between theoretical achievements of linguistics and the reality of classroom pedagogical practice

The study is expected to give an insight to teachers, teacher trainers and curriculum developers on effectiveness and appropriateness of methods with regard to KCW as a

process in daily life and as an examinable area. The expected results for the study will provide a theoretical and empirical overview of explicit and implicit teaching methodologies that can benefit curriculum evaluators. Besides, the recommendations and conclusions drawn from the study can be utilized for education policies regarding the area of study. More significantly the study is expected to contribute to the growing debate concerning the effectiveness of teaching methodologies oriented in the two paradigms.

### **1.7 Limitations of the Study**

The research process experienced myriad challenges. One, the study was carried out in an area that in recent past has been characterized by security concerns due to the volatile nature of the Kenya –Somalia border. For instance in the first week of June, 2014 the researcher had to suspend the activities of lesson observations due to a shoot-out episode experienced in Garissa close one of the study schools, thus prolonged data collection. Due to such security concerns, the study was limited to schools within the municipality where it is presumably safer to engage in the exercise. Still worrying, was the general disobedience and class indiscipline noted during the study, notwithstanding the general apathy noted on teachers' effort to control it. This was worse in the boys' schools. The researcher, having worked in the region before, used past experiences to maneuver the challenge without raising any provocation.

Another limitation was the coinciding of the study with the Holy month of Ramadhan. As such schools in the region adjust class programmes to start at 6.30am and to end at mid-day. Though the researcher was able to adjust accordingly to the time, the challenge was some learners experiencing discomfort in class in the very early hours

due to heavy meals taken during the *Futur/Iftar*, which closes around 4.00 am. *Futur/Iftar* is the period within which to breakfast during Ramadan (Azizi, 2002). On the other hand, other students were too weak to learn as it approached mid-day. Potentially, such experiences can interfere with the quality of the data collected but the researcher mitigated this by alternating the time of lesson observations in the study schools.

The researcher yet faced the limitation of strict time programmes in the study schools. Since the study design required the researcher to investigate the methodologies in classroom setting, it was not possible to alter the school programmes in favor data collection. However, the researcher had put mechanisms by holding a seminar early in the term with Kiswahili teachers to ensure all types of compositions in the study were factored in the schemes of work.

The researcher too faced the challenge of poor handling of research instruments. This was despite the prior seminar organized to sensitize students and Kiswahili teachers. Some students withheld the questionnaires for unknown reasons while others did not fill them at all or filled them partially. Some teachers too did not give due diligence to proper handling of the instruments. In view of this, the researcher was prompted to review all the instruments and re- issue for completion or to cater for missing ones. This was made possible by use of special code numbers given to all students participating in the study prior to data collection.

Generally, these limitations affected timely completion of the study within the second term of the school calendar. Being a quasi-experimental study, patience and a lot of

explanation were key pillars to successful completion of the study. With this in mind, the study extended to part of the third term.

### **1.8 Delimitations of the Study**

Though there are many pedagogical methodologies that can be used to teach Kiswahili, this study focused on appropriateness and effectiveness of explicit and implicit pedagogical methodologies on learners' achievement in Kiswahili composition writing. In doing so, the study limited itself to Form One students and Kiswahili teachers in Garissa County. There are various indicators of learning achievement in KCW. These include, coherent articulation of ideas, adequacy of points, fulfilling required length, adhering to the style among others. The most feasible way of measuring this is through scores in written compositions. Using the standard criteria used by the KNEC the Form One students were tested in four compositions whose score was selected as the dependent variable for learning achievement. A pre-test of the compositions was deemed necessary to judge the effects of methodologies after completion of the period of instruction using the methodologies under investigation.

The study also engaged Kiswahili teachers as key players in disseminating knowledge and skills through use of varied pedagogical methodologies. Nonetheless, the study did not include school Principals and their Deputies because Kiswahili pedagogical methodologies are unique to Kiswahili which may not be the subject they are qualified to teach. There are many methodologies that can be utilized for teaching Kiswahili but the study focused on; lecture, question and answer, group discussions and brainstorming methodologies. This is because the methodologies would be easily



utilized with the Form Ones with ease as intimated by the Kiswahili language handbook for secondary education (KIE, 2006). Having been conducted in Garissa County, the findings however, may be generalized with caution to other parts since conditions in the County could be different from those of other areas in Kenya.

### **1.9 Basic Assumptions**

The following were the basic assumptions of the study:

- i. The Kiswahili teachers and Form One students would freely participate in the study though out the entire period.
- ii. The Kiswahili teachers would appropriately apply various pedagogical methodologies in teaching KCW.
- iii. The schools programmes would not significantly influence the collection of data.
- iv. The respondents would remain in their respective schools throughout the study period.
- v. That learners' achievement is a function of teachers methodology

### **1.10 Justification of the study**

Kiswahili is a compulsory subject in the KCSE and good performance in the subject raises the stakes in competitive access to institutions of higher learning as well as the labor market. Given the dismal performance and the phonological distance between Somali, which is a Cushitic language and Kiswahili - a Bantu language, Garissa County then becomes suitable area for this study. This is so because the learner will not have the advantage of learning a language that is similar with their first language,

which in effect means the teacher, must fully engage appropriate pedagogical methodologies to benefit the learner.

The selection of Form One students to participate in the study anchored on the fact that form one is the entry level for secondary education in Kenya which is suitable for investigation and applying corrective measures early. This would enable the Kiswahili teachers mold the learners into skilled writers as they progress in their secondary education. It was also expected that Kiswahili teachers would use the methodologies under investigation in line with the entry behavior of this group of learners. The researcher also consulted with Kiswahili teachers to teach compositions that had not been taught as programmed in their schemes of work for the term.

### **1.11 Definition of Significant Terms**

For this study, the following are the key terms as used.

**Appropriateness of methodology-** refers to the Kiswahili teachers rating of suitability of a method in KCW.

**Explicit methodologies-**refer to direct instruction where the teacher assumes a structured, active and dominant role in order to achieve the desired learning outcome such as; lecture, questioning, demonstration, quiz or contests.

**Grand score-** refers to the average score in the four tested Kiswahili compositions.

**Implicit methodologies-**refer to indirect instruction where the learner is exposed to learning opportunities inductively or inference from examples presented such as; group discussion, class discussion, brainstorming, and dramatization and peer teaching.

**Learner/student-** refers to a person who attends school for acquisition of skills and knowledge.

**Learning achievement-** refers to the performance of students in experimental groups as measured by performance in marked compositions of pre-test, post-test and retention. It also means learning outcome or output.

**Pedagogical methodologies-** refer to planned and organized learning experiences to help the learner achieve knowledge and skills.

**Teaching effectiveness-** refers to the extent to which the pedagogical methods help in understanding the concepts in the KCW as shown by the performance of students in written composition.

**Teacher preparedness-** refers to prior organization of content, resources or materials required for delivery or instruction by the teacher.

## **1.12 Organization of the Study**

The study constitutes five chapters. Chapter One focuses on the introduction to the study and consist of; study background, problem statement, purpose of the study, study objectives and hypothesis, study significance, study limitations and delimitations, basic assumptions, justification of the study and definition of significant terms. Chapter Two comprise of review of related literature. The begins with the philosophical grounding of KCW It also presents a perspective of explicit and implicit pedagogical methodologies and learners achievement in Kiswahili composition writing in two thematic areas; appropriateness and effectiveness. The chapter also gives an insight into two types of explicit pedagogical methodologies, namely; lecture method and question and answer with regard to KCW. It further elaborates on two types of implicit pedagogical methodologies; brainstorming and group discussion as applied in KCW. At the end the two major perspectives, the chapter envisages a hybrid model for teaching KCW. Eventually the chapter gives theoretical perspective and conceptual framework of the study.

Chapter Three is the research methodology and deals with research design, target population, sample and sampling procedures, description of the study instruments, instruments validity and reliability, data collection and analysis techniques as well as operationalization of study variables. Chapter Four constitutes data analysis and discussion of the findings while Chapter Five provides the summary of the study findings, conclusions, recommendations and suggestions for further studies.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter entails the literature review of the proposed study on appropriateness and effectiveness methodologies on learner's achievement in KCW in secondary schools in Garissa County. The chapter basically comprises of philosophical foundations for teaching Kiswahili composition writing, the review of related literature as well as the theoretical perspective of the study and the conceptual framework of the study.

#### **2.2 Philosophical foundation for teaching Kiswahili composition writing**

The term Philosophy stems from two Greek words: *Philos (love)* and *Sophos (wisdom)*. Thus *etymologically*, philosophy means the love or the pursuit of wisdom (Njoroge & Bennaars, 1986). To get appropriate philosophical loci for Kiswahili composition writing, it is imperative to gain an insight in the debate of philosophy of composition as envisaged by seasoned artists and subsequently merge their thinking with the thinking in technical philosophy.

##### **2.2.1 The philosophy of composition**

The philosophical underpinnings of composition writing can be traced to Edgar Allan Poe (1845) artistic works of poetry that dominated American poetry in the 19<sup>th</sup> century and Walt Whitman 20<sup>th</sup> century poetry in Europe. Similar to a poem that does not deliver

excitement to the audience a composition should equally balance between the success with the audience and the critical taste (Bucur 2009). Poe pointed out that an improperly brief essay degenerates into mere epigrammatism. This ought to be evaded in composition writing. In the philosophy Poe (1845) allude that a composition can be read as a document of American thinking either as pragmatic, empirical approach to writing or as a technical product. This is what paved way for the unity between creativity in writing and peoples culture. To gain more understanding of Kiswahili composition writing in these philosophical dimensions we ought to further to reflect on Abram's (1953) four theories of philosophy of compositions as explained by Fulkerson (1979). First, is the expressive theory which places emphasis on the writer. Secondly is the mimetic theory, which emphasizes correspondence with reality. The third is the rhetorical theory which focuses on the effect to the reader and lastly the formalist theory which emphasizes traits internal to the work.

To this extent it can be argued that composition writing can be classified as philosophical papers due to its address of the five characteristics of a philosophical paper as put by Portmore (2001) and Chudinoff (2007). First is the purpose of the paper or what the author sets out to do and why. Secondly, the audience- each paper has an audience- the people who will find the paper interesting and helpful. The third characteristic has to do with argumentation- the local bits of reasoning that serve the purpose. In the fourth point, a paper has a narrative or the global structure into which the arguments are arranged. The fifth characteristic addresses the style or the manner in which the paper is written.

According to Portmore (2001) the exploration of ideas in composition writing depicts philosophical argumentation thus qualifies to be philosophical.

In furthering this argument Thomas (2014) posits that composition writing is an art that revolves around evaluation and development of correct reasoning and effective style. Thus concurring with Portmore (2001) and Rippon (2008) contention that composition ought to be seen as an organized argumentative writing which reflects correct deductive and inductive reasoning; fallacies; critical appraisal of evidence; construction of rebuttal and counter-arguments. Bucur (2009) also joins this debate of *The Philosophy of Composition* and adds that composition is not a manifest of either accident or intuition it is work that proceeds step by step to its completion, with the precision and rigid consequence of a mathematical problem. Though Clark (2009) proposes analytical philosophy as basis for broad understanding of compositions, this concept will only limit us to the subject matter envisaged by the proponent's but not concept of knowledge this study sought to delve in.

### **2.2.2 Philosophical analysis of teaching**

Since this study focused on pedagogical methodologies, it is inescapable to analyze teaching composition in philosophical terms. While educators view teaching as process of imparting skills and knowledge (Nasibi, 2003), philosophers look at it in terms of the conceptual connection between teaching and learning (Noddings, 1998) as postulated by Dewey (1933). According to Dewey (1933) teaching and learning is conceptualized as the relationship between the 'seller' and the 'buyer'-*no one sells unless someone buys*. This implies the two take place simultaneously. However, most philosophers of 1960s challenged the notion that 'teaching implies learning' instead they held a different view.

While teachers *intend* to effect learning learners on the other hand fail to learn even when the teacher works hard to teach them (Noddings, 1998). Notably, some of these philosophers wanted to protect teachers from the unfair attacks that were directed at them in the 1960s.

Later Scheffler and Othanel Smith (1960s) put forward their thesis that teaching does not imply learning but can be characterized as: intentionality criterion, where the teacher attempts to bring out learning; reasonableness criterion, where the strategies chosen by the teacher must be “not unreasonably thought to be likely to achieve the learning aimed at”; and the criterion of manner, implying that what the teacher does must fall under certain restrictions of manner (Noddings, 1998).

While most philosophers and educators agree with the first criterion; that teaching aims at bringing out learning, few philosophers like Paul Komisar (1960s) object to this. To him it is some form of ‘intellectual acts’ within the teaching process that provide some form of awareness that bring out learning. In this context Komisar pointed out that introducing, demonstrating, hypothesizing, appraising and interpreting are an appropriate context that make learners aware. To this end Dewey agrees that the only way to increase learning is to augment the quantity and quality of real teaching. He views the teacher as the guide and director; the teacher steers the boat but the energy that propels it must come from the learner. This analysis of teaching agrees with the implicit methodologies discussed in this study.



Similar view is shared by Dewey (1933) when he argued that learners ought to be involved at the level of constructing their own learning objectives. He emphasizes that teachers have even a higher responsibility to follow up what the learners have learnt as a result of their initial awareness and consequent investigations (Noddings, 1998). In essence this view stresses teachers' knowledge of the entry behaviour of the learner prior to initiating the pedagogical process.

### **2.2.3 Overview of technical philosophy in composition writing**

From the Greek foundations intimated earlier on philosophy as field of study involves an effort to solve fundamental problems, to gain a comprehensive view of the universe, and to find answers to the questions on the origin, nature, and destiny of matter, energy, life, mind, good, and evil (Njoroge & Bennaars, 1986; Gunga, 2010). Philosophy, like all other studies, aims primarily at knowledge. The Knowledge it aims at is the kind of knowledge which gives unity and system to the body of the sciences, and the kind which results from a critical examination of the grounds of our convictions, prejudices, and beliefs (Archie and Archie, 2004).

Philosophizing on the other hand involves independent thought process and requires skills in Coherent reasoning (Gunga 2010) or using the power of human reason to solve problems and to resolve issues in human lives, hence philosophical thinking (Njoroge & Bennaars, 1986). Since the study of philosophy involves working with concepts rather than facts, the activity of philosophy seeks understanding rather than knowledge. In other words, emphasis in this course of study is placed on the reasoning process (Archie L & Archie J.G.2004).

While general philosophy deals with a wide world of philosophy, technical or formal philosophy is an outgrowth of wide philosophy due to formalization of human activities, westernization and specialization Njoroge & Bennaars (1986). Technical philosophy is concerned with four distinct areas generally referred to as the branches of philosophy. These are; logic, epistemology, axiology and metaphysics Njoroge & Bennaars (1986).

Logic is defined as the study of correct reasoning. It therefore studies the structure and principles of arguments. It studies how arguments are constructed and how fallacies can be detected and avoided thus minimizing misunderstanding and meaningless arguments. In this aspect, *deductive reasoning* helps to infer conclusions from general premises while *inductive reasoning* helps to infer conclusion from particular instances Njoroge & Bennaars (1986).

Epistemology reflects on the study of knowledge. While scientists describe their observation about human knowledge in a factual manner, philosophers go beyond mere facts. In this regard philosophers reflect on the nature of knowledge thus raising epistemological questions about knowledge, which goes beyond observable facts (Njoroge & Bennaars,1986).

Axiology on its part is the philosophical study of values. Axiology is broad with branches that deal with different set of values. The first is ethical or moral philosophy, which reflects on the origin and nature of moral values. It attempts to gain an insight and distinguish what is right and what is wrong. The second branch is aesthetics, which is the

philosophical study of artistic values and meaning of beauty. In another context, axiology is concerned with social, cultural and political values thus social philosophy, political philosophy and philosophy of culture respectively Njoroge & Bennaars (1986).

The fourth branch of technical philosophy is metaphysics, which deals with what goes beyond the study of nature. Metaphysics therefore deals with questions that are concerned with what lies after or beyond the physical world of sense of experience (the realm of supra-sensible). Metaphysics has four sub-branches namely; cosmology, theodicy, ontology and rational psychology. Cosmology is the study of universe or cosmos. Theodicy is a development of cosmology and is the rational investigation of supernatural. That is of religious concepts and beliefs. The philosophical study of 'being' which tries to explain the commonness of all things, living and non-living is referred to as ontology. Lastly is the rational or philosophical psychology also referred to as the 'philosophy of mind'. The focal point for this philosophy is the awareness that we perform certain activities such as perceiving, imagining, remembering, feeling, understanding and willing, which are attributed to the 'mind' as opposed to the body.

#### **2.2.4 Subject matter and philosophical foundations**

Dewey (1933) defined subject matter in terms of the material used in resolving a problem in a given situation. This is in form of facts that are observed, recalled, read, and talked about or ideas suggested in course of or development of a situation having a purpose (Noddings, 1998). To Dewey, subject matter should be presented in a way that makes it purposeful to students in working through problematic situations. Each subject should be

included in the curriculum not to be presented as a body of unconnected facts to be rote learned but as a way of explaining human activity, enlarging social connections, or solving social problems.

Philosophy of education on its part entails philosophical analyzes and clarification of concepts and questions central to education (Njoroge & Bennaars, 1986; Gunga, 2010). Philosophy of education draws from ancient philosophers like Socrates, Plato, Aristotle, Rousseau, Pestalozzi, Herbart, Froebel and Dewey (Noddings, 1998).

Socrates (469-399BC) and his '*Socratic method*' taught by engaging learners in dialogue. He would start by posing deceptively simple questions that would prompt deep thinking, a process referred to as destructive cross-examination (*elenchus*). This analysis would continue to satisfaction of both the teacher and the learner. Quite characteristic was his dominance of the dialogue thus the teacher led questioning I giving information as implied by the explicit method of question and answer. In doing this the Socratic Method fulfils the critical function of technical philosophy. This function tends to encourage honesty of thought which protects man from fanaticism and hypocrisy, intolerance and dogmatism as well as slogans and ideologies. Hence it liberates man from narrow-mindedness.

Plato (427-347 BC) on the other hand was an ardent disciple of Socrates thus his views mirrored those of Socrates especially on quick fire-dialogues, conversational in style (Craig, 2002). He believed that student as should be educated according to their capacities hence education for workers and artisans, of guardians (soldiers) and of rulers. Thus the ‘functionalist’ model of education designed to produce competent adults for the needs of the state. Arguably, the components of Plato’s’ education view have remained at the heart of liberal education for years. Literature, history, mathematics and philosophy still form part of the curriculum. To this end Kiswahili composition writing, which is embedded in creativity espoused by literature finds its root in this philosophical foundation of Plato.

Like Plato, Aristotle (384 – 322 BC), believed that people should be educated for their appropriate place in life. To him, as people perform their tasks and fill their particular functions, they develop (or fail to develop) excellences peculiar to the tasks and functions. In education, Aristotle established a model of moral education where learners should be trained in morally appropriate modes of conduct. To him, the community should inculcate to children values and immerse them in supervised activities designed to develop relevant virtues. His character education model gained prominence in the nineteenth and early part of the twentieth century. We can argue that creativity in writing as envisaged by Noam Chomsky (1955) is deeply rooted in this philosophical background (Gotzsche, 2009).

Jean-Jacques Rousseau (1712-1778) ideas arose in the Christian era and middle ages (Noddings, 1998). His philosophy of '*freedom*' viewed man as born free and good, and could remain that way in some ideal state of nature. According to Rousseau the corrupt man is a result of accommodating needs of other people we live with. Thus education should seek to preserve the natural goodness and induce a positive sense of civic responsibility. He believed that children are born good and teachers should preserve this goodness while facilitating growth of the various competencies required for adult life. A facet of Rousseau philosophy can be seen to be compatible with the twentieth century ideas of psychologist and educators like Alexander Sutherland Neil(1960s), Jean Piaget (1960s), Maria Montessori (1907) and Kolb's (1984) experiential learning. Notably, Piaget theory and Kolb's experiential learning have been explicitly linked to Kiswahili composition writing in this study.

Johann Heinrich Pestalozzi (1746-1827) also had a great influence on philosophy of education. Pestalozzi followed and refined Rousseau ideas. He believed that a lesson should end with a moral point. He created '*object lesson*' approach to build on John Locke ideas. This is where a lesson begins by exhibiting an object then inviting students to describe it. From this philosophy, we justifiably say that set induction as explained by Nasibi (2003) was founded.

Johann Friedrich Herbart (1776-1841) too built on Rousseau ideas about senses and their critical function in education. To him the mind functions in terms of presentations called "*apperceptive mass*"- a collection of previous experiences that could be called into play

to understand a new percept or idea. To him teaching methods should be designed to match the way minds work and teachers must prepare learner for new material by bringing to consciousness relevant experiences in learner's' apperceptive mass. According to (Noddings, 1998) this is the forerunner to Jean Piaget's (1960) cognitive structure. His four-step lesson found place in what the followers made into five-step lesson: preparation, presentation, comparison and abstraction, generalization and application. These elements are valid in today's lessons as espoused by Nasibi (2003). In concurrence Musau and Chacha (2001) as well as Njogu and Nganje (2006) validate same steps in teaching Kiswahili composition writing.

Friedrich Froebel (1782-1852), a third philosopher influenced by Rousseau is regarded as the father of kindergarten (Noddings, 1998). He equated the kindergarten to a garden in which children, like flowers, unfold and grow. This reflects Rousseau's inherent goodness in children. We have already indicated the compatibility of Rousseau's philosophy with the twentieth century ideas of psychologist and educators like Jean Piaget's (1960s) cognitive learning, Maria Montessori (1907) philosophy which led to constructivist approach and Kolb's (1984) experiential learning.

### **2.2.5 Educational dimensions and Kiswahili composition writing**

It would be hard to ground Kiswahili composition writing to philosophical underpinnings without looking at education in the multi-dimensional approach envisaged by philosophers. The multi-dimensional approach identifies four dimensions that are traced

back to R.S Peters (1966). In his book *Ethics and Education (1966)*, Peters arrived at three criteria for analyzing education Njoroge & Bennaars (1986). One, education must involve the transmission of what is worthwhile, valuable or desirable, thus the desirability condition. Two, education must involve knowledge and understanding or the knowledge condition. Lastly, education rules out certain procedures of transmission that lack willingness and voluntariness on part of the learner- the procedural condition. The four dimensions are; cognitive, normative, creative and dialogical dimensions respectively (Njoroge & Bennaars, 1986; Sifuna, Chege & Oanda, 2006)

Cognitive dimension finds its roots in concept formation, operational and formal thinking as viewed by educational psychologists. In this regard cognitive learning is as a result of close link with cognition or knowing thus the basis for cognitive dimension (Sifuna, Chege & Oanda; 2006). While cognitive learning is a process or a task, knowing is the outcome of learning. Njoroge & Bennaars (1986) stresses that cognitive dimension must be understood in terms of knowing rather than of learning. Since ideally education involves knowledge and understanding and not just learning, then there is a close link between education and knowledge as envisaged by the cognitive dimension. From this argument, it is right to conclude that learning achievement in the course of learning Kiswahili composition writing is fundamental. It is the close connection between education and knowledge as envisaged by cognitive dimension of education.



The philosophical study of knowledge is known as epistemology, which is one of the main branches of technical philosophy (Bradley and Swartz, 1988; Craig, 2002; Sifuna, Chege & Oanda; 2006). In analyzing the concept of knowledge three criteria or conditions need to be met. One condition is the belief condition where knowledge is viewed as a matter of belief or conviction while the second is the truth condition, which refers to the actual truth of what one asserts or looks at. According to the first condition to know implies having a ‘true belief’ that it is actually true. But to know that it is true belief requires the third condition; grounds condition. This is concerned with the grounds or reasons for knowing something. Thus for someone to claim to know something and to have true belief, then one must have sufficient grounds to verify or justify the claim (Njoroge & Bennaars, 1986; Sifuna, Chege & Oanda; 2006). Since the study of knowledge in technical philosophy falls under epistemology, then Kiswahili composition writing can be arguably said to be grounded in the cognitive dimension.

The normative dimension is the socialization aspect of education. Socialization is the process of learning or training in which an individual is conditioned or moulded into a respectable member of the society (Njoroge & Bennaars, 1986). The normative character of education is an ideal to be pursued. It also refers to the norms or standards recommended in education, which in turn provide general guidelines for educational theory and practice (Sifuna, Chege & Oanda; 2006). The normative dimension is therefore the foundation for educational goals. Given that philosophical goals of educational are translated into curriculum instructional objectives as argued by Munyoki (2012) then we conclusively say that Kiswahili composition writing is firmly grounded in

the normative dimension of education and subsequently axiology branch of technical philosophy, which deals with normative matters

The creative dimension on the other hand views education as growth. The idea of natural growth is explained in three ways; first physical growth in which man exhibits his cultural being. Secondly, natural growth is seen in terms of developing in accordance with the laws of nature. Thus a child is not only allowed to grow physically but also mentally, morally, emotionally and socially. The third explanation follows progressivists concern with child-cantered education (Njoroge & Bennaars, 1986; Sifuna, Chege & Oanda; 2006). Learning therefore occurs in the course of experiences of inquiry, of activity based on the needs and interests of the child. Creativity should be encouraged as a way of self-expression method of learning (Gunga, 2010). In this context therefore, education is seen as a creative experience which is open-ended. The fundamental principle is that children have an inherent impulse to create. This is one of the guiding principles of creativity in the art composition writing alluded by Gotzsche (2009). Lastly, the idea of natural growth suggests variation and diversity. This implies catering for individual differences catering for individual needs, interests or shortcomings highlighted by Nasibi (2003). The creative dimension further reinforced progressivists idea that right or appropriate methods as envisaged by Odundo and Gunga (2013) can lead learners to discover content for themselves.

The dimension also views the world in two sets of explanations. The world of nature and the world of culture. The world of nature is the natural world one is born and confronted

with an already existing world. One has no choice but to accept it if one wants to be part of it. The second view is the world of culture which explains man as a *conscious being* (Njoroge & Bennaars, 1986). Man is a subject who acts upon the natural world and creates a new world, a world that is typically human- the world of culture. Man's consciousness can in three levels; empirical level or pre-reflective level, which creates awareness through senses, the intellectual level in which ones forms concepts and the rational level where judgements are made and reasoning taking place (Njoroge & Bennaars 1986;Sifuna, Chege & Oanda; 2006). Since creative dimension emphasizes on liberating education composition writing cannot be divorced from this since it engages learners in exploring ideas in the real world and through creativity addresses them in writing (Gotzsche, 2009).

The last dimension is the dialogical dimension which bridges the gap between individualization and socialization concepts of education (Njoroge & Bennaars, 1986). To establish the inter-relationship between man, society and education two models are postulated to explain the dialogical dimension. First is the traditional model in which man organized social life by establishing law and order. But the law and order was not natural thus it varied from society to society and from culture to culture. Secondly, is the bureaucratic model which distinguishes closed (traditional) and open (modern) societies. In the modern society, man has become an integral part of the bureaucratic structure in which individuals are aware of many alternatives and beliefs that are no longer held to be sacred or absolute. The traditional model viewed education as to be transmitted from one generation to another through accumulation of wisdom and knowledge of the society.

Bureaucratic model inevitably points at formal education through schooling within defined bureaucratic context (Njoroge & Bennaars, 1986; Sifuna, Chege & Oanda; 2006).

The dialogical dimension therefore opposes authoritarian education where the teacher is the master while the learner the slave or servant who must willingly obey the master (Njoroge & Bennaars, 1986). Education is therefore inter-subjective process, which involves communication, encounter, participation and dialogue as advocated by Paul Freire (1968). Dialogue requires two people to speak to each other on equal terms. In education this equality points to mutual respect as the basis for dialogue. In this study this dialogue is firmly founded in the implicit methodologies of teaching Kiswahili composition writing.

### **2.3 Explicit methodologies; appropriateness and learner achievement in Kiswahili composition writing**

According to Brown (2007) explicit teaching involves directing student attention toward a specific learning objective in a highly structured environment. Topics are taught in a logical order as directed by the teacher through demonstration, explanation and practice, thus teacher-centered (Tutunis, 2012). According to Ellis (2009) this is equivalent to deductive teaching, where rules are given before any examples or application. Essentially, explicit instruction constitutes direct intervention. Much emphasis is therefore placed on the teacher who sets up situations that evoke desired experience on the learner. In furthering the concept, Archer and Hughes (2011) elucidate that explicit instruction is

characterized by series of supports of scaffolds where the learner is guided through the learning process. This entails; clear statements about purpose and rationale for new skill, clear explanations and demonstrations which are supported by practice with feedback until independent mastery has been achieved.

In teaching and learning process Beltchenko (2009) argues that the appropriateness of this method lies in directing student attention toward specific learning by actively involving learners in knowledge construction. This confirms Archer and Hughes (2011) argument that explicit teaching is systematic where emphasis lies in step by step progression of a lesson while checking students understanding and eliciting active participation. When applied to language teaching, Kumaravadivelu (2003) argue that it produces better language mastery since the teacher enhances internalization through direct introduction, analysis and explanation.

Mahpatra (2004) and Siddiqui & Khan (2007) tend to agree on the appropriateness of the explicit methodologies based on the emphasis placed on the teacher in creating or influencing desirable change in learner's behavior. This appropriateness is emphasized by the KNEC syllabus which categorizes KCW as an examinable area in the KCSE (KNEC, 2007). What this implies is that the thematic areas categorized in the Kiswahili syllabus are basis upon which teachers embed their teaching for achieving good performance in the subject and therefore find explicit methodologies more appropriate for this function. To support this, Archer and Hughes (2011) prefer explicit methodologies due to large content coverage given that a lot of content can be presented within a short time. To this end

Archer and Hughes (2011) argue that the more the content covered well, the greater the potential for student learning. In concurrence, Brown (2007) further posit that appropriateness in providing guided instruction for understanding rules, skills, and thinking that allows the learner to develop understanding through practice, lies in explicit methodologies.

To support this Mutiga (2008) points out that examination of Kiswahili as a compulsory subject in the KCSE pre-supposes high grades in the subject thus the explicit approach in content delivery becomes most appropriate. Wamitilla (2007) further indicates the methodologies cannot be divorced from KCW if learners are to have full mastery of language as embraced in language skills. However, Mutiga (2008) and Wamitilla (2007) do not localize this appropriateness to KCW thus the need to investigate its outcome as supported by Hinkel (2006) when he argued that achieving proficiency in writing requires explicit methods given that meaning in any written discourse is evaluated on the basis of language control. Hamza, (2009) supports this further by contending that explicit methodologies involve providing the learner with instruction and supportive ideas that help to compose a suggested theme or subject.

The explicit methodologies, which are largely teacher-centered, however have some shortcomings. They are associated with inadequate stimulation of learners' innovative capacities, intellectual thinking, and memorization, cramming of facts, poor knowledge retention and high dependency among learners (Adeyemi, 2008; Tanner, 2009). The methodologies are also associated with learners not enjoying lessons and have a resultant

effect of missing the benefits of intellectual discovery ( Tella, Indoshi and Othuon; 2010). In instances that necessitate their use however, Watson (2003) observed that teachers prefer them to make their work easier and based on their beliefs, personal preferences and norms of their disciplines. To support this Ahmad and Aziz (2009) accentuate that some teachers adopt the methodologies in belief that the teacher is the authority in presenting information.

### **2.3.1 Appropriateness of Lecture method**

This is a transmission methodology of teaching where the teacher gives information orally to generate understanding among the learners (Nasibi, 2003). It is a one way communication of prepared talk by the teacher in an autocratic way and in its pure form, the learners have no opportunity to ask questions or offer comments during the lesson (MIE; 2004). This therefore means that the teacher gives knowledge to the learner through a pre-planned content in form of data, meanings, examples, summaries and evaluations. According to Clark (1990), the methodology presumes that the learner does not know, hence relies on the teacher for knowledge. Clark (1990) and Nasibi (2003) however, agree that lecture methodology can be structured in two ways; formal lecture, where communication is basically one way and informal lecture, which is modified to allow the audience (in this case the learners) to interrupt it through questioning, comments, suggestions, viewing, observations or demonstrations.

Whichever approach one uses in using the methodology, the bottom line is that learner participation is largely passive thus an explicit methodology of teaching. The

appropriateness of this methodology has been cited by Nasibi and Kiio (1995) as one requiring the teacher to be sensitive to the needs, potentiality and learning styles of the learners. When applied to Kiswahili composition writing, the methodology, as argued by Nasibi and Kiio (1995) can be appropriately used when introducing new topics or content in KCW. In doing so the Kiswahili teacher would state what kind of composition is expected by the end of a lesson. In this regard, the methodology becomes very appropriate in guiding the teacher to state the lesson objectives, identifying the main learning points as well as giving background information relating to the composition to be taught.

Nasibi and Kiio (1995) further cite the appropriateness of the lecture method in interpreting or clarifying situations learners encounter during the lesson, especially when they face challenges in understanding the concepts. In KCW, the teacher would find the methodology similarly appropriate when distinguishing concepts in composition writing that are closely related with respect to various types of compositions.

The methodology also becomes appropriate where there are limited resources. Schools have overtime experienced challenges in acquiring adequate teaching and learning materials (MIE, 2004). Lecture method, therefore becomes the most appropriate method for synthesizing information from different sources. This is also backed by the fact that books contain factual information that is readily available to the users. Given that the Kiswahili teacher researches on the composition type to teach, the factual content as contained in the books can be most appropriately delivered by use of lecture method.



In addition, Nasibi and Kiio (1995) argued that lecture method is also considered appropriate when the teacher wants to arouse the interest of the learners or intends to give background information. This is further justified by Bergin (1999) assertion on influences on classroom interest. According to Bergin (1999) humor facilitates positive emotions and learning. Kiswahili teachers can skillfully use humor in lecture methodology to grab the attention of inattentive learners thus increasing their level of alertness to maximize on learning achievements. However, Bergin (1999) cautions against use of humor, which can be perceived to belittle the learners, incomprehensible in-jokes or sarcasm. Similarly, Kiswahili teachers can also add value to their lectures by use of narrative or stories that keep the interest of learners alive. Bergin (1999) argue that narratives and stories are more interesting than analytic, expository discourse. Therefore, teachers need to provide experiences that attempt to improve what would be otherwise negative feeling towards content delivered.

The method is also considered appropriate in situations where the class size is large and time is limited yet teaching and learning is to take place. (MIE, 2004). In support of this, Nasibi (2003) intimates that, usually where there are large classes yet a lot of content is to be given, then lecture method becomes more appropriate since time may not allow variety of methods. This situation seem to be more begging in our schools, thus lecture method becomes more appropriate methodology of choice by Kiswahili teachers.

Nasibi and Kiio (1995) also intimate that lecture method is very appropriate in reviewing a group discussion or concluding a lesson. In KCW this helps in synthesizing and

summarizing the lesson by highlighting salient features as well as tying loose facts that may require teacher's explanation in case of a discussion.

The methodology however has shortcomings that may render it inappropriate choice by Kiswahili teachers in teaching composition writing. For instance Adeyemi (2008), notes that the method, though popular, does not stimulate learners' innovation, inquiry and scientific thinking. It rather encourages cramming of facts which are easily forgotten.

### **2.3.2 Appropriateness of Question and Answer method**

The active and participatory classroom has implications for the role of the teacher. According to Partnership Management Board (PMB) in an active classroom environment the role of the teacher is often that of a facilitator, supporting learners as they learn and develop skills, for example, assessing evidence, making informed decisions, solving problems, working independently and working with others. It is for this reason in question and answer methodology of teaching the teacher play the role of the challenger- where he/she challenges the views being expressed and encourages the learners to justify their positions, and a provocateur- where he /she brings up an argument, viewpoint and information which will provoke the class, and which they may not necessarily believe, but because they are authentic beliefs of other individuals or groups, they present them convincingly (PMB, 2007).

This methodology entails verbal statements (questions) that are expected to elicit response from the student (answer) on a topical issue. In teaching this methodology serves two purposes; conceptualizing what has been learnt and sustaining learners' alertness in class

(KIE, 2006). MIE (2004) argue that within the qualities of good questions, lies the appropriateness of the methodology. To stress this further MIE (2004) outlines the characteristics of good questions. One, they should stimulate thought. In this sense they should be short, simple and clear. Secondly, should be definite and devoid of ambiguity. At the same time good questions should encourage the learners to express themselves and above that, they should be relevant to the content covered and appropriate to the learner's ability.

In agreement Beatty, Gerace, Leonard and Dufresne (2006) contend that questions should be presented to learners in a way that encourages significant cognition, rather than just memory recall. Beatty et al (2006) also argue that it is imperative that questions are accompanied by some discussion within small groups before answers are collected and eventually by the whole class. During the process, it arguably appropriate for the teacher to continue probing for responses while adjusting to the learners' needs. Beatty et al (2006) refer to this process as 'agile teaching'.

In teaching KCW, the appropriateness of the methodology lies in Kiswahili teacher linking the ideas learners have regarding writing while introducing the lesson. KIE asserts that in conceptualizing the ideas at the beginning of a lesson the methodology will serve as the bridge to detailed concepts (KIE, 2006). For instance if the Kiswahili teacher is teaching *barua rasmi* questions such as; why is this kind of a letter called official (*rasmi*)? How many addresses does it have? Does it have greetings? Such questions and others will prompt necessary reactions by the learners in readiness for the lesson details.

As observed the methodology also cultivates alertness for class participation by the learner. This helps to engage the learner fully in the lesson development and provokes their thinking, gives them an opportunity to appropriately use language in their communication, enables them to evaluate their understanding and above all enables the Kiswahili teacher to identify learners' weaknesses and make appropriate interventions. However, the methodology can have some disadvantages if inappropriately used. For instance, if the questions are not well framed, they may not be effective in eliciting the intended learning outcome. Secondly, if the questions are used for punishment or to intimidate the learner, the outcome is likely to be demotivating thus ineffective in achieving the learning achievement (KIE, 2006). It is also notable that the methodology can be effectively used to supplement other methodologies in lesson development.

According to Malawi Institute of Education (MIE; 2004) question and answer methodology is deemed appropriate both for content delivery and oral testing based on the depth of the questions to be answered by the learners. For this reason Beatty et al (2006) advocate that for a maximum benefit in the methodology, every question should have threefold purpose constituting of a content goal, a process goal, and a meta-cognitive goal. According to Beatty et al (2006) content goal is determined by the subject matter we want to illuminate. When applied to KCW, the focus is on the topic or composition being prepared for lesson presentation. Process or cognitive goal on its part is driven by cognitive skills expected of the learners (Beatty et al, 2006). In KCW this entails the wide range of skills that make learners knowledge in KCW useful in various situations in life. Lastly meta-cognitive goal entails what beliefs about learning we want to reinforce. For

KCW, we ought to agree with Beatty et al (2006) assertion that teachers can significantly enhance learning and help learners to prepare for future learning throughout education life and beyond school.

#### **2.4 Explicit methodologies; effectiveness and learner achievement in Kiswahili composition writing**

To maximize learner's academic growth, Archer and Hughes (2011) posit that explicit instruction is one of the best tools since it is structured and systematic. They further argue that the methodologies are characterized by a series of supports or scaffolds, where the learner is guided through clear statements until independent mastery has been achieved. In support of this Orstein *et al* (2009) emphasize that the teacher is well suited as the curriculum implementer to interpret the objectives and content of the curriculum plan.

According to Archer and Hughes (2011) there are six principles of instruction that can be viewed as the underpinnings of effective explicit instruction. The first one is optimization of the time engaged in instructional activities. In this sense, it is argued that the more the students are actively engaged, the more they learn. In advancing this argument, Baker (2007) emphasizes that maintaining focused attention in the classroom preconditions understanding and subsequently successful learning achievement. The second principle entails promotion of high level of success due to rigorous engagement in academic task that translates to more achievement (Archer and Hughes (2011). In teaching, Dagget (2014) intimates that teachers ought to maintain consistent level of rigor and relevance in order to set their own standards of excellence while planning for their lessons. According

to Dagget this high level of expectation on learners is the high rigor-knowledge expected in a relevant real world setting.

In the third principle Archer and Hughes (2011) argue that, the more academic content covered effectively and efficiently, the greater the potential for learning achievement. This subsequently increases content coverage. To achieve the potential implied in the third principle Clark, Threton and Ewing (2010) posit that effective designing of learning environment is paramount as entailed in Kolb's (1984) experiential learning theory. According to the theory, a series of pragmatic activities are sequenced to enhance educational experience for the learner.

The fourth and fifth principles underscore the intensity of learning. Given that the students spend more time in teacher-led activities, the intensity of learning is deepened as implied in the fourth principle. Above that the teacher is there to give support and guidance during instruction as entailed in the fifth principle (Archer and Hughes, 2011). In this regard scaffold instruction becomes the core of teaching and learning process which subsequently promotes academic success and is a firm foundation for independent learning envisaged by Dagget (2014) through rigor and relevant knowledge.

The last principle address different forms of functional knowledge or the ability to strategically use academic skills and knowledge required for different sort of information at differing levels (Archer and Hughes, 2011). These levels are; declarative level (what something is or factual information), procedural level (how something is done or

performed), and the conditional level (deals with when and where to use the skill). In support of this Clark, Threeton and Ewing (2010) equate this to the knowledge presupposed by the experiential learning where knowledge and skills acquisition is for application to immediate relevant setting. This application can even align with contemporary career.

With regard to language proficiency, Talebinezhad and Negari (2007) allude that explicit methodologies are very effective in improving learner's writing skills as the learner familiarizes himself with grammar rules and regulation during the process of writing. Cook (1991) observed that the methodologies are rule governed where the goal is to gain accuracy in language skills of which writing is one. When applied to KCW, the effectiveness lies in the teacher's preparations as guided by the syllabus – a roadmap for preparation and consequent choice of methodology. The teacher works through types of compositions provided for in the syllabus and demonstrates the writing processes for the learner.

In terms of learning achievement, Brown (2007) directly links explicit teaching to conscious awareness to learn. Thus the learner in an explicit learning class is in an active process to seek out the structure of information that is presented. To this end therefore, explicit methodologies in KCW become very effective in concretizing grammar rules in context. In support of this, Carter, Miller and Penrose (1998) argue that grammar is an ingredient of good writing since the gap between competence and performance as expressed by linguists may not be sufficient to make judgment about errors in writing.

Because of this explicit methodologies therefore tend to minimize grammar errors in writing.

While basing the effectiveness of explicit methodologies on behaviorists perspective Oyinloye and Gbenedio (2010) argue that teaching essay writing using the method presumes that language learning is a kind of habit formation and therefore, drilling or stimulating learner to a point at which they can react to language stimuli that produces the learner with materials relevant to the composition topic learnt. According to Mutiga (2008) one reason for teaching language engenders the functional approach, which underscores that effective language use or competence to communicate meaning effectively. When applied to teaching KCW the learner ought to naturally apply the language rules learned in their writing (KIE, 2006; Njogu and Nganje 2006).

To achieve this competence, Oyinloye and Gbenedio (2010); KIE, (2006) Njogu and Nganje (2006) purport that explicit methodologies stand out to be very effective to enhance the learner apply and use Kiswahili effectively. This is further supported by the Kiswahili syllabus focus on language skills which point to competence in the language (KIE, 2006). As expressed none of these embeds this to KCW thus the essence of this study.

#### **2.4.1 Effectiveness of Lecture method**

The effectiveness of a lecture lies in the speaker being able to catch the learners' interest at the onset, sustain it during the delivery session by logically arranging the information to be passed. In doing so the teacher should engage the learners overtly or covertly before



they reach the saturation point Lang, McBeath, & Hebert (1995). In this sense, for lecture to be said to be effective, then it must be good and a good lecture should be stimulating, challenging and can maintain high interest level in the learners.

When applied to KCW, then lecture method has its advantageous effectiveness as highlighted by Nasibi (2003). If well used, the method can lead to development of good listening skills among learners. This is based on the fact that lecture method is a form of classroom communication and as Gathumbi and Masembe (2005) puts it; communication is a two-way process between speaker and listener where the two have a positive function to perform in their interactive process. In this sense, lecture method, which involves oral presentation by the teacher, requires the listener (the learner) to be an integral part of communication process for the methodology to achieve effective learning.

Another reason that makes lecture method effective is that the content is presented uniformly thus minimizes confusion in note taking.

Apart from that, the methodology is also effective in utilizing the staff available and minimizing time wastage. In KCW the effectiveness is more forthcoming even in situations where the number of learners surpasses average class numbers. If the methodology is skillfully used in KCW, it becomes very effective in arousing learners' interest. According to Nasibi (2003), lecture method can be very effective in setting learners to read further on their own since it can motivate them to read further on the content skillfully presented by the teacher.

The effectiveness of lecture method is however hampered by some shortcomings as indicated by Nasibi and Kiio (1995). One, the method leads to poor retention of material learned. It also leads to rote learning where learners cram rather than understand the concepts. The method is also said to be boring, uninspiring and monotonous thus does not fully develop learners' inquisitive skills. In addition the method tends to make learners passive and does not lead to attainment of higher cognitive goals.

That notwithstanding, Kiswahili teachers can counter these limitations for effective maximization of learning achievement in KCW. In an effort to render lecture method more effective, Nasibi and Kiio (1995) outline some key areas that Kiswahili teachers can borrow from when using the method. One key area is identifying the main theme of the lecture. In this case the Kiswahili teacher is well guided by the type of composition he/she is prepared to teach as stipulated in the scheme of work. Secondly, the lecture is to be divided into three parts; namely introduction, main body and conclusion. When applied to KCW, Kiswahili teachers are well guided by the requirements of a lesson plan. According to Kiswahili language handbook, a good lesson plan presents lesson content logically through; introduction, lesson development through phases and conclusion (KIE, 2006; Musau & Chacha, 2002).

To make the lesson introduction captivating in KCW, the Kiswahili teacher ought to spice it with some interest catching device that will capture learners' interest and attention. As such, set induction becomes the catalyst for learner arousal in class. According to Schuck (1981) set induction is the creation of a desirable learning situation for the learners thus

aiding the transition process. It is a cognitive process activated by stimulus or stimuli perceived by the learner in environmental situations (in this case the classroom) determining how one is pre-disposed to what is attended to in a given situation. The process actively engages the learner in order to maximize the possibility of acquiring new behavioral responses. It is contended that it is a powerful variable in determining the kinds of learning that will occur in the classroom, and that the teacher is the instrumental agent in arousing or inducing the set of learners toward learning Schuck (1985). It serves to focus the learner attention on some commonly known experiential referent (orientation), which becomes the vehicle by which the teacher makes the passage from known to new material (transition) and builds continuity from the lesson to lesson.

When it comes to the phases in lesson development, Kiswahili teachers need to structure their lectures in a way that maximizes content delivery and at the same time elicit effective retention of content learned. Nasibi (2003) proposes hints that Kiswahili teachers can incorporate in their lectures for this effectiveness. One way is logical order of the content coupled with the teachers' enthusiasm in the content. In return this arouses the learners' interests as well thus increasing the effectiveness of the methodology. The Kiswahili teacher can also strategically punctuate the lecture with pauses; ask thought provoking questions to engage the learners fully or to check their understanding. At the same time the Kiswahili teacher should encourage the learners to ask questions.

Another way of maximizing the effectiveness of the lecture method is to reinforce key points of the lecture and provide for transfer by relating to learners' background

experiences or interests. The Kiswahili teacher can also make the lesson more interesting by invoking some humor during the lesson. Besides that the Kiswahili teacher should also endeavor to use appropriate examples to illustrate important points and supplement it with use of teaching aids such as charts, pictures, realia among others.

The teacher can also make the class more active by realizing and emphasizing important points, avoiding irrelevancies, summarizing information for easy note making and making the lecture as short as possible to avoid confusion. At the same time the Kiswahili teacher should be aware of warning signs that indicate the learners are restless, tired, bored, confused, indiscipline or dissatisfied. For lecture method to be more effective, it is also advisable that the Kiswahili teacher should use language that is appropriate to the level of the learner.

In concluding the lesson adopting a lecture method of delivery becomes more effective for summarization. Kiswahili teachers can therefore use the method to make the conclusion of a lesson forceful through as they review it. According to Twoli et al (2007) this can be done in form of asking questions or giving assignments.

To render the lecture method more effective in retention of material learned, Nasibi (2003) suggests a post-lecture activities that Kiswahili teachers can utilize to enhance learning achievement. One such follow up activities is ensuring learners make notes from the outline given in class, checking their notes and knowledge acquired. Another way is by engaging them in a discourse related to the topic to get the point they did not follow.

The teacher too can give a project or assignments related to the lesson or ask oral questions on the content covered. Besides oral questions, the teacher can give written test or quiz to test the understanding. Before introducing a new lesson the teacher can also ask learners to summarize the main points of the previous lesson to check their understanding.

#### **2.4.2: Effectiveness of Question and Answer method**

Question and answer methodology has been argued to be very core in any instructional dynamic in that it goes beyond lecture or presentation of information. Beatty et al (2006) allude that the methodology helps learners to explore, organize, integrate, and extend their knowledge.

For the methodology to be utilized effectively in teaching and learning MIE (2004) advocates that the teacher should be aware of the impact of turning down a learner's response to avoid discouraging the learner. MIE (2004) further posit that the pacing of the questions is also important for effectiveness of the methodology. In this sense, the learners should be given time to think about a response.

MIE (2004) also indicate that for the methodology to be effective in classroom teaching, the questions should come rapidly enough to keep the pace of the class lively. To this end it is advisable to Kiswahili teachers to avoid asking questions which will require simple responses like, 'yes' or 'no'. Instead, MIE (2004) underscores that open and clarifying questions should be embraced to encourage learners to express themselves.

The methodology is also effective in enhancing the teachers evaluate themselves as well as learners' achievement. In this regard, MIE (2004) insists that it is necessary for the teacher to formulate higher order questions which will require the learners to apply, synthesize and evaluate knowledge and information. To achieve maximum utility of question and answer as a methodology to teach Kiswahili teachers can be guided by the following proposals as outlined by MIE (2004). One, during the lesson introduction, the Kiswahili teacher can use question and answer to find out what the learners know, to stimulate learners' interest in the lesson and to arouse an inquisitive mind in them. Secondly, the methodology can be effectively used during lesson development to check if the learners are following the lesson, to clarify any misconceptions that may develop as the lesson progresses and to encourage the learners to contribute to the knowledge being presented. Subsequently, during the lesson conclusion question and answer are considered effective in evaluating the achievement of the planned objective and to find out whether any misconceptions may still exist after the lesson development.

Above all MIE (2004) suggests principles that teachers can utilize to make question and answer more effective in teaching and learning process. One way is to have the questions written on a piece of paper in order for the teacher to ask with little difficulty. In view of this Nasibi (2003) affirms this as one of the essence of lesson planning for teachers since it serves as a road map or a guide so as to avoid vagueness and irrelevancies. The second principle is to follow the three 'Ps' order; *Pose*, *Pause* and *Pounce*. This entails stating the question, pausing for five or more seconds and then calling on a learner to answer (MIE, 2004).

The third principle entails distributing the questions evenly and reinforcing learners' answers accordingly (MIE, 2004). This can be advantageous if teachers adopt effective classroom communication strategies as propounded by Nasibi (2003). In this sense Kiswahili teachers would be expected to utilize appropriate communication models in order to maximize on learners achievement during the process of questioning.

Probing learners to provoke their thought and inducing longer explanations is another principle for effective question and answer teaching methodology as suggested by MIE (2004). This can be achieved through probing statements with; *why*, *what* and *how*. The fifth principle entails asking learners questions of varied levels of difficulty. This is coupled with a consideration of asking questions that are within the learners' experiences and ability as echoed by Nasibi (2003).

It is important also to discourage chorus answers if this teaching methodology is to be effective as the sixth principle envisages (MIE, 2004). According to Moore (2003) individual response are favorable if they are in line with Skinner (1953) law of positive reinforcement, which evidently leads to 'right response' (operant conditioning). This view of learning through reward of responses elicits step by step learning of material delivered thus enhancing achievement. To be more effective thus, MIE (2004) contend that the methodology can be made more effective if the teacher avoids repeating or rephrasing the questions unless requested to do so by the learners.

## **2.5 Implicit methodologies; appropriateness and learners' achievement in Kiswahili composition writing.**

Implicit teaching methodologies involve creating awareness or supplying procedural knowledge to the learner Tutunis (2012). This is directed at enabling the learner to infer rules without awareness. In doing so, Ellis (2009) argue that it seeks to provide learners with experience of specific examples of rules or pattern while focused on the meaning. As a result they internalize the underlying rule without their attention being explicitly focused on it. For this reason, the methodologies can be classified as learner-centered since they actively engage the learner in the learning process for effective mastery of the subject matter and promotion of a positive attitude towards the subject (Odundo & Gunga, 2013). According to Rose and Ng's (2001) this teaching tries to encourage learners to learn the targets through induction and leads to conscious learning or teaching in a suggestive or implied manner. In concurrence Clark (2003) observed that the core of learning process is learner participation and exposure to discovery. This agrees with Bruner (1960) view of learning process which reflects on cognitive level of the learner in relation to academic discipline being studied. This exploratory concept is the gist of implicit methodologies where the learner participates and makes individual discoveries in the learning process) Clark, 2003). Similarly House (1996) stressed that implicit methodologies provide the learner with extensive conversational practice thus inductive teaching where the learner is guided to make own discovery or generalizations.

Implicit teaching methodologies seem to be more favored by the Ministry of Education (MoE) in Kenya when it asserted that teaching approaches should adopt learner-centered



methodologies in order to promote imaginative, critical and creative skills in learners. The impetus for this approach is entrenched in the cognitive psychologists who perceive linguistic and intellectual ability as developing in a natural sequence, and most significant on writing and how a teacher can utilize that sequence in the classroom. The resultant effect of the methodologies is better achievement of instructional objectives and subsequently better performance in the subject (MoE, 2001). In support of the methodologies scholars argue that learner-centered pedagogy promotes learner achievement since they are very motivating. According to Hsieh and Sun (2006); Bush (2006) and Kumar (2006) the learner-centered methodologies are constructivist-based instruction which connects the learners' world with the learning in the classroom. In concurrence, studies cited by Kanga'hi, Indoshi, Okwach and Osondo (2012); that is, Brad (2000) Cummins (2007) revealed that learner-centered methodologies under the aegis of constructivist approaches posted improvement in learning achievement. Similar view was expressed by and Doherty and Hilberg (2007) when they asserted that learner-centered pedagogy raises student achievement, promotes democratic classrooms, complex thinking and meets student's communication goals.

When applied to language teaching, Stern (1996) indicated that the methodology is considered more appropriate since languages are much too complex to be fully described due to the entire rule system therein. This intuitive mode of learning is a passive process, where learners are exposed to information, and acquire knowledge of that information simply through that exposure (Brown, 2007). In favor of the implicit methodologies in composition writing, Christian (2007) argue that rigidity in writing process has overtime

relied heavily on explicit methodologies, which lay a lot of emphasis on correct use of grammar thus making it the instructional foci. In contrast, Christian posits that the implicit methodologies are more reflective since the learner uses his experiences rather than grammar rules in writing process. This agrees with Mutiga's (2008) view of language as utilitarian and sociological tool for communicating ideas and information in implicit methodologies for KCW rather than drilling of learners to use heavy vocabularies in their written compositions.

While applied to KCW the appropriateness of the implicit methodologies befits Hamza's (2009) free composition writing which permits the learner to develop own ideas and style based on exposure. Besides that, Christian (2007) considers the methodologies more appropriate in composition writing since they enhance paying attention thus making classroom more interactive. In the same perspective, Nyanchama (2002) and Kitaka (2003) argue that Kiswahili teachers should model a critical theory of knowing among the learner as entailed in implicit methodologies since they maximize the engagement of the learner in teaching and learning process. This argument is to some extent agreeable but going by Musau and Chacha (2001); Nasibi (2003) that the success of teaching and learning process lies in the appropriateness of the methodologies applied by the teacher then it becomes imperative to ascertain whether learning achievement in KCW lies within implicit methodologies.

### **2.5.1 Appropriateness of Brainstorming**

Brainstorming is an individual or group method for generating ideas, increasing creative efficacy, or finding solutions to problems (Wilson, 2013). According to MIE (2004) brainstorming is a methodology in which every learner's response that applies to a given topic is acceptable. The ideas are captured and recorded (*brainstorming*) after which time reflection on the ideas is allowed. Brainstorming can be either structured or unstructured (Wilson, 2013). In structured brainstorming, there are clear ground rules and procedures. In contrast, unstructured brainstorming entails groups getting together to generate ideas without a facilitator or clear ground rules.

While in structured brainstorming there is generally a facilitator and a set of explicit rules for participants, unstructured brainstorming is characterized by loud dominant individuals that can exert inordinate influence on the quiet participants, thus limiting the number and type of ideas that participants are willing to express (Osborn 1963). With respect to KCW the focus was on structured approach where the teacher is the facilitator within the precincts of classroom set up in order to contain the aspects highlighted by Osborn (1963) in unstructured brainstorming.

While brainstorming may appear simple in common pedagogic parlance, social issues like status differences, shyness, informal relationships, ego and cultural factors can affect the quantity of ideas. For this reason Sandberg (2006) argues that a trained facilitator (in this case the Kiswahili teacher) can mitigate some of these problems though he/she may not

have a total insight into all the social forces and group dynamics that can influence productivity.

According to Wilson (2013) brainstorming can be considered appropriate in some ways that Kiswahili teachers can employ when teaching composition writing. One way is when it is used to generate ideas or requirements.

- Another way is when teachers use it for finding solutions to specific problems. For instance, if the Kiswahili teacher experiences an unexpected and difficult problem in teaching a certain composition type, brainstorming would be an appropriate method for generating potential solutions
- It can also be used appropriately to explore new ideas in KCW.
- Still in KCW, the method can be appropriate to generate social cohesion within the participants in class.

While the rule to avoid criticism during brainstorming is well known, another more subtle rule is to avoid praise. Praising an idea is attaching a judgment to that idea which means that the lack of praise for other ideas could be construed as tacit criticism (Wilson, 2013). So, avoid both praise and criticism during brainstorming. To this end Isaksen (1998) argues that adverse judgement of ideas must be withheld until later since brainstorming is essentially generation of many ideas- both varied and unusual. In advancing the argument Isaksen (1998) contends that quantity of ideas is encouraged so as to encourage sharing both acceptable and wild ideas. It is in this sharing that combination of ideas and improvement are sought.

### **2.5.2 Appropriateness of Group Discussion**

According to Nasibi (2003) discussion is a learning activity where the teacher and the learners talk together to share opinions, views or information about a topic or issue. Through it, learners make absolutely fundamental contribution to learning since it attempts to elicit their opinions and knowledge. MIE (2004) describes discussion as a method that permits open interaction between the teacher and the learner as well as between the learner and the learner. Nasibi (2003) explores two approaches to discussion; ‘expository-oriented’ and ‘inquiry-oriented’ discussion. In expository, the teacher defines objectives of the lesson, explains learning activities, allows discussion, and invites questions before concluding the activity. In inquiry discussions, the teacher arranges the discussion on a given issue in an open-ended way and serves as a leader while the learners carry out the discussion. The group discussion focused in this study is inquiry oriented in those implicit methodologies pre-supposes learning as an outcome of creative inquiry and active student participation (Christian, 2007; Tutunnis, 2012).

This methodology requires the learner being fully and actively engaged in the learning process. Basically it is characterized by probing and exploration of ideas, concepts and issues. It also involves building upon learners’ responses in a developmental flow, engages learners interactively, questioning and sharing as well as differing. This participatory engagement helps in hypothesizing, problem solving as well as easing decision making (Nasibi, 2003).

To reinforce this further, Richards (2012) alludes that classroom activities proposed under his concept of Communicative Language Competence (CLT) fall within the implicit orientations. According to Richards, CLT implies that the role of the teacher in the classroom is to initiate cooperativeness whose outcome is enhancing comfort of learners as they listen to their peers in group. Above that they take on a greater degree of their own learning as teachers assume the role of facilitator and monitor. This view is further supported by Westwood (2008) by expounding on the constructivist view of group activity, discussion and cooperation as basis for language and communication competence.

With regard to learner participation KIE (2006) observes that the methodology entails dividing the learners into small groups of 5- 10 students then giving them a task related to the lesson topic. Through the method the learners can make their contributions through giving of points, performing an exercise, giving their background experience and improving their interdependency and cooperation. If this methodology is appropriately used in KCW it motivates the learners and makes them enjoy the lesson.

This methodology is collaborative and interactive thus exposes learners to connecting new information to previous knowledge and critical thinking. The pedagogy is interactive learning (Odundo & Gunga 2013).The methodology can be considered appropriate for teaching KCW for some reasons; one, the teacher does not become the only source of information but the learners who engage dialogically to get ideas and knowledge. The methodology also focuses on the student as centre of the instructional process thus

learner-centered while the teacher directs the process. In support of this Ahmad and Aziz (2009) assert that the method enhance learners taking participative role while the teacher becomes a facilitator. In KCW the methodology also creates competitive environment among the participating groups thus making the lesson more enjoyable. In terms of learner engagement, the methodology provides an opportunity for every learner to articulate his/her ideas, views and opinions thus making them feel appreciated in the lesson development. Nasibi (2003) emphasizes that the methodology is also considered very appropriate in providing an opportunity to learners to let off their steam when they are restless and bored. In addition it helps them to grow in confidence as they discuss, argue and exchange ideas with each other. In KCW, therefore, the methodology becomes an appropriate choice to break the monotony of teacher centered instructional practices.

As observed by Lang et al (1995), this subsequently improves their higher-level cognitive and communication skills thus increasing their potentiality in performance in the subject. Since groups inevitably call for leadership for effective control, group discussions become appropriate basis for nurturing leadership abilities. In addition group discussions enable the Kiswahili teacher to accomplish a lot of work within a short time. This becomes more appropriate if the group tasks have to be different. Take for instance a Kiswahili teacher intending to teach a Kiswahili composition like *barua rasmi* (official letter writing), one group can be given a task of writing an apology letter to the teacher on duty for reporting to school late, another group can be given an application letter to a place in form one while another can be given to give explanation to the principal of the school why the parent or guardian has not fully paid the school fees. All these fall within

the syllabus coverage of official letters. The varied types expand the scope of understanding of the learner about the subject but within a very short duration.

The methodology however, has its own shortfalls if inappropriately used. For instance, if consistently used without incorporating other methodologies, it can be boring hence it may not achieve the intended purpose. The methodology can also prove challenging to large groups thus it is advisable to form small manageable groups. Besides that, large classes can also be challenging to organize groups for effective discussions without group interference due to congestion. At the same time, many groups may be difficult to control thus chances of indiscipline are likely, which may interfere with the learning process. In addition, some group tasks may require a lot of time to accomplish yet the teacher may not have all this time at his/her disposal while some groups may be slow in accomplishing given tasks rendering time management a challenge to the teacher.

## **2.6 Implicit methodologies; effectiveness and learner achievement in Kiswahili composition writing**

The main thrust in the implicit methodologies is to concentrate on imparting the ability to share and foster social interactions. Learners are never taught the actual rules; they deduce their own form of rules based on the examples given. While concurring with Cook (1991), Mutiga (2008) argue that implicit methodologies view language as utilitarian and sociological tool for communicating ideas and information. To underscore this significance Mukuthuria (2008) contends that KCW lays the ground for expression in contemporary issues.



In favor of this KIE (2006) and Ngugi (2007) emphasize that methodologies concretize classroom learning in KCW and further broaden learner's thinking of beyond the classroom or passing of examinations. This draws us to the interactional approach indicated by Mutiga (2008), which involves activities that are highly significant to learners for self awareness. The apt way of reaching this self awareness in KCW is use of implicit methodologies since it entails expression of concepts that totally relate to human life therefore improving their communication skills.

In concurrence, Brown (2007), Sadker and Zittleman (2007) underscore that the methodologies give the learner an opportunity to create own schemas for understanding rules instead of memorizing specific rules which enables long-term memory retention. In support of implicit methodologies Odundo and Gunga (2013) allude that the methodologies are advantageous in that they promote democratic participation in the learning process, encourage critical thinking, meets learners' communication needs and improves performance. The same is supported further by Chika (2012), Cummins, 2007 and Kumar (2006) when they assert that, the interactive nature of the methods makes them powerful in enhancing learning achievement than didactic classrooms. Despite favoring the methodologies as argued this far, this study stands out to delve into finding out this effectiveness in KCW.

### **2.6.1 Effectiveness of Brainstorming method**

In cognizance of appropriateness of structured brainstorming in KCW, it is imperative to delve into its resultant effectiveness. Wilson (2013) highlights some of its effectiveness that can be reaped by Kiswahili teachers when teaching KCW.

One of its effectiveness lies in its potential to provide ideas that may not surface any other way (Wilson, 2013). To this end MIE (2004) argues that that this potentiality gives the learners opportunity to think through issues and generate new ideas by themselves. If carefully used Kiswahili teachers can effectively get ideas from the learners that may not arise in other forum predisposed by other methods of teaching.

The methodology is also considered quite effective in having learners give a variety of ideas quickly thus saving a lot of time in content delivery (Wilson, 2013). MIE (2004) further indicate that it is one way of determining learners' knowledge before delving into a topic thus giving the teacher an opportunity to know what requires more time. MIE (2004) further observe that the method is quick and effective way of generating ideas from the learners. Besides that, the methodology is very democratic in generating ideas if well facilitated (Wilson 2013) and thus become a foundation for respecting other learners' ideas and opinions. Above that it is one way to ensure that ideas generated are owned collectively by the group (MIE, 2004).

In terms of resources, the methodology requires few material resources thus quite effective in places where these materials are limited. The methodology is also effective in providing social interaction when learners share ideas together (Wilson, 2013). This particularly encourages the learners who are quite hesitant to enter into discussions .The methodology is also effective in handling of issues that are sensitive and controversial and require to be explored (MIE, 2004)

The methodology however has some undesirable characteristics that Kiswahili teachers can endeavor to overcome in an effort to make it more effective in KCW. MIE (2004) indicate that it is very difficult to ensure everyone speaks, particularly in large classes. Wilson (2013) further argues that there is the risk of having same persons generating ideas which blocks the ideas of other participants. To overcome this, Kiswahili teachers can adopt what Wilson calls a 'silent method' of generating ideas, where participants write ideas on slips and hand them in or pass them to someone else who adds value or modifies them.

The methodology can also be weakened by an inexperienced facilitator who is insensitive to group dynamics social pressures. To overcome this, Kiswahili teachers are advised to stick to ground rules and to have excellent skills in facilitation. This is because the quantity of good ideas can be easily derailed by criticism of poor facilitation.

Kiswahili teachers also need to realize that the methodology can be a platform for precipitating chaotic and intimidating the quiet or the shy. This may be complicated by the fact that group dynamics pre-dispose divergence of culture thus some ideas may be viewed as inappropriate because they go contrary to the cultural norms.

Brainstorming can reduce individual recognition for good ideas. To overcome this, Kiswahili teachers need to be good brainstormers besides being good facilitators. This makes them creative contributors to the issues, a character they can build in their learners. Status or experience differences among participants can reduce brainstorming

effectiveness. At the same time it is also difficult to sort out through many ideas presented and choose the best.

### **2.6.2 Effectiveness of Group Discussion method**

As previously indicated, group discussion is not only motivating to learners but it also makes them enjoy the lesson. Its effectiveness therefore, lies in its capacity to engage learners in free flowing conversation, giving them an opportunity to express their opinions and ideas as well as hearing those from their peers and the teacher (MIE, 2004). With respect to KCW its effectiveness cannot be divorced from appropriate selection of group tasks.

According to KIE (2006) the Kiswahili teacher ought to be observant of the following key issues for successful and fruitful group discussion. One, during lesson preparation the teacher needs to evaluate the group activities so that they are in line with the specific instructional objectives. Secondly, the Kiswahili teacher should ensure that the group members range from three to ten and preferably odd numbered for easy decision making where there are debatable issues that may require voting. In selecting group members, it is Kiswahili teachers are advised to group members of different abilities in order to enhance learning from each other. It is also advisable not to have permanent groups so as ensure learners interact virtually with all class members in active group discussion. The fourth reason for effectiveness of this methodology is based on one of the advantages of the methodology. Since the Kiswahili teacher plans for group work in advance, it becomes easy to plan for respective resources and instructional approach. Based on this principle

the Kiswahili teacher can also effectively select the topic(s) of discussion and guide the learners as well.

The fifth principle of effectiveness of this methodology in KCW is in that the Kiswahili teacher is able to induce learning environment and monitor the lesson progress. In doing so the Kiswahili teacher is in a position to identify and assist groups experiencing difficulties. In addition the teacher is able to utilize time constructively by giving the groups adequate time for engagement. According to KIE (2006) the selection of group tasks should be manageable and interesting to the learners thus rendering the methodology more effective. If the selected topic or issue is not appealing, or is beyond the level of the learner understanding, it becomes difficult and demoralizes them.

The sixth principle which makes group discussion effective in KCW lies in the fact that groups become more effective because of leadership (KIE, 2006). As such effectiveness in use group discussions in KCW require that the groups need to have a chairman who directs the activities of the group and a secretary to take note of the deliberations. With good leadership in place, the groups become effective in articulating issues and ensure active participation by all members. It also makes them organized, disciplined and improves leadership skills.

The other principle that makes group discussions effective in KCW is giving the learners opportunity to present their points (KIE, 2006). This concurs with sharing of experiences as espoused by Kumar (2006). According to Kumar it is not sufficient to have an

experience, if such is not discussed and shared. With regard to KCW this improves the application of knowledge and skills acquired lest it is rapidly forgotten. With the teacher guiding, making additions or substantiating issues that prove difficult, learning becomes more internalized and gives room for diverse learning styles among the learners. It also encourages active involvement and basis for understanding individual weaknesses (Odundo and Gunga, 2013). The ownership of discussion by the learners potentially makes the methodology fertile ground for producing better learning achievement. In addition the methodology becomes effective in lesson notes taking since learners are able to make notes during their discussions which the Kiswahili teacher can beef up. Besides that, the Kiswahili teacher rewards the group work accordingly thus motivating the learners.

## **2.7 Hybrid model for teaching Kiswahili composition writing**

Teaching is mainly based on two major categories of methods; the teacher-centered and the learner-centered. Both have their advantages and disadvantages. In order to make an informed choice of teaching method(s) in the teaching and learning process MIE (2004) suggests that the teacher must be aware of existence of varied teaching methods, the strengths and weaknesses of each and the purpose each of the method can serve. In addition the teacher must know how each method can be used in practice.

Mwangi (2005) suggested that an application of varied methods of teaching and instructional resources (print and non-print) was important in enhancing learners' achievement in a subject. This is based on the fact that teachers are obligated to ensure that all students in a class learn effectively. This challenge of gaining everyone attention

at once in class is co-joined with the learners preferred learning styles thus necessitating adopting of different methodologies within the same lesson (Vondracek, 2009). In view of this, teachers modify their steps as they see it fit. The process is also useful and productive for every learner because it involves a variety of learning methods that take cognizance of multiple learning preferences among learners in the class. However, the advise by Vondracek (2009) from which Kiswahili teachers can borrow, the use of multiple methods need to engage as many learners as possible while aligning the methods with the content being learned

Teaching KCW in secondary schools has been ongoing for years. During the time Kiswahili teachers have applied different pedagogical methodologies in a variety of compositions and getting varied outcomes in terms of learners' achievement. Bourner (1997) discussed a number of learning outcomes that could guide Kiswahili teachers in using a variety of methodologies to teach KCW. One of the rationales is to disseminate up-to-date knowledge which essentially gives the learner a chance to explore ideas beyond what was learned at previous level of education. Based on this factor, the Kiswahili syllabus at secondary level of education has indicated that one of the expected learning outcomes is to build on the knowledge gained at the primary level of education (KIE, 2006). The syllabus has further outlined a variety of methodologies that can be utilized in achieving the outcomes.

Another outcome is to develop capability to use ideas and information. Bourner (1997) argues that the capacity to use ideas and information involves moving beyond

comprehension of a principle in the abstract, to an appreciation of its range of applicability, where, when and how it is appropriate to use it. This can be equated to what Kuhlthau, Maniotes and Caspari (2007) refer to as engaging students in learning so that they develop the skills and knowledge they need to function in today's world. To this end Kuhlthau, Maniotes and Caspari (2007) argue that the recipe for success anchors on pedagogical approaches engaged by the teacher. Therefore, teachers are charged with the great challenge and to engage students in learning that develop skills and knowledge that provide opportunities to move beyond being passive recipients of knowledge and skills.

The third learning outcome is developing critical faculties. According to Bourner (1997) the rationale for this outcome is to develop the ability to test ideas and evidence. Thus learners' ability to use their critical faculties means that they gain the capacity to assert themselves with supportive statements.

In yet another and fourth complimentary outcome Bourner (1997) argues that learning should develop the learner's ability to generate ideas and evidence. Developing critical and creative faculties respectively is considered as a two sided equation.

The other outcome is to facilitate the personal development of the learners. According to Bourner (1997), personal development impacts in a major way on the effectiveness of their professional roles. To this end Plato one of the great thinkers regarding nature of education envisaged that education entails building of 'character' as much as 'intelligence' (DfES, 2003). Dewey, the 20<sup>th</sup> century American thinker also held the view



that education is part of an overarching social-political project where meaningful education is linked to the learner's own attempts to solve problems arising from their own fundamentally social experience (DfES, 2003). So even from this early times education aims at creating a sense of social responsibility through harnessing the individual's development to the betterment of society.

Developing the learner's capacities to plan and manage own learning is another outcome. As indicated by Bourner (1997) the rationale for this is to encourage learners to be responsible for, and in control of their own learning. In this sense they become independent problem- solvers without heavily relying on teachers. This is because they are able to engage fully in the pedagogical process as guided by the teacher.

The envisaged hybrid model for teaching Kiswahili composition writing is depicted in Figure 2.1.

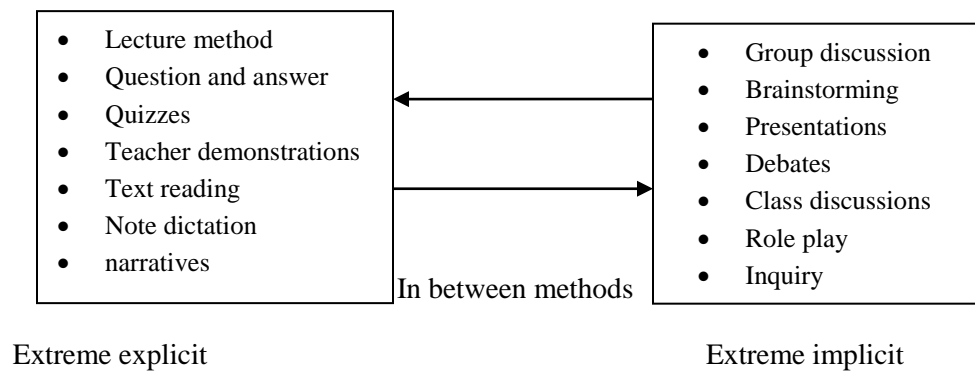


Figure 2.1: Hybrid model for teaching KCW

Source: Adopted and modified from Nasibi (2003)

## 2.9 Theoretical Perspective

This study epitomizes the cardinal principle that describes a coherence of various classroom pedagogic activities that enhance educational experience for the learner. The basis for gaining understanding into this dynamic process anchors on Systems Theory while Gerlach and Ely model (1971) suffices as the major functional element for the study. The theory underscores the importance of a system and its elements as core to the instructional system. Systems theory as a concept has pervaded all fields and penetrated many areas giving birth to large family of systems approaches (Ryan, 2008). The theory is traced to the 1954 Von Bertalanffy's theory of open systems which is the precursor to General Systems Theory (GST) that gained prominence in the mid twentieth century.

The Gerlach and Ely model (1971) model on the other hand is an outgrowth of GST. The phenomenological and philosophical origin of the model is traced to Giles (1973) Communication Theory, which entails careful, systematic, and self-conscious and analysis of phenomena to be communicated as espoused Griffin (1991). The model presumption of systematic approach to pedagogical process with the teacher as the instructional designer becomes an appropriate locus for this study on Kiswahili composition writing.

A system as defined by Romszowski (1981); Nasibi (2003) and Muriithi (2015) is a set of elements or components which are interrelated and works towards an overall objective. Twoli, Maundu and Kithinji (2007) assert that a system can be a social entity like an education system which interacts with its environment through the principle of

equifinality by receiving the input from the surrounding and giving back to the same environment. In this regard Ayot and Patel (1992); Nasibi (2003) all agree that the survival of a system rests on its interaction and adjustment to the larger environment or what Miller (1978) and Richey (1986) refer to as the supra system. As such the ultimate function of a system is determined by the component process operating with the target system. This environment provides the input and resources, establishes constraints, receives products from other systems and establishes its own stability.

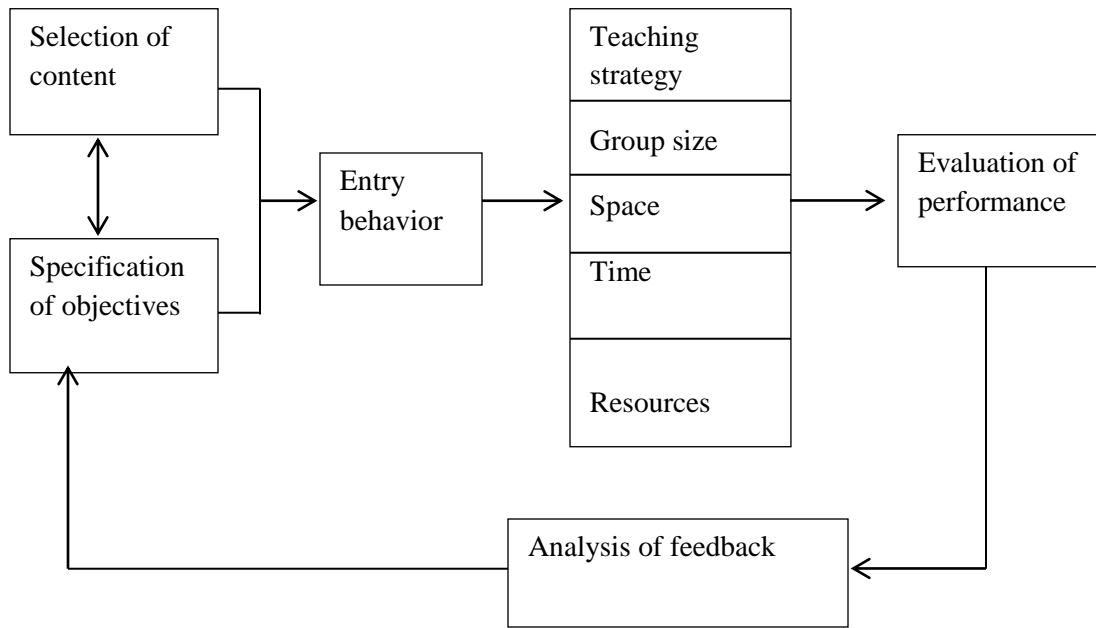
Based on this observation, the education system has the basic components of a system; these are; input in form of learners, teachers and other resources, output in form of learners possessing various skills, knowledge, values and attitudes, and the process which entails the pedagogical process. In addition education system, just like other systems is characterized by being goal oriented, has inter-relating elements in form of people, resources and facilities, harmonious relation of the elements for effective attainment of its goals and finally, it gives feedback about pedagogical process to maintain productivity.

As earlier intimated systems theory begot various approaches of which systems approach, major locus for this study rests. Systems approach highly relies on empirical data and evidence traced to the 1600s work of Comenius on methods of improving instruction. It was later strengthened by Johann Herbart (1800) and Joseph Mayer, a disciple of Herbart in (1890s). Later the works of Edward Thorndike (1920s) on learning theory, Franklin

Bobbitt (1920s), Skinner (1958) Lumsdaine and Glaser (1960) added more value to the approach. However, the systems approach procedures as applied today are directly linked to Gagne (1962), Glaser (1962, 1965), and Silvern (1964) especially the concept of systematic instruction. Various systems approach models evolved from the thinking of these scholars. Among the models Gerlach and Elly model (1971) suffices as the most appropriate to explain the functional elements for this study since it embeds the learning achievement on pedagogical methodology adopted by the teacher.

The model was developed in response to great need to comprehensively view teaching and learning process. According to Gerlach and Elly (1971), the model attempts to explain the elements of a pedagogical process while establishing a relationship to the media of instruction (Grabowski, 2003). The model as summarized by Nasibi (2003), Twoli et al (2007) and Muriithi (2014) gives ten stages of systematic instructional design and implementation with the following elements of systematic approach to teaching and learning. These are include; specification of objectives, selection of content, assessment of entry behavior, determination of teaching strategy as well as organization of learners into groups. The other stages include; allocation of time, provision of learning space, selection of learning media and resources, evaluation of performance and finally, analysis of feedback.

The integration and interdependence of elements of the model are conceptualized in Figure 2.2



*Figure 2.2: Gerlach & Elly Model (Source: Gerlach, V S. & Donald P. E 1980)*

The operationalization of the model with regard to Kiswahili composition writing implies that the Kiswahili teacher uses the syllabus to select the specified content in composition writing. In this regard the Kiswahili syllabus forms the basis for presenting the learner with situations that elicit exploration of ideas as contented by Njogu and Nganje (2006). This in turn assists the teacher to formulate appropriate instructional objectives in relation to the entry behavior of the learners. This entry behavior entails the pre-requisite knowledge the learners have on KCW thus forming the starting point for the pedagogical process (Muriithi, 2014). In turn the behaviour also determines the methodology be used by the teacher as indicated by Nasibi (2003).

Further, the Kiswahili teacher will select appropriate methodology (either explicit or implicit) to teach specified topic or subtopic in a manner that allows learners to explore

and organize ideas in written compositions as envisaged by Goodburn (2004); Swenson, Wirkus and Obukowitz, (2009). This subsequently determines the effectiveness of learning outcome. In addition factors like the size of class, the learning space available, time allocated for class activities and utilization of learning resources become the driving forces of pedagogical dispensation as the Kiswahili teacher structures the classroom environment for effective learning.

At every stage the pedagogical process is evaluated in line with the content and the objectives as envisioned by Ayot and Patel (1987); Nasibi (2003) and Twoli et al (2007). In this aspect of KCW it means that Kiswahili teachers get feedback of the effectiveness of learning through assessment- mainly done through observation, assignments, tests and examination. This forms the gist of analyses of the feedback which in turn becomes the yardstick to measure the effectiveness of the entire pedagogical process.

## 2.9 Conceptual Framework

The relationship between the variables under investigation in this study was conceptualized as indicated in Figure 2.3 below.

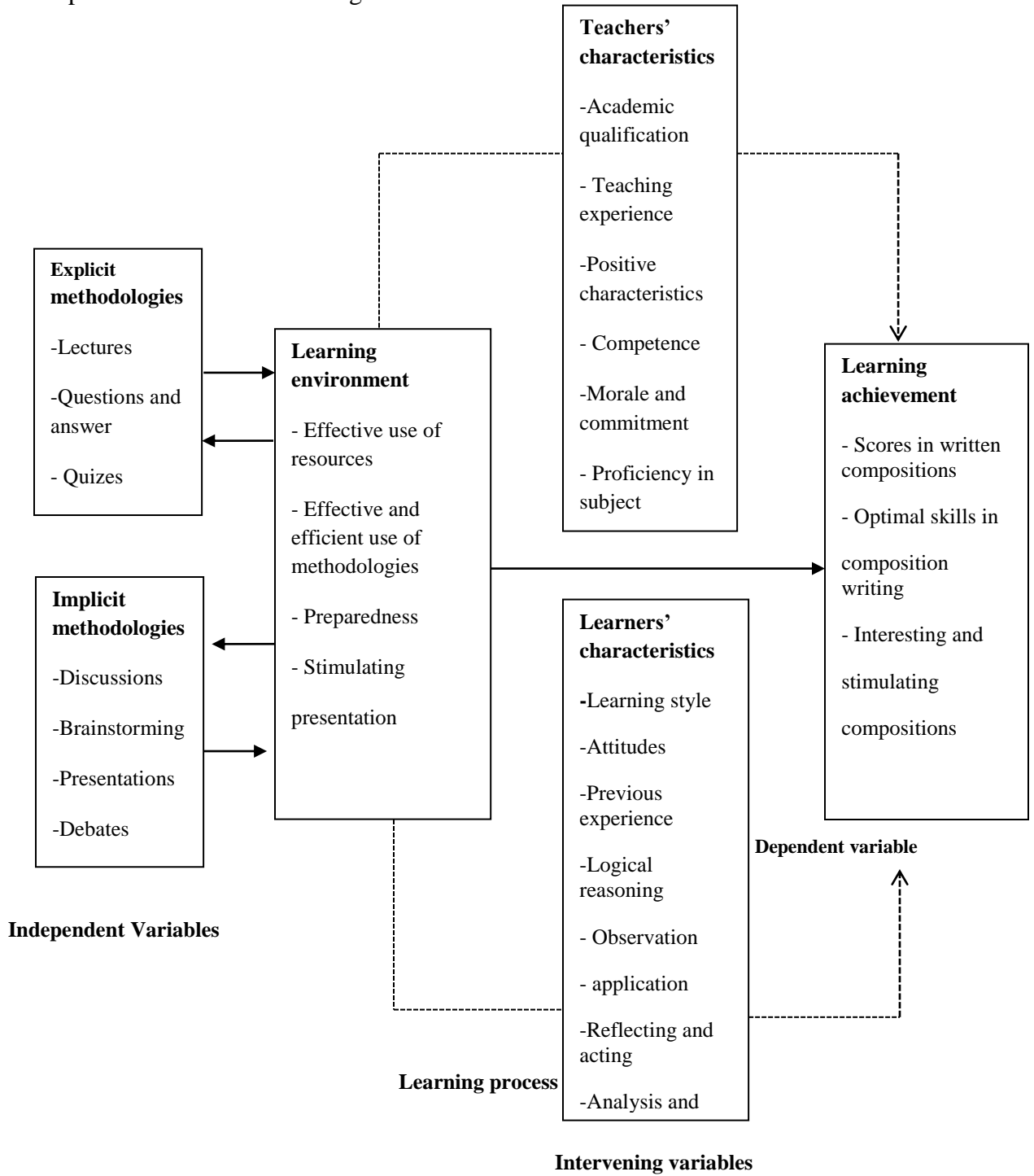


Figure 2.3: Conceptual Framework.  
Source: Adopted and modified from Odundo (2005)

Learning achievement which is the dependent variable for the study can be affected by in and out of school factors. The learning outcome anticipated in this study can be measured by a number of factors such as; scores in written compositions, acquisition of optimal skills in composition writing and writing interesting and stimulating compositions. However, this achievement is influenced by a number of factors. Factors that directly contribute to the achievement are found within the pedagogical process. For this matter the pedagogical methodologies depicted by the model form the independent variables of the study. Their variation of which produces different learning outcomes. Other factors that are likely to influence the learner achievement within the pedagogical process include the school environment, nature of curriculum, Kiswahili teachers' competence, learners' attitudes and interests, availability of resources among others. These can be construed as the intervening variables of the study, which might have a bearing on the learning outcome.

This relationship is conceptualized in Figure 2.3 where Kiswahili teacher's adoption of pedagogical methods during KCW goes hand in hand with presentation of content as well as aligning teaching –learning environment in way that stimulates thinking and acquisition of knowledge. Again, commitment to work, proficiency in subject matter and creating warm interpersonal relationship with the learners creates a healthy learning environment. At the same time, optimal learner achievement pays attention to different learning styles thus adopting interactive learning process that target most of these styles. Besides that, learning materials help to make learning process more interesting and interactive.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the methods applied in carrying out this research study. The chapter entails the following sections; the research design, the target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, administration of the instruments the data analysis techniques and operationalization of the study variables.

#### **3.2 Research Design**

The design for this study was quasi-experimental research design by use of pre-test and post-test non equivalent groups. The design was considered appropriate for this study because of its ability to test causal relationships about manipulable causes (Shadish, Cook & Campel, 2010). Mugenda (2008) recommends the design in social sciences because of the disciplines' nature to assess outcomes of social programmes. The design provides an alternative to experimental design in that it can be carried out in field settings and does not require that the experimenter have the ability to equalize groups by random assignment of subjects (Nachmias & Nachmias, 1996; Borg and Gall, 1989). Since it is difficult to obtain equivalent groups in the absence of strict random assignment, the pre-test and post-test nonequivalent group was therefore most feasible as intimated by Mugenda (2010).

Since the design can be used in natural field setting like the classroom situation applied in this study, then some pitfalls that can arise from artificiality of the laboratory can be avoided as argued by Mason and Bramble (1991). Quasi experiments are thus practical, feasible and can be generalized since they provide control and experimental group when and to whom the measurement is applied (Best & Kahn, 2008).

It is for these reasons that the researcher opted to use the design, since it was based in natural field settings where learners were naturally assembled in their intact classes as indicated by Best & Kahn (2008). Consequently, the researcher sought to obtain baseline data from the sample that would receive intervention. It is for this reason that the study sought to determine the effects of pedagogical methodologies in classroom instruction. To this end pretest – posttest non-equivalent group design was used where two or more groups that cannot be assumed to be equal on all relevant characteristics used for a study as contented by Shadish, Cook & Campel (2010). This allows the pretest to be used as the covariate in the analysis of covariance (Best and Kahn (2008). Even though the study assumed a common characteristic of students, it was not possible to control all intervening characteristics of the subjects since the research was conducted in diverse natural setting. This is because random assignment to experimental and control treatment does not apply thus the equivalence of the groups may not be assured (Best and Kahn (2008).

Based on the foregoing the study used two groups were selected for experimentation on the effects in use pedagogical methodologies. One group was taught using two explicit teaching methodologies (EXP) namely; lecture and question and answer pedagogical

methodologies respectively. The second group was taught using implicit (IMP) teaching methodologies namely; brainstorming and group discussions methodologies respectively. The two groups were taught four Kiswahili compositions falling in two categories namely; functional writing comprising of *barua rasmi* and *ratiba* compositions and on the other hand *non-* functional writing which comprised *insha za mdokezo* and *mahojiano* compositions.

Prior to the introduction of the teaching methodologies under investigation a diagnostic test was administered to pre-test the entry behavior with regard to Kiswahili composition writing. Another test was given after undergoing instruction using the methodologies whose effects was being tested. The mean scores of the two groups were compared as basis for making deductions about the methodologies used. A standardized criterion was used to mark the written compositions and the subsequent score gave the performance as an indicator of learning achievement in Kiswahili composition writing.

### **3.3 Study Population**

The study targeted Kiswahili teachers and Form One students in Garissa County distributed in 17 secondary schools. The Kiswahili teachers in the schools total to 27 while the number of Form One students was 11,861 students (D.E.O, 2012). This forms an accessible population of 17 schools and 27 Kiswahili teachers and 11861 Form One students in that order.

### 3.4 Sample and Sampling Procedures

The sampling procedures employed both probability and non-probability sampling techniques. Two schools were randomly selected within the municipality where it was relatively safe to conduct the research. One school was a boys' school and the other a girls' school. The schools were also randomly assigned the methodology to use for the study. Since the Kiswahili teachers were few, all the 7 Kiswahili teachers in respective were purposely selected. To attain the sample size for the students' population following formula as indicated by Kothari (1990) was used.

$$n = \frac{z^2 \cdot p \cdot q}{d^2}$$

Where n = desired sample size if population is > 10000

$z^2$  = normal deviation at the required confidence level (1.96 at 95%)

p = proportion estimated to have the characteristics (50% if unknown)

q = 1-p

$d^2$  = the level of significant test (0.05)

Thus:  $\frac{(1.96)^2 \times 0.5 \times (1-0.5)}{(0.05)^2} = 384.16$

$$(0.05)^2$$

When applying the above formula therefore, a sample of is 384 students would be reached. Since the Form One students in the study schools would not reach this number, all 254 Form One students were selected to participate in the study.

### **3.5 Research Instruments**

The research used mixed methods approach using a combination of qualitative and quantitative methodologies. According to (Mugenda 2009) this approach is deemed fit when carrying out a study to accomplish research goals, which require diverse information from diverse stakeholders. For this reason the study triangulated data collection for the purpose of mixing diverse information regarding the pedagogical process. This method of data collection is further analysed by Best and Kahn (2008) one that entails using more than one method or data in the study of a social phenomena resulting in greater confidence in findings. In this study therefore, it was envisaged that the use of different data collection methods would help in dealing with complexities of use of pedagogical methodologies and learners' achievement in Kiswahili composition. Hence the study used four data collection methods. One of them was four tests designed to test writing of the following Kiswahili compositions; *barua rasmi*, *ratiba*, *mahojiano* and *insha ya mdokezo*. The other methods included; a Questionnaire for Teachers (QT), a Questionnaire for Students (QST), a Lesson Observation Schedule (LOS) and a Document Analysis guide (DA).

#### **3.5.1 Teacher and student questionnaires**

The study used two sets of questionnaires; one for the teachers and one for the students. These instruments were designed for self-completion by teachers and students. The preference for the questionnaire for teachers was based on the fact that the respondents would be able to complete it without help. As for the students' questionnaire, it was

envisaged that with prior guidance, the students would be able to complete it. The questionnaires, as emphasized by Best & Kahn (2008) and supported by Cohen & Manion (2007) were anonymous and were considered cheaper and quicker than other methods while reaching out these two categories of respondents' sample.

#### **3.5.1.1 Questionnaire for teachers (QT)**

The questionnaire for teachers provided in-depth data about their opinion regarding the effectiveness and appropriateness of pedagogical methods. The questionnaire was divided into four sections A B C and D. Section A entailed the personal information which included gender, age, length of service, level of education and weekly workload. Section B comprised 16 items on five point Likert scale focusing on the teachers' opinion regarding appropriateness of pedagogical methodologies with regard to four composition types. Section C also comprised 16 items on five point Likert scale focusing on the teachers' opinion regarding effectiveness of pedagogical methodologies with regard to the four composition types. Section D consisted of three structured items, which focused on challenges experienced by Kiswahili teachers while teaching Kiswahili compositions in their schools. The QT is attached here as Appendix II.

#### **3.5.1.2 Questionnaire for students (QST)**

The questionnaire for students provided in-depth data on their attitudes towards the four types of Kiswahili compositions as well as their opinion regarding pedagogical methodologies used by Kiswahili teachers in teaching those compositions. The questionnaire was divided into two sections A and B. Section A comprised of personal

information of the students. The section sought information on gender, age and scores in four pre-tested and post-tested Kiswahili compositions. Section B contained twenty (20) items on five point Likert scale establishing students opinion on pedagogical methodologies used to teach the four types of compositions by their Kiswahili teachers. The QST is attached here as Appendix III.

### **3.5.2 Lesson observation schedule (LOS)**

The LOS was included as a research instrument to purposefully seek information on how Kiswahili teachers conduct instruction in Kiswahili composition writing in their schools. The observation schedule also helped to evaluate the application of pedagogical methodologies as used by Kiswahili teachers to teach composition writing. In doing so the lesson observation schedule was structured to find out how teachers prepare for their Kiswahili composition lessons, how they present the lesson content and how they engage the learners in the lesson development. In addition the LOS also captured how Kiswahili teachers utilized learning resources during the lesson and how they evaluated learners' understanding. It was also used to find out if the Kiswahili teachers employed the pedagogical methodologies appropriately in teaching KCW. This was meant to strengthen interpretation of the data from the QT and the tested compositions. The LOS is here in attached as Appendix IV.

### **3.5.3 Document analysis guide (DA)**

The DA was designed to seek information about utilization of resources during teaching and learning process, use of professional documents as well as analysing written

compositions for strengths and errors. The use of the DA was meant to complement the data gotten from the standardized criteria used for marking of Kiswahili compositions. The DA thus sought information about the school type, number of streams, student population and the number of students who have joined university in the previous five years. The DA also sought information on availability and adequacy of resources for Kiswahili teaching in addition to checking of professional preparation by Kiswahili teachers. Further the DA was used to analyse written compositions in terms of frequency of errors and adherence to stylistic approaches expected in the four tested compositions in line with the Kiswahili syllabus. The information generated by the DA was meant to supplement the data from other instruments thus gaining more insight to the effects of the pedagogical process to the dependent variable of the study. The DA is attached herein as Appendix VI.

#### **3.5.4 Tests in written Kiswahili compositions (TKC),**

The TKC was used as a tool to get learners' scores in form of four written compositions as tested in Kiswahili paper 1A (*Insha*) of the KCSE. The scores were used as the measure of learners' achievement. A standardized marking criterion used by the KNEC in marking Kiswahili compositions was used in marking of the students compositions. The criterion is appended herein as Appendix V. The four compositions were; *barua rasmi*, *ratiba*, *insha za mdokezo* and *mahojiano*. Both *barua rasmi* and *ratiba* tested skills in functional writing. While *barua rasmi* entailed application of these skills in official letter writing, *ratiba* tested how learners can apply functional skills in organization and preparing of programme for various events such as; school sports day, parents meeting, prize giving



and other programmes outside the school set up. The test in *insha za mdokezo* was meant to test skills in exploration of ideas from a given statement, which the learner was expected to develop fully. On the other hand *mahojiano* tested learners in application of skills in dialogical conversation depicting two characters such as; a teacher and a student, a teacher and a parent, a parent and a child among others.

The written compositions were based on the general objective of KCW as stipulated in the Kiswahili syllabus for secondary school in Kenya. The objective is to develop in learners extensive skills in expression in writing (KIE, 2002; 2006). In this regard the evaluation of every composition focused on the parameters shown in Table 3.1 as stipulated by KIE (2006), from which KNEC has developed the criterion. The tested composition as are attached as Appendices VII, VIII, IX and X

*Table 3.1*  
*Parameters for evaluation of Kiswahili compositions*

<b>Kiswahili</b>	<b>English</b>	<b>Parameters</b>	<b>Score</b>
	<b>equivalent</b>		
Maudhui	Content	Confining to the theme with adequate points	5
Msamiati	Vocabulary	Correct use of words and variety	5
Sarufi	Grammar	Adherence to rules	6
Mtindo	Style	Adherence to the style	4
Hijai/Tahajia	Spellings	Appropriate and correct spellings	*-3
<b>Total</b>			<b>20</b>

Key: \*-3 indicate the maximum marks that can be deducted from the total of a composition due to spelling mistakes. This No computed by multiplying the errors by a half up to a six errors.

### **3.6 Piloting of study instruments**

To enhance validity of the study instruments, a pilot study was carried out in two public secondary schools in Garissa County. According to Mugenda and Mugenda (1999) a 1.0% to 10.0% pre-test sample is recommended in a population with similar characteristics with the study population. In this case, the six (6) Kiswahili teachers in the two schools were selected for the purpose while thirty (30) students were randomly selected in the two secondary schools for this purpose. This was done to determine whether there were ambiguities in any item, if the instruments could elicit the type of data anticipated, to indicate whether the research objectives had been appropriately addressed, thus enhancing their validity and reliability. It was also done to indicate whether the type of data collected would be meaningfully analyzed in relation to the stated research objectives (Kinyua, 2001). The pilot study revealed deficiencies in the instruments which were addressed before the main study.

#### **3.6.1 Validity of the instruments**

Validity determines whether the research truly measures that which it is intended to measure or how truthful the research results are (Mugenda 2009; Mwanje, 2004). In this research, all the five research tools covered the same over-lapping themes and objectives so that the data obtained is clarified illustrated and they also complemented each other. As a whole, the harmonization helped strengthen the validity of the research.

The use of triangulation helped in strengthening of the research study and enhancing its rigor as observed by Mwanje, (2004). Mwanje (2004) further adduces that triangulation of methods; methodology and the data can help reduce researcher bias, respondent bias and threat to validity. The process therefore gave this research sound basis to claim that it had established its objectives. Content validity was used to check the representation of the research questions in the research instruments. This was realized in consultation with the university supervisors who examined the representativeness of the questionnaires' content in order to determine the content validity. The supervisors indicated the areas that the content needed adjustment. The draft questionnaire was piloted for validity and reliability. The pilot study indicated areas that needed re-adjustment or alterations as follows.

The teachers' questionnaire contained three sections with 32 items prior to pre-testing. These were increased to four sections to provide room for explanations. This was after establishing that Kiswahili teachers avoided giving short explanations alongside their responses on effectiveness and appropriateness of teaching methodologies. The questionnaire for students too was adjusted to add a third section so as to capture their opinions regarding the methodologies used to teach Kiswahili composition. Therefore, the items were increased from 26 to 45.

The lesson observation schedule was also adjusted after pre-test to include some relevant information regarding lesson presentation by Kiswahili teachers. Subsequently the items were increased from 17 to 23. During the pilot study, it was also established that there was need to analyse errors made by students in written compositions, availability of resources in sample schools, previous KCSE Kiswahili performance as well as keeping and

updating of professional documents by Kiswahili teachers. The study therefore, proposed to use document analysis instrument to enhance the measure of the dependent variable. The amendments were discussed with university supervisors before the main study and appropriate adjustments were made.

### **3.6.2 Reliability of the instruments**

Reliability refers to the extent to which results are consistent over time and accurate representation of the total population under study. This implies that if the results of a study can be produced under similar methodology, then the instruments are considered reliable (Mugenda, 2008). It also implies the consistency of scores obtained by the same persons when re-examined with the same test on different occasions or with different sets of equivalent sets of items (Best & Kahn, 2008). An instrument that has adequate test-retest reliability gives the same results if an individual is re-tested while remaining in similar conditions (Mwanje, 2004). To determine the reliability of the study questionnaires, Cronbach alpha coefficient for internal consistency ( $\alpha$ ) was used. The technique was considered since it requires a single administration and provides a unique, quantitative estimate of the internal consistence of the scale as posited by Mugenda (2008). This coefficient for internal consistency is computed as follows;

$$\alpha = Nr / (1 + r (N - 1))$$

Where  $r$  = the mean inter-item correlation

$N$  = the number of items in the scale

A reliability coefficient value of between 0.70 and 1.0 is considered acceptable and adequate in most social science researches (Wells & Wollack, 2003; Best & Kahn, 2008).

This coefficient was used for this study since it is argued to give finer estimates when testing the reliability of Likert scale (George & Mallery, 2003) as was the case in the study. Using the formula the reliability coefficient for the teachers' and students' questionnaires revealed coefficients of 0.90 and 0.89 respectively hence the instruments were deemed reliable.

The study further tested the reliability of the scores of the pre-tested and post-tested Kiswahili compositions. Using the Pearson Product Moment Correlation (r) given as;

$$r = \frac{\sum (zx) (zy)}{N}$$

A correlation coefficient of 0.72 was established indicating that the pre-test and post test scores had strong correlation hence the data on scores was considered reliable.

### **3.7 Data Collection Procedures**

The introductory letter from the university enabled the researcher to obtain research permit from the National Commission for Science, Technology and Innovation (NACOSTI) before conducting the research. Subsequent clearance was sought from the County Commissioner, County Director of Education as well as the Principals of the participating schools. Upon clearance, the researcher visited the experimental schools to conduct the research. This involved pre-testing and post-testing the Form One students in four compositions namely; *barua rasmi*, *ratiba*, *insha za mdokezo* and *mahojiano* as well as conducting lessons based on the methodologies under investigation.

Before engaging the Form One students and the Kiswahili teachers in the study, a three day seminar was organized to orientate them on the nature of the study. After the seminar, all the Form One students in the experimental and control schools were pre-tested in the four compositions. This testing was spread over two weeks. After the pretesting, the researcher engaged the Kiswahili teachers in teaching composition writing using selected methodologies. The Kiswahili teachers in the experimental school sampled for explicit methods were required to teach the four compositions using lecture and question and answer methods respectively. On the other hand, Kiswahili teachers in the second experimental school were required to teach the same compositions using implicit methods, notably; brainstorming and group discussion.

The exercise was carried out for eight weeks of the second term during the normal school programmes. During the time, the researcher observed the scheduled Kiswahili composition lessons in both schools and made appropriate remarks using the LOS. At the end of the term, the researcher organized a one day seminar for the two participating schools prior to filling out of the study questionnaires. The seminar aimed at minimizing errors while respondents filled out the questionnaires as well as clearing any ambiguities therein. Once the Kiswahili teachers and the Form One students filled out the questionnaires, a post-test evaluation test was administered in the four compositions. The exercise was spread over a period of two weeks. The scores attained were recorded against their pre-test scores in preparation for analysis.

The marking of the tested compositions engaged Kiswahili teachers who are trained by KNEC in marking of Paper 102/1 (Kiswahili composition). To enhance objectivity, students were asked to use codes rather than own names during the pre-test and post-test while teachers were not required to mark compositions from their own schools. The scoring of the achievement tests was done using the KNEC criterion appended as Appendix V. Confidentiality and objectivity was maintained during the entire process.

In order to further analyze the tested compositions, the researcher revisited the two sampled schools at beginning of the third term of the school programme, and randomly sampled ten (10) compositions from each school. This exercise was meant to scrutinize and analyze errors and other weaknesses the students made in the process of writing the tested compositions. This analysis was guide by the use the document analysis tool appended here as Appendix VI.

### **3.8 Data Analysis Techniques**

Once the data were collected, it was cleaned. This involved determining inaccurate, incomplete, or unreasonable data to improve the quality through correction of detected errors and omissions. The study generated both qualitative and quantitative data. According to Best and Kahn (2008), massive data collected from questionnaire, observation guide and composition analysis guide require organization into significant patterns in order to reveal the essence of the data. The questionnaires generated both quantitative and qualitative data while the observation guide and the composition analysis guide generated qualitative data. The written compositions generated quantitative data.

Quantitative data was first cleaned, edited for any irregularities and the closed ended responses coded. Data were then entered in the computer using Excel and STATA programme for cleaning and analysis. Logical checks and frequency runs were made on all variables to further the accuracy and consistency of the data and identify any outliers before actual data analysis.

The qualitative data generated from the study instruments was analyzed using the means, frequencies and percentages interpreted in relation to the study population. Much of this data was generated using the five point Likert scale in the study questionnaires. This mainly focused on rating of teaching methodologies and the learners' attitude towards Kiswahili composition writing. The responses in the scale were rated and scored respectively as; Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The total sum of the responses in each item from SA to SD were added up and divided by 5 which was the number of options in the Likert. The scores obtained were multiplied by the value in each category and then divided by the total sum. The mean was revealed by dividing the sum by 5. Responses with mean coefficient between 0.00-1.49 were interpreted as SD, those between 1.50-2.49 as D, those between 2.50-3.49 as UD and 3.50-4.49 as A while those with coefficients between 4.50-5.00 as SA. The other category of qualitative data was generated by the LOS and the DA. This was in form of statements regarding the parameter to be observed or analyzed. Thematic interpretations were made to triangulate data from the other instruments. This was also accompanied use frequencies, means and percentages about the sample to strengthen the findings.



To make inferences about quantitative data, the study used t-test and linear regressions to generate models for various variables. In the process of generating a model, the researcher identified the predictor variables for each of the study objectives, and correlated the identified variables against the criterion (output or learning achievement) to determine how strong the variables related. The first four research hypotheses used the linear regression equation  $y = mx + c$ ; where  $y$  is the output/outcome variable (grand score),  $x$  is the independent variable (teachers' rating of appropriateness or effectiveness of methods) while  $C$  is a constant.  $M$  can be construed as the slope, or correlation. Hence  $m=(y-c)/x$  or if  $c=0$  we have  $m=y/x$ .

For the fifth research hypothesis, the multiple regression equation,  $y = mx + d + \dots + c$  or  $y = m_1x_1 + m_2x_2 + \dots + C$  was used. In the regression analysis, the  $R$  value is the slope of the linear regression model, such that if the  $R$  value is close to 0, the change in  $y$  (dependent) variable over the relative to the change in  $x$  (predictor variable) is very small, the larger this value is, the less random the values are. The  $p$  value, which describes the significance of the model was set at 0.05, thus any value above this, the variable was concluded not significant while any variable with a  $p$  value less than or equal to 0.05 was considered to be significant predictor of the outcome variable.

### **3.9 Operationalization of variables**

Basically the study sought to determine the effects of explicit and implicit pedagogical methodologies on learner's achievement in Kiswahili composition writing. In this perspective learning achievement (the dependent or output variable) were the scores

attained in four tested compositions. These were; *barua rasmi*, *ratiba*, *insha za mdokezo* and *mahojiano*. Marking and scoring of the compositions was based on the standardized KNEC criterion attached here as Appendix V. The criterion was used in both pre-tested and post-tested Kiswahili compositions as a measure of learning achievement in Kiswahili composition writing. The average score attained in the four compositions by each learner was used as the mean for establishing the outcome of using the methodology under investigation. In this case it was referred to as the grand score for the purpose of making interpretations.

The explicit and implicit methodologies constitute the independent variables or the input variables of the study. To establish the appropriateness of the methodologies as investigated, teachers were asked to rate various methodologies by responding to the 16 items captured under part B of the teachers' questionnaire. The responses in the scale were rated and scored respectively as; Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The mean revealed by the responses was used to interpret the appropriateness of the methodology under investigation. Responses with mean coefficient between 0.00-1.49 were interpreted as SD, those between 1.50-2.49 as D, those between 2.50-3.49 as UD and 3.50-4.49 as A while those with coefficients between 4.50-5.00 as SA. In this case the mean-score was interpreted as either appropriate or inappropriate.

Further tests were done to establish the relationship between the rating and learners achievement in Kiswahili composition writing. A t-test analysis was done to establish the

mean statistical difference between the mean scores and rating of the methodologies. On the other hand simple linear regression was done using the outcome from the statements and the average score or grand score obtained from the four compositions to establish the relationship.

In order to establish effectiveness of the methodologies being studied, the same procedure was repeated while using the statements in part C of the teachers' questionnaire. In this case the mean revealed by the responses was used to interpret the effectiveness of the methodology under investigation. Those tending towards SA reflected that the methodology was rated highly effective while towards SD indicated methodology rated less effective. Those which tended to cluster around UD were considered undecided and thus interpreted as neutral implying that teachers considered any method effective in given circumstances. Similarly a further test using the linear regression established the relationship between the rating and learners achievement in Kiswahili composition writing. This was used to make conclusion about the effectiveness of the methodology.

To respond to the fifth research hypothesis, learners' statements regarding various Kiswahili compositions were captured under part A and B respectively in the students' questionnaire. The responses also used the scale ranging from Strongly Agree to Strongly Disagree. Using the same procedure as applied in the statements by teachers, the mean revealed indicated learners opinions regarding the methodologies used in Kiswahili composition writing. Those tending towards SA reflected high rating of teachers' application of methodologies while those towards SD indicated low rating. Those which

tended to cluster around UD were considered undecided and thus interpreted as neutral implying their opinions varied depending on type of composition, the teacher or the methodology used to teach the content.

To take care of intervening variables that may affect the methodologies outcome, the study envisaged the use of an observation schedule and document analysis guide. This was further enhanced by the personal and school characteristics captured in the study questionnaires. In the observation schedule, the study sought to capture, how Kiswahili teachers prepared their composition lessons, presentation of the lesson, accuracy and mastery of the content. The guide also tried to establish how Kiswahili teachers engaged learners in the lesson, use of resources and evaluation of learners. The items were rated on a five point scale ranging from very good (5), good (4), average (3), poor (2) and very poor (1).

The scale was considered objective in evaluating the lessons observed. On the other hand the document analysis tried to establish the frequency of errors learners made in tested Kiswahili compositions. The higher the frequency of the errors the more weak a composition was considered. The judgment was further enhanced by the KNEC standardized criterion attached as appendix V. To analyze the style used by learners in written compositions a five point scale namely; very good (5), good (4), average (3), poor (2) and very poor (1) was used to judge written compositions in terms of adequacy of points, length, adherence to the type, flow of ideas and paragraphing.

## **CHAPTER FOUR**

### **DATA ANALYSIS PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the results and discussion of the data. The data is divided into several sections. These include the response rate of the teachers' and students' questionnaires and their respective demographic data. The chapter thereafter presents the analysis of data based on the research objectives. The items in the questionnaires were grouped into themes on the research objectives. The data from the lessons observations, and document analysis were harmonized with the findings in the questionnaires and other tools. The data is presented by use of frequency distribution tables, pie charts and bar graphs as well as regression models.

#### **4.2 Response rate**

This section presents the response rate of the sampled population namely the Kiswahili teachers and Form One students. All the 7 (100%) questionnaires administered to the Kiswahili teachers were returned. Out of the 259 sampled Form One students, 250 (97%) duly returned the study questionnaires administered. Out of the same number of 259 Form One students, 254 (98%) participated in the four tested Kiswahili compositions. This potentially implies that the sample population had a high degree of yielding quality and valid data that subsequently improves data reliability (Kothari, 2001; Best & Kahn, 2008).

### 4.3 Demographic data of the respondents

The analysis of the demographic data of the respondents was divided into two sections. First, the demographic data of the Kiswahili teachers were presented and later the demographic data of the students at the study schools.

#### 4.3.1 Demographic information on Kiswahili teachers

The researcher sought to establish the gender of the Kiswahili teachers in the study schools. The Kiswahili teachers were therefore asked to indicate their gender. The data is presented in Table 4.1.

*Table 4.1*

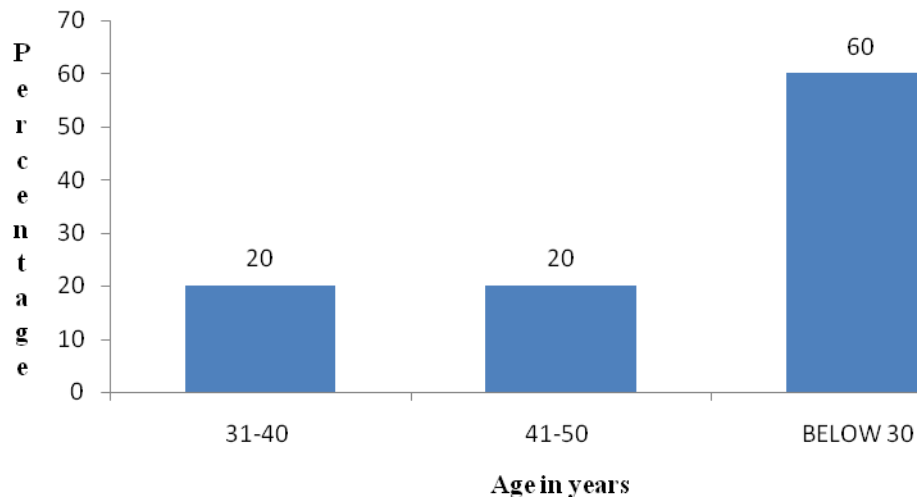
*Gender of the Kiswahili teachers*

Gender	School1 ( EXP)		School 2 ( IMP)		Total	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Male	4	40.0	3	30.0	10	100.0
Female	0	0.0	0	0.0	0	0.0
Total	4	100.0	3	100.0	10	100.0

Data on the gender of the Kiswahili teachers indicated that all the teachers 10 (100.0%) in the study schools were male. These findings were confirmed by the observation checklist. These findings attest to the findings of the National Policy for the Sustainable Development of Northern Kenya and Arid Lands in the year 2015. The policy revealed

that attitude and significant gender gaps in the regions inhibit females to develop, rise and transit in various levels (Ministry of Devolution and Planning, 2015).

The age distribution of Kiswahili teachers is presented in Figure 4.1.

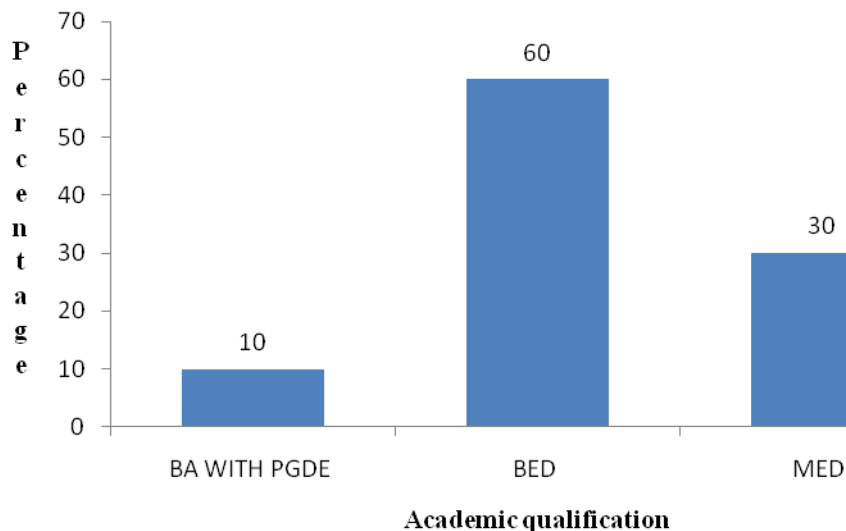


*Figure 4.1: Age distribution of Kiswahili teachers*

Data on the age of the Kiswahili teachers indicated that most of the teachers were aged below 30 years (60.0%) and a relatively lower equal number of teachers were aged between 31-40 years (20.0%) and 41-50 years (20.0%) respectively. One of the reasons that may be advanced on this situation is that most of the teachers seek transfers from this hardship and high risk county upon attaining the minimum five years of service in the TSC after employment (TSC, 2005). At the same time the high numbers of teachers below the age of 30 years is a subsequent result of young graduates seeking to get employment with the TSC once the vacancies are created by the departing teachers.

It was also observed that some of the teachers above the age of 30 years had opted to continue with their service in the County due to their responsibilities in their respective schools which attract some remuneration. Others had remained in the area because their transfers had not been approved by the TSC due to inadequacy of teaching staff across the country. At the same time some had remained in the County due to investments while others come from the neighbouring counties. Interestingly, only one Kiswahili teacher from the study schools was from the locality. This could be attributed to the County natives' attitude towards Kiswahili a Bantu language which is phonetically and morphologically distant from Somali language, a Cushitic oriented language.

The Kiswahili teachers were also asked to indicate their academic qualifications. The results are presented in Figure 4.2.

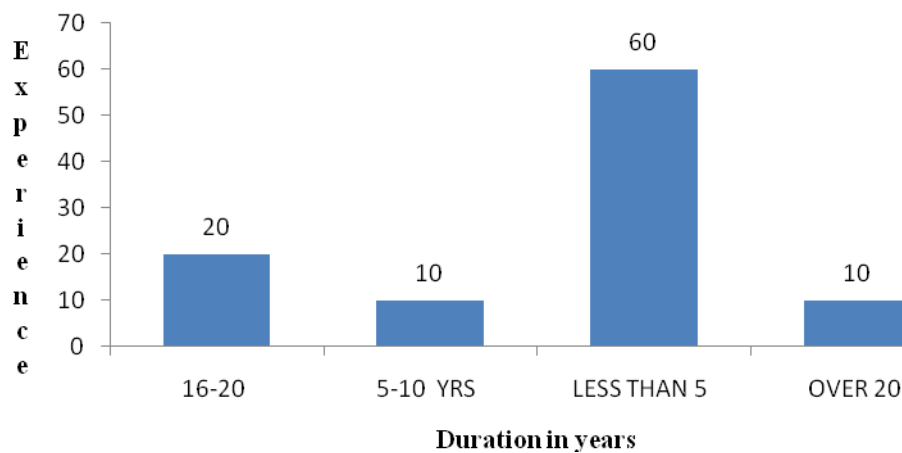


*Figure 4.2: Academic qualifications of Kiswahili teachers*



Data on the level of education showed that majority of Kiswahili teachers (60%) had a Bachelor of Education degree. Another 30% had a Master’s degree while 10% had a Post Graduate Diploma in Education (PGDE). This indicates that all Kiswahili teachers in the study schools had met the TSC requirements for registration as teachers and therefore qualified. The data also reveals that the increasing number of teachers pursuing courses after the first degree is an indication of value for further education in Kenya. Further education is rewarding both intrinsically and extrinsically.

The study also sought to establish the distribution of teachers by length of service. This is presented in Figure 4.3.

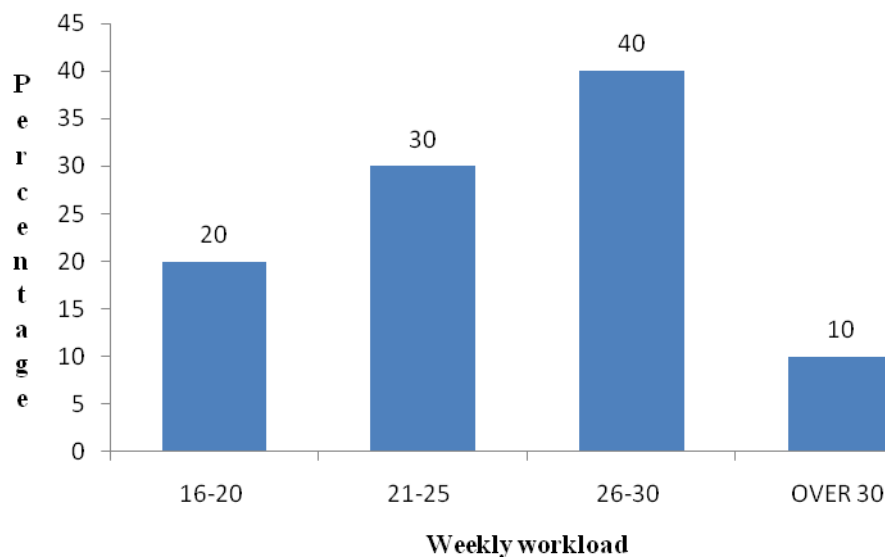


*Figure 4.3: Distribution of Kiswahili teachers by length of service*

Data on the duration of service of Kiswahili teachers in the study schools indicated that most of the teachers (60.0%) had served with the TSC for a period of less than five years. Another (20.0%) had served for a period between 16 – 20 years while (10.0%) the

teachers had served for a period of 5- 10 years, which was similar to those who had served for over 20 years. The trend indicates that the County is likely to suffer from shortage of experienced teachers given the strict TSC policy on transfers (TSC 2005) and the freezing of automatic employment of upon completion of training implemented by the government in late 1990s.

In addition, the study also sought to establish the Kiswahili teachers' workload. Data pertaining to this information is presented in Figure 4.4.



*Figure 4.4: Kiswahili teachers' weekly work load*

The data on Kiswahili teachers' weekly workload revealed that majority of the teachers from the study schools (40.0 %) had a teaching load of between 26 – 30 lessons per week. This is within the average TSC recommendation of 27 lessons per week. The data also revealed that 10% of the teachers were handling a weekly workload of over 30 lessons. Such teachers are considered to be overloaded and are likely not to be very effective due to this heavy task. However, due to chronic shortage of teachers experienced countrywide,

Garissa County is bound to suffer similar fate. From the data on the weekly workload, it was also revealed that quite a significant number of Kiswahili teachers were handling a weekly workload of less than 27 lessons. That is, 20% and 30% handling 16- 20 lessons and 21 -25 lessons respectively. This could be attributed to the fact that the teachers handle other responsibilities assigned to them in their schools such as Curriculum Master, Head of Departments (HoD) among others. Teachers with such responsibilities qualify to have some exceptions as stipulated by TSC and the Directorate of Quality Assurance and Standards (DQAS), (TSC, 2005).

#### 4.3.2 Demographic information of Form One students

The demographic data of the Form One students focused on their gender and age. The gender of the students in the study schools is presented in Table 4.6.

*Table 4.6*

*Distribution of Form One students by gender*

Gender	School1(EXP)		School 2 (IMP)		Total	
	f	%	f	%	f	%
Male	134	53.4	0	0	135	53.1
Female	0	0	119	46.6	117	46.9
Total	134	53.1	119	46.9	254	100.0

As indicated in Table 4.6 a total of 135 (53.1%) of the 254 Form One students who participated in the study were males while 119 (46.9%) were females. The higher number of male students is a reflection of the challenge of acquiring gender parity in education

especially in arid and semi arid lands. According to report by UNESCO (2012), the pattern for enrolment ratios of male and female in these regions continue to depict a polarized picture despite gains made in recent years. Garissa County, where some religious backgrounds discourage mixing of gender in secondary schools has been cited as one of the regions where gender disparity remains a challenge on girls access to education MOE (2008). This disproportionate exclusion of girls in secondary education given is attributed to social demands to conform to some requirements in the society (UNESCO ,2012). However, the distribution of gender as revealed in Table 4 in both study schools is a pointer that the County has attempted to gain gender parity in secondary school enrolment. This is despite the separate schools for both genders.

The study further sought to establish the distribution of Form One students by their age. This is presented in Table 4.7.

*Table 4.7*  
*Distribution of Form One students by age*

Age in years	School 1(EXP)		School 2 ( IMP)		Total	
	f	%	f	%	f	%
Below 14	3	2.2	1	0.9	4	1.6
14-15	36	26.9	57	48.7	93	37.0
16-17	78	58.2	58	49.5	136	54.2
Above 17	17	12.7	1	0.9	18	7.2
<b>Total</b>	<b>134</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>	<b>251</b>	<b>100.0</b>

As indicated in Table 4.7, most of the Form One students in the study schools were between the ages of 16-17 (54.2%) years while (37.0%) were between the ages of 14-15

years, which is an average age for a person entering Form One in Kenyan secondary schools MOE (2008). The data also revealed that there were students below the age of 14 years (1.6%), which is contrary to the ministerial policy. However, there were other students (7.2%) who were above the age of 17 years in Form One class in the County. Those under 14 years could be as a result of attending school early while those over 17 years may have had challenges in accessing or progressing in formal education due to challenges cited by UNECO (2012) and MOE (2008) on access to education in arid and semi arid lands.

#### **4.4.0 Rating of appropriateness of explicit pedagogical methodologies**

In order to establish Kiswahili teachers' rating of appropriateness of use of explicit pedagogical methodologies on learner' achievement in Kiswahili composition writing, lecture method and question and answer were selected. The teachers' ratings were done against four types of compositions. These are; *barua rasmi*, *ratiba*, *insha za mdokezo* and *mahojiano*. Their responses were rated on a five point Likert-scale of Strongly Agree (**SA**), Agree (**A**), Undecided (**U**), Disagree (**D**) and Strongly Disagree (**SD**). These were scored as SA=5, A= 4, U = 3, D= 2 and SD = 1. The total sum of the responses for the Likert questions in each item were from SA to SD. These were added up and then divided by 5 which, was the number of options in the Likert. The scores obtained were multiplied by the value in each category and then divided by the total sum. Dividing the sum by 5 revealed the mean. Responses with mean coefficient between 0.00-1.49 were interpreted as SD, those between 1.50-2.49 as D, those between 2.50-3.49 as UD and 3.50-4.49 as A

while those with coefficients between 4.50-5.00 as SA. The data on their responses is presented in Tables 4.8 and 4.9 respectively.

Table 4.8 presented data on Kiswahili teachers' rating of the appropriateness of the explicit methodologies in the first experimental school (EXP).

*Table 4.8*

*Rating on appropriateness of explicit methodologies in EXP*

Statement	Mean	%
1 I always find lecture method appropriate in teaching <i>Barua rasmi</i>	3.00	60.0
2 Use of questions and answer does not fit well teaching <i>Barua rasmi</i>	2.50	50.0
3 Teaching <i>Ratiba</i> requires lecture method more than any other	3.25	65.0
4 Questions and answer may not feature well teaching <i>Ratiba</i>	4.00	80.0
5 To teach <i>Mahojiano</i> , I may not necessarily use lecture method	2.50	50.0
6 Questions and answer may be a better alternative to teach <i>Mahojiano</i>	2.75	55.0
7 When teaching <i>Insha za mdokezo</i> I always find lecture method better	3.75	75.0
8 I rarely use questions and answer when teaching <i>Insha za mdokezo</i>	4.00	80.0
Total mean score	3.22	

Data in Table 4.8 indicates that teachers were neutral on rating of lecture method to teach *barua rasmi* as revealed by a mean of 3.00 (60%) of teachers while the method scored relatively higher (3.25) in relation to teaching of *ratiba*. On the other hand teachers

indicated that questions and answer method would not be their first choice method to teach both *barua rasmi* and *ratiba*.

With regard to teaching *mahojiano* and *insha za mdokezo* Kiswahili teachers indicated that lecturer method would be better preferred than questions and answer method. This is as indicated by a mean of 2.50 by teachers who would have other options other than the method. To compliment this preference, a mean of 4.00 (80%) would not prefer questions and answer to teach *insha za mdokezo*.

Generally the data in Table 4.8 indicates that Kiswahili teachers tended to agree that explicit methodologies were appropriate in teaching Kiswahili composition writing. This is as revealed by a coefficient of 3.22, which is slightly above the 3.00 that can be construed as the border line for those agreeing and disagreeing. However, higher preference was noted to be given to the lecture method. This preference can be explained by the fact that Kiswahili is a compulsory subject, yet it has a lot of content. Owing to that fact and inadequate time Nasibi (2003) argue that teachers to fall to use of lecture method, which saves time and can be useful when classes are large. Mutiga (2008) further adds that the pressure for completion of the syllabus and high stakes in KCSE results push teachers to use the methodology. Though scholars emphasize that both explicit and implicit methodologies have the potentials for achieving effective learning achievement, Gunga and Odundo (2013) argue that teachers may tend to opt for methodologies that are familiar to them. The pressure of syllabus completion over the years is likely to be the explanation as to why lecture method may be most preferred by teachers.

The study also sought to establish the rating of the appropriateness of the explicit methodologies in the second school (IMP). This data is presented in Table 4.9.

Table 4.9

*Rating on appropriateness of explicit methodologies in IMP*

Statement	Mean	%
1 I always find lecture method appropriate in teaching <i>Barua rasmi</i>	2.66	53.0
2 Use of questions and answer does not fit well teaching <i>Barua rasmi</i>	3.33	67.0
3 Teaching <i>Ratiba</i> requires lecture method more than any other method	3.33	67.0
4 Questions and answer may not feature well teaching <i>Ratiba</i>	4.33	87.0
5 To teach <i>Mahojiano</i> , I may not necessarily use lecture method	3.67	73.0
6 Questions and answer may be a better alternative to teach <i>Mahojiano</i>	2.33	47.0
7 When teaching <i>Insha za mdokezo</i> I always find lecture method better	3.33	67.0
8 I rarely use questions and answer method when teaching <i>Insha za mdokezo</i>	4.33	87.0
Total mean score	3.41	

As revealed in Table 4.9 teachers indicated lecture method also featured as appropriately rated especially with teaching of *ratiba* and *insha za mdokezo*. This is as indicated by respective means 3.33, which is also above the border line of 3.00. However, teachers expressed strong feelings that questions and answer method may not very appropriate to teach *mahojiano* as indicated by a mean of 2.33. This rating tends to agree with rating of



the same methodology for *mahojiano* in the first experimental school. Since *mahojiano* entails quite an interactive exploration of ideas as indicated by KIE (2006) and Wamitila (2007) then Kiswahili teachers do not perceive lecture method as most appropriate methodology to teach it, thus their low rating.

The table also reveals that teachers' rating of appropriateness of explicit methodologies in the second experimental school was higher than the first school. This is as indicated by a mean of 3.41, which is higher than 3.22 in the first school. Though, the variation was minimal, it was an indicator of teachers' preference for explicit pedagogical methodologies. This seems to agree with Oyinloye & Gbenedio (2010) that teaching skill in writing requires some habit formation anchored on drilling so as to produce relevant materials in a given composition topic. This is further supported by Njogu & Nganje (2007) with regard to learning grammar rules in Kiswahili. In furthering the argument Dowling (2010) asserts that learning achievement depends on the teachers' understanding of a methodology. Hence Kiswahili teachers adopt teaching to the local needs of the learner using the methodology they feel to be appropriate as hinted by Mukuthuria (2008) when it comes to Kiswahili composition writing.

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#### **4.5 Rating of appropriateness of implicit pedagogical methodologies**

To establish the Kiswahili teachers' rating of appropriateness of implicit pedagogical methodologies on learners' achievement in Kiswahili composition writing, group discussion and brainstorming methodologies were selected. The study therefore examined

Kiswahili teachers rating of two methodologies against four types of compositions. These were; *barua rasmi*, *ratiba*, *insha za mdokezo* and *mahojiano*. Kiswahili teachers were asked to indicate their rating of given methodologies and their appropriateness in teaching the given compositions. Their responses were also rated and scored on a five point Likert-scale of Strongly Agree (**SA**) = 5, Agree (**A**) = 4, Undecided (**U**) = 3 Disagree (**D**) =2 Strongly Disagree (**SD**) = 1 as was the case with explicit methodologies to reveal the mean. Responses with mean coefficient between 0.00-1.49 were interpreted as SD, those between 1.50-2.49 as A, those between 2.50-3.49 as UD and 3.50-4.49 as A while those with coefficients between 4.50-5.00 as SA. The data on their responses is presented in Tables 4.10 and 4.11 respectively.

Data in Table 4.10 reveals Kiswahili teachers' rating of the appropriateness of implicit methodologies in the first experimental School (EXP).

*Table 4.10*

*Rating on appropriateness of implicit methodologies in EXP*

Statement	Mean	%
1 Group discussion can enhance content delivery in teaching <i>Barua rasmi</i>	4.00	80.0
2 Brainstorming also fits well when teaching <i>Barua rasmi</i>	4.25	85.0
3 I find group discussion less appropriate to teach <i>Ratiba</i>	4.50	90.0
4 If I use brain storming when teaching <i>Ratiba</i> learners may not achieve a lot	4.75	95.0
5 I would consider group discussions to teach <i>Mahojiano</i> than any other	3.33	67.0
6 I would encourage brainstorming when teaching <i>Mahojiano</i>	4.25	85.0
7 I find group discussions not suitable to teach <i>Insha za mdokezo</i>	2.25	45.0
8 I encourage brainstorming when teaching <i>Insha za mdokezo</i>	4.00	80.0
Total mean score	3.92	

Data in Table 4.10 indicates that both group discussion and brainstorming were highly rated in teaching *barua rasmi* with means of 4.00 (80%) and 4.25 (85%) respectively. Teachers also indicated that group discussion and brain storming would be less appropriate to teach *ratiba* as shown by respective means of 4.50 (95%) and 4.75 (95%). When applied to teaching *mahojiano* and *insha za mdokezo* brainstorming was highly rated as shown by respective means of 4.25(85%) and 4.00(80%). The teachers however, rated lower use of group discussions to teach both *mahojiano* as indicated by a mean of 3.33.

Table 4.10 also reveals a general mean rating of 3.92 which is higher compared to 3.41 rating of appropriateness of explicit methodologies by the same school as indicated in Table 4.9. This shows that they tend to acknowledge that implicit methodologies produce higher learning achievement as argued by Odundo and Gunga (2013). This is further supported by Cummins (2007) and Kumar (2006) when they assert that the methods are powerful in enhancing learning achievement due to their interactive nature. When applied to Kiswahili composition writing KIE (2006) argues that they provide the learner with the opportunity to articulate ideas, views or points before putting them in writing.

The study also envisaged to establish Kiswahili teachers' rating of the appropriateness of implicit methodologies in the second experimental school (IMP). This data is presented in Table 4.11

Table 4.11

Rating on appropriateness of implicit methodologies in IMP

Statement	Mean	%
1 Group discussion can enhance content delivery in teaching <i>Barua rasmi</i>	4.67	93.0
2 Brainstorming also fits well when teaching <i>Barua rasmi</i>	4.00	80.0
3 I find group discussion less appropriate to teach <i>Ratiba</i>	4.67	93.0
4 If I use brain storming when teaching <i>Ratiba</i> learners may not achieve a lot	4.33	87.0
5 I would consider group discussions to teach <i>Mahojiano</i> than any other	4.33	87.0
6 I would encourage brainstorming when teaching <i>Mahojiano</i>	4.35	87.0
7 I find group discussions not suitable to teach <i>Insha za mdokezo</i>	4.67	93.0
8 I encourage brainstorming when teaching <i>Insha za mdokezo</i>	3.00	60.0
Total mean score	4.25	

As indicated in Table 4.11 Kiswahili teachers highly rated appropriateness of group discussions and brainstorming in teaching *barua rasmi* as shown by means of 4.67 and 4.00 respectively. This differs with their rating of the two methodologies with regard to teaching *ratiba*. The teachers also indicated a high rating of group discussion and brainstorming to teach *mahojiano* as revealed by means of 4.33 and 4.35 respectively. While teachers indicated that they find group discussion not suitable for teaching *insha za mdokezo*. Their rating on appropriateness of brainstorming in teaching *insha za mdokezo* was low (3.00) as indicated in the table.

The general mean rating for appropriateness of implicit methodologies in the second experimental school was indicated by a mean coefficient of 4.25. This indicates that

Kiswahili teachers were positive about appropriateness of implicit methodologies in teaching Kiswahili composition writing. This lies in the fact that teachers acknowledge their role in inducing learning environment as asserted by KIE (2006) when applying implicit methodologies. It is therefore easy for the teacher to monitor the learning progress.

#### **4.5.1 T-Test analysis on pre-test and post-test learners' achievement**

To establish if there was a statistical difference between methodologies and pre-test and post-test learners' achievement in Kiswahili compositions a t- test was used to judge the significance of difference between the means of the two samples. First, the t-test was carried out to establish the difference within the schools and then comparison of post-test mean achievement was made between the two schools. In this case the mean achievement for explicit school was considered to be  $\bar{x}_1$  for pre-test and  $\bar{x}_2$  for post-test achievement. The achievement for the implicit school was taken to be  $\bar{x}_3$  for pre-test and  $\bar{x}_4$  for post- test achievement respectively. The t-test for the explicit school is shown in Table 4.12.

Null hypothesis

$H_0$  There is no statistical difference between methodologies and learners' pre-test and post-test achievement in explicit school.

Table 4.12

*T-test analysis on pre-test and post-test achievement in school EXP*

Explicit (EXP)						
Two-sample t test with equal variances						
Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
Prettest	137	6.985401	0.219044	2.563848	6.552228	7.418575
Posttest	137	8.211679	0.2147	2.512998	7.787097	8.636261
combined	274	7.59854	0.157512	2.607287	7.288448	7.908633
diff		-1.22628	0.306719	-1.83012	-0.62243	
diff = mean(_pre-test) - mean(_post-test)				t = -3.9981		
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0		
Pr(T < t) = 0.0000		Pr(T > t) = 0.0001		Pr(T > t) = 1		

If the calculated p value is greater than 0.05 the  $H_0$  is accepted but rejected if the value is less than 0.05. In this case  $p = 0.0001$  (2-tailed test) was less than 0.05 with  $df = 274$  the  $H_0$  was rejected meaning that there is statistical difference between learners' mean achievement in pre-test ( $\bar{x}_1$ ) and post-test ( $\bar{x}_2$ ) Kiswahili compositions in the school that used the explicit methodologies. This implies that the teaching methodology is considered to have influenced learners' achievement.

The study further attempted to establish if there any statistical difference between the methodologies and pre-test and post-test learners' achievement in the implicit school and the results are shown in Table 4.13

Null hypothesis

$H_0$  There is no statistical difference between methodologies and pre-test and post-test learners' achievement in implicit school.

Table 4.13

*T-test analysis on pre-test and post-test achievement in school IMP*

Implicit (EMP)						
Two-sample t test with equal variances						
Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
Pre-test	117	9.470085	0.311053	3.364553	8.854006	10.08617
Post-test	117	11.44444	0.387972	4.196559	10.67602	12.21287
combined	234	10.45726	0.256391	3.922026	9.952124	10.96241
diff		-1.97436	0.497269	-2.9541	-0.99462	
diff = mean(_pre-test) - mean(_post-test)				t = -3.9704		
Ho: diff = 0		degrees of freedom = 232				
Ha: diff < 0		Ha: diff != 0		Ha: diff > 0		
Pr(T < t) = 0.0000		Pr(T > t) = 0.0001		Pr(T > t) = 1		

In this case calculated p value was also less than 0.05,  $p = 0.0001$  (2-tailed test) with  $df = 234$  thus rejecting the  $H_0$  meaning that there is statistical difference between learners' mean achievement in pre-test ( $\bar{x}_3$ ) and post-test ( $\bar{x}_4$ ) Kiswahili compositions in the school using implicit methodologies. Similarly the implication is that the teaching methodologies used in the school were considered to have influenced learners' achievement.

To establish if there was statistical difference between the methodologies and learners' post-test achievement in the two schools, t-test was carried out to compare the post test results for both EXP ( $\bar{x}_2$ ) and IMP ( $\bar{x}_4$ ) schools respectively. The results are presented in Table 4.14

$H_0$  There is no statistical difference between the methodologies and learners' post-test achievement in the two schools.

Table 4.14

*T-Test analysis on post-test achievement between the schools*

Two-sample t test with equal variances						
Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
EXP	137	8.211679	0.2147	2.512998	7.787097	8.636261
IMP	117	11.444444	0.387972	4.196559	10.67602	12.21287
combined	254	9.700787	0.23541	3.751816	9.237175	10.1644
diff	3.23277	0.427163	-4.07403	-2.3915		
diff = mean(EXP) - mean(IMP)				t = -7.5680		
Ho: diff = 0		degrees of freedom =		252		
Ha: diff < 0	Ha: diff != 0	Ha: diff > 0				
Pr(T < t) = 0.0000		Pr(T > t) = 0		Pr(T > t) = 1		

In this case the calculated p value is less than 0.05,  $p = 0.000$  (2-tailed test) with  $df = 254$  thus rejecting the  $H_0$  meaning that there was statistical difference between the methodologies and learners achievement in the school using explicit methodologies and the school using implicit methodologies. This agrees with the findings of the t-test analysis of the methodologies and learners' achievement within the schools. That is  $(\bar{x}_1)$  and  $(\bar{x}_2)$  for explicit school as well as  $(\bar{x}_3)$  and  $(\bar{x}_4)$  for the implicit school. Therefore, the two tests affirm that learners' achievement in Kiswahili composition writing is significantly influenced by the pedagogical methodologies. However, one school, notably the IMP posted a superior of 11.4 compared to the mean of 8.2 in the EXP school. This could imply that one methodology is considered to be superior to the other have or there are other factors in the school that could have contributed to better performance. This difference in performance can be explained by the position of scholars who favour



implicit methodologies. For instance Odundo and Gunga (2013) argue that the method actively engages the learner in mastery of the content. In support of this Clark (2003) observed that the participatory nature of implicit methodologies develops learners' cognitive level faster hence greater learning achievement. The methodology is favoured by the MoE due to its potential to promote imaginative, critical and creative thinking among learners (MoE, 2001). With regard to Kiswahili composition writing, studies by Nyanchama (2002) and Kitaka (2003) point to the methodology modelling a critical theory of knowing, thus maximizing learning achievement. In connection to resource endowment in the school, the role of the teacher as indicated by Mahapatra (2004) and supported by Maurine et al (2012), becomes critical. The teachers should ensure that for pedagogical process to be fruitful there should be appropriate organization on the learning environment to cater for the needs of the learners.

#### **4.5.2 Regression analysis of appropriateness of explicit methodologies**

To establish whether Kiswahili teachers rating of use of explicit pedagogical methodologies influenced learners' achievement in KCW a further test was carried out to establish the relationship. This was done in order to respond to the second study objective. In this case a categorical linear regression model was carried out against post-test scores on the four tested compositions. The linear regression model was run against 2 variables. The first one is the input variable of Kiswahili teachers' responses on the cumulative effect of 16 statements regarding appropriateness in use of explicit methodologies captured in part B of the teachers' questionnaire. The second was the grand score for the

four tested Kiswahili compositions, which formed the output variable. This was done by use of linear regression equation  $y = mx + c$ , where  $y$  is the output/outcome variable (grand score),  $x$  is the independent variable (teachers' rating of appropriateness of methods) while  $C$  is a constant of which is a part of the outcome variable but is the cumulative effect of other influencers of the outcome variable.  $M$  can be construed as the slope, or correlation. Hence  $m = (y-c)/x$  or if  $c=0$  we have  $m=y/x$ . From the model if  $p$  value or significance of the model is lower than or equal to 0.05 we conclude that the variable is a significant predictor of the outcome variable. The R-squared statistic that measures the strength of the input variable in explaining or influencing the output variable was also used in making the interpretations.

The regression results for the first experimental school EXP are displayed in Table 4.15.

#### Null Hypothesis

1.  $H_0$  - There is no linear relationship between Kiswahili teachers rating of use of explicit pedagogical methodologies and learners' achievement in KCW

#### Alternate Hypothesis

2.  $H_a$  - There is a linear relationship between Kiswahili teachers rating of use of explicit pedagogical methodologies and learners' achievement in KCW

*Table 4.15*

#### *Regression analysis of Kiswahili teachers' rating of explicit methodologies*

Source	SS	Df	MS	Number	of obs= 137	Obs
Model	85.48989	1	85.48989	Prob	>	F= 0.0686
Residual	3424.043	135	25.36328	R-squared	=	0.0244
Total	3509.533	136	25.80539	Root	MSE =	5.0362
appr_method1	Coef.	Std. Err	T	P>t (sig)	[95% Conf. Interval]	
gndscore	0.103116	0.056166	1.84	0.069	-0.00796	0.214194
_cons	43.90097	2.77907	15.8	0	38.40482	49.39711

If the p value of the significance model is greater than 0.05 you accept the null hypothesis and reject the alternate while you reject the null hypothesis and accept the alternate if the value is less than or equal to 0.05. In this case the p value is 0.069 thus we accept the null hypothesis that there is no significant linear relationship between Kiswahili teachers rating of appropriateness of explicit pedagogical methodologies and learners' achievement in Kiswahili composition writing. The R-squared statistic value in our case is 0.0244 or 2.44%. Therefore the model with input variable appropriateness score explains 2.44% of the outcome (score) variable. The t value is set at 1.84 or  $(t_{(136)} = 1.84)$  while P value is 0.069 which values are inversely related. The coefficient 0.103116 denotes m (or the slope) while the constant 43.90097 denotes C. Therefore, the model equation is  $Y=0.103116X+43.90097$ .

Though the p value was slightly above the 0.05 significance level it was deduced that there is no significant linear relationship between Kiswahili teachers' rating on appropriateness of explicit pedagogical methodologies and learners' achievement in Kiswahili composition writing. This implies that other factors influence learners' achievement in Kiswahili composition writing.

#### **4.5.3 Regression analysis on appropriateness of implicit methodologies**

To establish whether Kiswahili teachers rating of use of implicit methodologies influenced learners' achievement in KCW categorical simple regression model were also carried out against post-test scores in written compositions. This was done to respond to the third study objective using the second experimental school IMP. Table 4.15 displays the regression results.

Null Hypothesis

1.  $H_0$  - There is no relationship between Kiswahili teachers rating of use of implicit pedagogical methodologies on learners' achievement in KCW

Alternate Hypothesis

2.  $H_a$  - There is a relationship between Kiswahili teachers rating of use of implicit pedagogical methodologies on learners' achievement in KCW

*Table 4.16*

*Relationship between appropriateness of implicit methodologies and learners' scores in IMP*

Source	SS	Df	MS	Number	of obs = 117
Model	0.380759	1	0.380759	Prob	> F = 0.9194
Residual	4262.542	115	37.06559	R-squared	0.0001
Total	4262.923	116	36.74934	Root	MSE = 6.0882
appr_method1	Coef.	Std. Err	T	P>t	[95% Conf. Interval]
gndscore	-0.00339	0.03342	-0.1	0.919	-0.06959      0.062811
_cons	48.85584	2.192912	22.28	0	44.5121      53.19958

If the p value of the significance model is greater than 0.05 you accept the null hypothesis and reject the alternate while you reject the null hypothesis and accept the alternate if the value is less than or equal to 0.05. In our case the p value is 0.919 thus we accept the null hypothesis that there is no significant linear relationship between Kiswahili teachers rating of appropriateness of implicit pedagogical methodologies and learners' achievement in Kiswahili composition writing.

In this case the R-squared statistic that measures the strength of the input variable in explaining or influencing the output variable was 0.001 or 0.01%. Therefore the model

with input variable appropriateness score explains 0.01% of the outcome (score) variable. The t value is set at -0.1 while P value is 0.919. The coefficient - 0.00339 denotes m while the constant 48.85584 denote C. Therefore the model equation is  $Y=0.00339x + 48.85584$ . It was therefore concluded that no significant linear relationship existed between rating of appropriateness of implicit pedagogical methodologies and learners' achievement Kiswahili composition writing.

#### **4.6 Rating of effectiveness of explicit pedagogical methodologies**

The fourth study objective sought to determine the effects of explicit pedagogical methodologies on learners' achievement in KCW. The study therefore examined Kiswahili teachers rating of two explicit methodologies namely, lecture method and question and answer against four types of compositions. These are; *barua rasmi*, *ratiba*, *insha za mdokezo* and *mahojiano*. A linear regression model was run on their rating on given methodologies as the input variable against learners' score in pre-test and post test compositions as the output variable.

Before that the Kiswahili teachers rating as captured in part C of the teachers questionnaire was used to calculate their mean rating using five point Likert-scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) Strongly Disagree (SD). These were scored as SA=5, A= 4, U = 3, D= 2 and SD = 1. The total sum of the responses for the Likert questions in one item were counted from SA to SD. These were added up and then divided by 5 which, was the number of options in the Likert. The

scores obtained were multiplied by the value in each category and then divided by the total sum. Dividing the sum by 5 revealed the mean. Their mean rating of effectiveness of explicit methodologies is presented in Tables 4.17 and 4.18.

Data presented in Table 4.17 establishes the Kiswahili teachers' rating of the effectiveness of explicit methodologies in first experimental School (EXP).

*Table 4.17*

*Rating effectiveness of explicit methodologies in experimental school EXP*

Statement	Mean	%
1 When I use lecture method to teach <i>Barua rasmi</i> learners write good compositions	3.00	60.0
2 If I use questions and answers to teach <i>Barua rasmi</i> learners may not achieve much	2.50	50.0
3 In teaching <i>Ratiba</i> lecture method would produce the best results	3.25	65.0
4 Use of questions and answer in teaching <i>Ratiba</i> can achieve good results	4.00	80.0
5 Teaching <i>Mahojiano</i> does not require lecture method to teach	2.50	50.0
6 I find questions and answers less effective to teach <i>Mahojiano</i>	3.67	73.0
7 I always find lecture method to teach <i>Insha za mdokezo</i> very effective	3.75	75.0
8 I can equally use questions and answers to teach <i>Insha za mdokezo</i>	4.00	80.0
Total mean score	3.33	

The data in Table 4.17 revealed that teachers rated low effectiveness of lecture method to teach *barua rasmi* and *ratiba*. This was indicated by means of 3.00 and 3.25 respectively. On rating effectiveness of questions and answer to teach the same compositions, teachers tended to agree more on its effectiveness in teaching *ratiba* as revealed by a higher mean of 4.00. This seems to demonstrate that different compositions may have unique way of

content delivery that enhances achievement as argued by Njogu and Nganje (2006). This is despite the argument by KIE (2006) that all methodologies potentiality produces effective learning achievement.

Similarly, both lecture method and questions and answer were rated as highly effective in teaching *insha za mdokezo* with means of 3.75 and 4.00 respectively. By implication, teachers indicated that teaching *mahojiano* would more effectively done using lecture method than questions and answer. Still, this indicated preferences being made in teaching different compositions.

The overall teachers rating of effectiveness of use of explicit methodologies in Kiswahili composition writing revealed a low mean of 3.33 in experimental school (EXP). This implies that teachers acknowledged that explicit methodologies are not as effective as the implicit methodologies in teaching Kiswahili composition. However, the higher rating of question and answer to teach *ratiba* and *insha za mdokezo* indicates agreement with Moore (2003) that effective learning depends on the teacher adopting methodologies that will elicit learning based on conventions that benefit different topics. Notably, the rating of effectiveness of explicit methodologies differed with a very small margin with that of rating of appropriateness of the methodologies (3.22) in the same experimental school. This confirms that appropriateness and effectiveness of other methodologies as perceived by the teachers are superior to explicit methodologies when applied to Kiswahili composition writing.

The data in Table 4.18 similarly tried to establish Kiswahili teachers' rating of effectiveness of explicit Methodologies in the second experimental school (IMP).

Table 4.18

*Rating effectiveness of explicit methodologies in experimental school IMP*

Statement	Mean	%
1 When I use lecture method to teach <i>Barua rasmi</i> learners write good compositions	2.67	53.0
2 If I use questions and answers to teach <i>Barua rasmi</i> learners may not achieve much	3.33	67.0
3 In teaching <i>Ratiba</i> lecture method would produce the best results	3.33	67.0
4 Use of questions and answer in teaching <i>Ratiba</i> can achieve good results	4.33	87.0
5 Teaching <i>Mahojiano</i> does not require lecture method to teach	3.67	73.0
6 I find questions and answers less effective to teach <i>Mahojiano</i>	2.33	47.0
7 I always find lecture method to teach <i>Insha za mdokezo</i> very effective	3.33	67.0
8 I can equally use questions and answers to teach <i>Insha za mdokezo</i>	4.33	87.0
Total mean score	3.42	

Table 4.18 reveals that use of lecture method was rated as less effective to teach *barua rasmi* as indicated by a mean of 2.67. Equally low was its rating to teach *ratiba* with a mean of 3.33. When the two methods are applied to teach *mahojiano* and *insha za mdokezo*, teachers rating indicated that the two methods would be effective. On the other hand while teachers rated the two methods as effective to teach *insha za mdokezo*, questions and answer seemed to be rated more effective as indicated by a mean of 4.33.

In comparison, data in Table 4.18 revealed a mean rating of 3.42, which is negligible compared to a mean of 3.41 revealed with their rating of appropriateness of explicit



methodologies. It therefore implies that teachers were in favour alternative methodologies to teach Kiswahili composition writing. Though the implied methodologies are implicit Suter and Busienei (2013) argue that explicit methodologies are easy to apply. This therefore explains variations noted in low rating of methodologies that may be rigorous to use thus the teachers may tend to evade them.

#### **4.7 Rating of effectiveness of implicit pedagogical methodologies**

The fifth study objective sought to determine the effects of the implicit pedagogical methodologies on learners' achievement in KCW. First, the study examined Kiswahili teachers rating of two implicit methodologies namely, group discussion and brainstorming against four types of compositions. These are; *barua rasmi*, *ratiba*, *insha za mdokezo* and *mahojiano*. Secondly a linear regression model was run on the methodologies against the learners' achievement as indicated by their score in pre-test and post test compositions.

To examine the Kiswahili teachers rating as captured in part B of the teachers questionnaire a mean rating of their responses was calculated using the five point Likert-scale of Strongly Agree (**SA**) = 5 Agree (**A**) = 4 Undecided (**U**) = 3 Disagree (**D**) = 2 Strongly Disagree (**SD**) = 1 as previously used. Similarly, the two study schools, coded EXP and IMP were used and Kiswahili teachers' responses on rating of effectiveness of the implicit methodologies are presented in Tables 4.19 and 4.20 respectively.

Table 4.19 reveals the data on Kiswahili teachers' rating of effectiveness of implicit methodologies in first experimental school (EXP).

Table 4.19

Rating effectiveness of implicit methodologies in experimental school EXP

Statement	Mean	%
1 Group Discussions may be a better alternative method to Teach <i>Barua rasmi</i>	3.33	67.0
2 If I brain-storming in teaching use to teach <i>Barua rasmi</i> the results would be better	3.67	73.0
3 If I use group discussions to teach <i>Ratiba</i> the results would be equally good	4.00	80.0
4 I can engage brain-storming to teach <i>Ratiba</i> and achieve good results	4.75	95.0
5 I have always found group discussions producing better results in teaching <i>Mahojiano</i>	4.00	80.0
6 Brain-Storming can be effective to teach <i>Mahojiano</i>	3.33	67.0
7 Group Discussions can produce good results in teaching <i>Insha za mdokezo</i>	4.00	80.0
8 I consider brain-storming less effective teaching <i>Insha za mdokezo</i>	2.67	53.0
Total mean score	3.72	

Data in Table 4.19 revealed that brain-storming was better rated as more effective in teaching *barua rasmi* as indicated by a mean of 3.67 compared to a mean of 3.33 rating of group discussion. Though brainstorming was similarly rated higher in teaching *ratiba*, the two methods were rated high in teaching both *barua rasmi* and *ratiba*. The high rating of brainstorming lies in its potential to provide ideas that may not surface in any other way as pointed out by Wilson (2013). This potentiality is further supported by MIE (2004) in that it gives learners opportunity to think through issues and subsequently generating ideas in class.

On the other hand the table also revealed that group discussions was rated higher than brainstorming when it is applied to teaching *mahojiano* and *insha za mdokezo*. This is as indicated by a mean rating of 4.00 for the two compositions. While this high rating may be attributed to ease of the teacher to evaluate group activities as intimated by KIE (2006), the avoidance of brainstorming may be as a result of one of its undesirable characteristics as pointed out by MIE (2004). According to MIE (2004) it is difficult to have everyone generate ideas in large classes thus resulting to the ‘silent method’ (cited earlier on) as a correctional approach to this method as argued by Wilson (2013). Given that the ‘silent method’ is likely to consume time, teachers seem to favour group discussions because of its ease of managing group tasks as posited by KIE (2006) and Kumar (2006).

In summary data on the Kiswahili teachers rating of effectiveness of use of implicit methodologies in Kiswahili composition writing in first experimental school revealed a mean of 3.72, which is close to agree (A) thus implying that teachers tended to be positive on the effectiveness of the implicit methodologies in teaching Kiswahili composition writing. The variation in rating of methodologies in teaching different compositions seems to demonstrate an earlier on argument advanced by Njogu and Nganje, (2006) and KIE (2006) that different compositions may have unique way of content delivery that enhances learning achievement.

In a further test Table 4.20 reveals data on how Kiswahili teachers’ in the second experimental school (IMP) rated effectiveness of implicit methodologies.

Table 4.20

Rating effectiveness of implicit methodologies in experimental school IMP.

Statement	Mean	%
1 Group Discussions may be a better alternative method to Teach <i>Barua rasmi</i>	4.67	93.0
2 If I brain-storming in teaching use to teach <i>Barua rasmi</i> the results would be better	4.00	80.0
3 If I use group discussions to teach <i>Ratiba</i> the results would be equally good	4.67	93.0
4 I can engage brain-storming to teach <i>Ratiba</i> and achieve good results	4.33	87.0
5 I have always found group discussions producing better results in teaching <i>Mahojiano</i>	4.33	87.0
6 Brain-Storming can be effective to teach <i>Mahojiano</i>	4.33	87.0
7 Group Discussions can produce good results in teaching <i>Insha za mdokezo</i>	4.67	93.0
8 I consider brain-storming less effective teaching <i>Insha za mdokezo</i>	3.00	60.0
Total mean score	4.25	

The data in Table 4.20 indicate that teachers in second experimental school rated very highly effectiveness of group discussions in teaching both *barua rasmi* and *ratiba*. This was shown by a mean of 4.67 (93%) in each. Equally, teachers rated effectiveness of brainstorming in teaching *barua rasmi* and *ratiba* as indicated by means of 4.00 and 4.33 respectively.

A similar pattern was notable in rating of same methodologies with regard to effectiveness in teaching *mahojiano* and *insha za mdokezo*. In general, the table reveals that the mean rating of the effectiveness of the methodologies in second experimental school (IMP) was

4.25. This was higher than the rating of the same methodologies in the first experimental school (EXP) whose mean rating was 3.72. That notwithstanding, rating of implicit methodologies in the two experimental schools was higher compared to their rating of explicit methodologies which was 3.33 and 3.42 respectively in the two schools. This arises from realization that implicit methodologies achieve higher learning achievement compared to explicit methodologies. Odundo (2005) and Odundo and Gunga (2013) demonstrated this with regard to teaching Business Studies in secondary schools in Kenya. Similarly, Mwanda (2005) demonstrated similar results with regard to use computer assisted instruction in teaching of Geography in secondary schools.

#### **4.7.1 Regression analysis of effectiveness of explicit methodologies**

With regard to establishing the effectiveness of explicit methodologies on learners' achievement in KCW a linear regression test was further run to establish the extent to which the use of the methodologies (input variable) influenced learners' achievement or scores (output variable) in tested compositions. This was in line with part C of the teachers' questionnaire. Similarly, the regression linear equation  $y = mx + c$  was applied. The study therefore sought to establish this relationship by running the regression model against pre-test and post test scores of the learners in the first experimental school (EXP). The data is indicated in Tables 4.21 and 4.22 respectively.

In Table 4.21 a regression analysis was done to establish the relationship between effectiveness of explicit pedagogical methodologies and learners achievement using the pre-test scores in tested Kiswahili compositions.

Null Hypothesis

1.  $H_0$  - There is no relationship between effectiveness in use of explicit pedagogical methodologies and learners' achievement in KCW

Alternate Hypothesis

2.  $H_a$  - There is a relationship between effectiveness in use of explicit pedagogical methodologies and learners' achievement in KCW

Table 4.21

*Analysis of explicit methodologies and pre-test scores*

Source	SS	Df	MS	Number	of obs = 137
Model	184.4725	1	184.4725	Prob	> F = 0.0299
Residual	5167.469	135	38.27755	R-squared	0.0345
Total	5351.942	136	39.35251	Root	MSE = 6.1869
effect_met~1	Coef.	Std. Err	T	P>t	[95% Conf. Interval]
q2_pretest	-0.45426	0.206924	-2.2	0.03	-0.86349 -0.04503
_cons	54.62574	1.539062	35.49	0	51.58195 57.66953

If the p value of the significance model is greater than 0.05 you accept the null hypothesis and reject the alternate while you reject the null hypothesis and accept the alternate if the value is less than or equal to 0.05. In this case the p value is 0.03 thus reject the null hypothesis that there is no significant linear relationship between effectiveness of explicit pedagogical methodologies and learners' achievement in pre-tested scores in Kiswahili composition writing. The conclusion was that the relationship between rating effectiveness of explicit pedagogical methodologies and learners' achievement pre-tested

scores in Kiswahili composition writing was significant. This implies that learning achievement largely depends on the teacher constructing classroom environment for the benefit of the learner as argued by Odundo (2005). This is also emphasized by Schweitzer (2006) contention that realizing effective learning anchors on the teacher as the fulcrum of the pedagogical process. In this process the teacher can use either explicit or implicit methodologies.

To establish this relationship further the study did a similar test with post-test scores of tested Kiswahili compositions and the results are revealed in Table 4.22.

*Table 4.22*

*Analysis of explicit methodologies and post-test scores*

Source	SS	Df	MS	Number	of obs= 137	
Model	71.22824	1	71.22824	Prob	> F= 0.1795	
Residual	5280.713	135	39.1164	R-squared	0.0133	
Total	5351.942	136	39.35251	Root	MSE = 6.2543	
effect_met~1	Coef.	Std. Err	T	P>t	[95% Conf. Interval]	
gndscore	-0.09412	0.069751	-1.35	0.179	-0.23207	0.043823
_cons	56.05358	3.451248	16.24	0	49.22807	62.87908

In this case the p value was 0.179 thus we accept the null hypothesis that there is no significant linear relationship between effectiveness of explicit pedagogical methodologies and learners' achievement in post-test scores in Kiswahili composition writing.

The R-squared statistic that measures the strength of the input variable in explaining or influencing the output variable was 0.0133 or 1.33%. Therefore the model with input variable appropriateness score explains 1.33% of the outcome (score) variable. The t value is set at -1.35 while P value is 0.179 which are always inversely related. The coefficient -0.09412 denotes m while the constant 56.05358 denote C. Therefore the model equation is  $Y = -0.09412x + 56.05358$ .

We can therefore conclude that relationship between effectiveness of explicit pedagogical methodologies and learners' achievement in KCW is significant. The pre-test and post-test results in the first experimental school EXP confirms assertion by Odundo and Gunga (2013) that instructional methods adopted by the teacher influence learning achievement significantly. Odundo (2005) indicated that if students' learning preferences are mismatched with the instructional methods, learning achievement is unlikely to take place.

#### **4.7.2 Regression analysis of effectiveness of implicit methodologies**

To determine the effectiveness of implicit methodologies on learners' achievement in Kiswahili composition writing a regression test too was run to establish how the use of implicit methodologies influenced the scores of the learners in the second experimental school (IMP). The data is indicated in Tables 4.23 and 4.24 respectively.



In Table 4.23 the data reveals regression analysis of implicit methodologies and learners' pre-test scores in Kiswahili compositions.

Null Hypothesis

1.  $H_0$  - There is no relationship between effectiveness in use of implicit pedagogical methodologies and learners' achievement in KCW

Alternate Hypothesis

2.  $H_a$  - There is a relationship between effectiveness in use of implicit pedagogical methodologies and learners' achievement in KCW.

*Table 4.23*

*Analysis of implicit methodologies and pre-test scores in experimental school IMP*

Source	SS	df	MS	Number	of obs = 117	
Model	104.0898	1	104.0898	Prob	> F = 0.2912	
Residual	10646.49	115	92.57819	R-squared	0.0097	
Total	10750.58	116	92.67742	Root	MSE = 9.6218	
effect_met~1	Coef.	Std. Err	T	P>t	[95% Conf. Interval]	
q2_pretest	0.281545	0.26552	1.06	0.291	-0.2444	0.80749
_cons	52.39357	2.667205	19.64	0	47.11035	57.67679

If the p value of the significance model is greater than 0.05 you accept the null hypothesis and reject the alternate while you reject the null hypothesis and accept the alternate if the value is less than or equal to 0.05. In this case the p value is 0.291 thus we reject the null hypothesis that there is no significant linear relationship between effectiveness of implicit pedagogical methodologies and learners' achievement KCW implying that we accept the alternative hypothesis that the relationship between effectiveness of implicit pedagogical methodologies and learners' achievement KCW is significant.

Null Hypothesis

1.  $H_0$  - There is no relationship between effectiveness in use of implicit pedagogical methodologies and learners' achievement in KCW

Alternate Hypothesis

2.  $H_a$  - There is a relationship between effectiveness in use of implicit pedagogical methodologies and learners' achievement in KCW.

*Table 4.24*

*Analysis of implicit methodologies and post-test scores in experimental school IMP*

Source	SS	Df	MS	Number	of obs = 117
Model	1.824528	1	1.824528	Prob	> F = 0.8891
Residual	10748.76	115	93.46745	R-squared	0.0002
Total	10750.58	116	92.67742	Root	MSE
effect_met~1	Coef.	Std. Err	T	P>t	[95% Conf. Interval]
gndscore	0.007415	0.05307	0.14	0.889	-0.09771 0.112536
_cons	54.5896	3.482298	15.68	0	47.69183 61.48736

In this case the p value is 0.889 thus we accept the null hypothesis that there is no significant linear relationship between effectiveness of implicit pedagogical methodologies and learners' post-test scores in Kiswahili composition writing.

The R-squared statistic that measures the strength of the input variable in explaining or influencing the output variable was 0.0002 or 0.02%. Therefore the model with input variable appropriateness score explains 0.02% of the outcome (score) variable. The t value is set at 0.14 while P value is 0.889 which are inversely related. The coefficient 0.007415 denotes m while the constant 54. 5896 denotes C. Therefore the model equation is  $Y = 0.007415x + 54. 5896$ . This implies that we accept the alternative hypothesis that the

relationship between effectiveness of implicit pedagogical methodologies and learners' achievement KCW is significant.

#### **4.8 Learners' perception on methodologies used in Kiswahili composition writing**

The study further envisaged finding out the learners' opinions towards the methodologies Kiswahili teachers used by their Kiswahili composition writing. The study therefore assessed the learners' opinions towards the methodologies applied by their teachers to teach the four types of compositions tested and their learning achievement. To compute the learners' mean rating of the four types of compositions, learners were asked to indicate their feelings regarding the methodologies used with regard to; *barua rasmi, ratiba, insha za mdokezo* and *mahojiano*. Their responses were rated on a five point Likert-scale of Strongly Agree (**SA**) = 5 Agree (**A**) = 4 Undecided (**U**) = 3 Disagree (**D**) = 2; Strongly Disagree (**SD**) = 1. Responses with mean coefficient between 0.00-1.49 were interpreted as SD, those between 1.50-2.49 as D, those between 2.50-3.49 as UD and 3.50-4.49 as A while those with coefficients between 4.50-5.00 as SA.

Table 4.25 reveals the general rating of methodologies used in teaching Kiswahili composition writing in the two study schools.

Table 4.25

General rating of methodologies used to teach KCW

SN	Statement on attitude	Mean rating	%
1	We enjoyed the way <i>barua rasmi</i> was taught	3.52	70.4
2	I wish the method used to teach <i>barua rasmi</i> was used in other compositions	2.84	56.9
3	<i>Barua rasmi</i> lesson(s) was boring	1.61	32.2
4	I found the teacher more interesting during the <i>barua rasmi</i> lesson(s)	3.23	64.6
5	I found the teacher more comfortable using the method	3.03	60.6
6	I liked the way writing of <i>ratiba</i> was taught	2.88	57.6
7	Writing of <i>ratiba</i> was easily understood using the method	2.81	56.2
8	I feel a better method would have been used to teach <i>ratiba</i>	2.51	50.2
9	The teacher was familiar with the method used to teach <i>ratiba</i>	2.78	55.6
10	I wish the teacher can use the used in method in <i>ratiba</i> to teach other compositions	2.55	51.0
11	We were comfortable with the method used to teach <i>insha za mdokezo</i>	2.99	59.9
12	I didn't understand well <i>insha za mdokezo</i> due to method used	2.01	40.2
13	I found the method appropriate to teach <i>insha za mdokezo</i>	2.59	51.8
14	The method used in <i>insha za mdokezo</i> can enhance learning other compositions	2.59	51.7
15	Other methods can enhance learning of <i>insha za mdokezo</i>	2.37	47.4
16	I enjoyed the way <i>mahojiano</i> was taught	3.07	61.5
17	I would like the method used to teach <i>mahojiano</i> used to teach other compositions	2.71	54.3
18	<i>Mahojiano</i> lesson(s) was boring using the method	1.86	37.2
19	I found the teacher more interesting during the <i>mahojiano</i> lesson(s)	2.94	58.8
20	I found the teacher more comfortable using the method to teach <i>mahojiano</i>	2.90	57.9
Total mean score		2.69	

Table 4.25 revealed that learners in the two study schools rated low the methodologies used to teach *barua rasmi* with a mean of 3.52 by their 2.84 rating of applicability of the methodology to teach other compositions. Closely related were their 3.23 and 3.03 respectively rating of finding the lesson interesting and their assessment of their teacher's comfort while using the methodology. The table also reveals that learners rated low (2.88) the methodologies used to teach *ratiba*. This is despite their mean rating being slightly lower than the teaching of *barua rasmi*. This was further demonstrated by the 2.81 mean rating of their grasping of concepts based on the methodology.

Similarly learners rated low methodologies used to teach *insha za mdokezo* but preferred the methodologies teach other compositions as seems to be the case for methodologies used to teach *mahojiano*. They also indicated that they could not attribute their lack of understanding the concepts in *insha za mdokezo* due to the methodology used as indicated by a rating of 2.01. The probable lack of understanding was their attitude towards the subject as intimated by Sua (2007) or toward the teacher as argued by Mensah, Okyere and Kuranchie (2013). In the event that learners' interest in Kiswahili composition writing is as a result of mismatch of instructional methodologies adopted by the teacher, then we agree with Odundo (2005) that learners' perception of a subject can be influenced by the methods used by the teacher. Another probable explanation is based on Suter and Businei (2013) observation that teachers attitude towards a subject also influences choice of methodologies they use, which in turn affects learners attitude and ultimately their achievement.

In an attempt to gain more understanding on learners perception about the methodologies employed to teach Kiswahili composition writing, the study further tried to seek learners' opinions in the first experimental school. This data is revealed in Table 4.27.

Table 4.26

*Rating of methodologies in first experimental school (EXP)*

SN	Statement on Attitude	Mean rating	%
1	We enjoyed the way <i>barua rasmi</i> was taught	3.31	66.2
2	I wish the method used to teach <i>barua rasmi</i> was used in other compositions	2.60	52.0
3	<i>Barua rasmi</i> lesson(s) was boring	1.87	37.3
4	I found the teacher more interesting during the <i>barua rasmi</i> lesson(s)	3.11	62.2
5	I found the teacher more comfortable using the method	2.90	57.9
6	I liked the way writing of <i>ratiba</i> was taught	3.09	61.8
7	Writing of <i>ratiba</i> was easily understood using the method	2.85	57.0
8	I feel a better method would have been used to teach <i>ratiba</i>	2.35	47.1
9	The teacher was familiar with the method used to teach <i>ratiba</i>	2.77	55.4
10	I wish the teacher can use the used in method in <i>ratiba</i> to teach other compositions	2.68	53.6
11	We were comfortable with the method used to teach <i>insha za mdokezo</i>	2.60	51.9
12	I didn't understand well <i>insha za mdokezo</i> due to method used	2.05	40.9
13	I found the method appropriate to teach <i>insha za mdokezo</i>	2.59	51.8
14	The method used in <i>insha za mdokezo</i> can enhance learning other compositions	2.50	50.0
15	Other methods can enhance learning of <i>insha za mdokezo</i>	2.44	48.8
16	I enjoyed the way <i>mahojiano</i> was taught	3.34	66.9
17	I would like the method used to teach <i>mahojiano</i> used to teach other compositions	2.85	56.9
18	<i>Mahojiano</i> lesson(s) was boring using the method	1.76	35.3
19	I found the teacher more interesting during the <i>mahojiano</i> lesson(s)	3.03	60.6
20	I found the teacher more comfortable using the method to teach <i>mahojiano</i>	2.92	58.4
Total mean score		2.68	

Data in Table 4.26 indicate that, though learners enjoyed more the way *barua rasmi* was taught as indicated by a higher rating of 3.31. The table also revealed that learners' response to most items in the questionnaire in experimental school EXP was a near reflection of the general perception about *barua rasmi* reflected in Table 4.26. The table also revealed that though learners' perception about teaching of *ratiba* was slightly higher than that of the two schools combined, the rating was low. Notably, they also had a liking

for the way *ratiba* was taught, which closely matched the way *barua rasmi* in the same school was taught. To this end we can probably attribute this to the teachers being role models worth imitating thus subsequently liking their teaching. This is the basic tenet of observational learning theory by Albert Bandura (1977). This is further emphasized by Mowrer and Klein (2001) when they argue that teachers are invariable role models whose behaviour are easily copied by their learners.

Regarding teaching of *insha za mdokezo*, Table 4.27 revealed that learners in the first experimental school registered more discomfort with the way it was taught. This was indicated by their mean rating of 2.60 compared to the mean rating of 2.99 revealed when the two schools were combined. However, their mean rating of 2.59 on appropriateness of the method was the same. This can also be another explanation that the teacher influences learners' liking or disliking of the subject as intimated by Oskamp and Schultz (2005). On the other hand it could originate from the learner as argued by Koballa and Gymn (2007).

With regard to the way *mahojiano* was taught, Table 4.27 reveals that learners' rating of the way *mahojiano* was taught was 3.34, which was above the general mean rating of 3.07 in Table 4.25. This was similarly shown by their subsequent approval for the methodology to be used to teach other compositions as revealed by 2.85 which is higher than 2.71 in general mean rating of the two study schools. This further tends to agree with their rating of the lesson being interesting as well as the teachers ease of use of the methodology.

The table however reveals that the overall mean coefficient was 2.68, which was lower than the general mean coefficient of 2.69 revealed in Table 4.25.

Beyond the study investigated learners rating of methodologies used to teach Kiswahili composition writing in the second experimental school. This data is presented in Table 4.27.

Table 4.27

*Rating of methodologies in the second experimental school (IMP)*

SNo	Rating	Mean rating	%
1	We enjoyed the way <i>barua rasmi</i> was taught	3.94	78.8
2	I wish the method used to teach <i>barua rasmi</i> was used in other compositions	3.07	61.4
3	<i>Barua rasmi</i> lesson(s) was boring	1.43	28.6
4	I found the teacher more interesting during the <i>barua rasmi</i> lesson(s)	3.45	68.9
5	I found the teacher more comfortable using the method	3.32	66.4
6	I liked the way writing of <i>ratiba</i> was taught	2.58	51.7
7	Writing of <i>ratiba</i> was easily understood using the method	2.67	53.8
8	I feel a better method would have been used to teach <i>ratiba</i>	2.64	52.7
9	The teacher was familiar with the method used to teach <i>ratiba</i>	2.78	55.7
10	I wish the teacher can use the used in method in <i>ratiba</i> to teach other compositions	2.53	50.6
11	We were comfortable with the method used to teach <i>insha za mdokezo</i>	3.17	63.5
12	I didn't understand well <i>insha za mdokezo</i> due to method used	2.00	40.2
13	I found the method appropriate to teach <i>insha za mdokezo</i>	2.58	51.7
14	The method used in <i>insha za mdokezo</i> can enhance learning other compositions	2.80	55.9
15	Other methods can enhance learning of <i>insha za mdokezo</i>	2.28	45.5
16	I enjoyed the way <i>mahojiano</i> was taught	3.31	66.2
17	I would like the method used to teach <i>mahojiano</i> used to teach other compositions	3.00	60.0
18	<i>Mahojiano</i> lesson(s) was boring using the method	1.71	34.3
19	I found the teacher more interesting during the <i>mahojiano</i> lesson(s)	3.31	66.3
20	I found the teacher more comfortable using the method to teach <i>mahojiano</i>	3.30	66.0
Total mean score		2.80	



Table 4.27 reveals that learners in the second experimental school IMP enjoyed the way in which *barua rasmi* was taught and wished that the method can be used to teach other compositions. This is indicated by their 3.91 and 3.07 rating respectively. Though the mean was low they tended to agree on appropriateness of the methodology to the other school and the general rating reflected in Table 4.25

Pertaining methods used to teach *ratiba*, Table 4.27 reveals that, learners in second experimental school (IMP) rated the methodology lower than the combined rating and than their counterparts in the experimental school EXP. Irrespective of the slight variations noted, generally learners rated most aspects regarding teaching of *ratiba* in close relatedness with their counterparts. This however reflected low rating which in essence forms a formidable argument that these differences can be attributed to other aspects other than the ability of the teacher to deliver the content.

In response to methods used to teach *insha za mdokezo* Table 4.28 reveals that learners rated the methodology higher than their counterparts or the combined rating. With regard to appropriateness, the mean rating of 2.58 was close to 2.59 revealed in the first experimental school EXP and the combined rating respectively. They were however slightly higher with their 2.80 rating of the methodology in teaching other compositions.

Unlike their counterparts, the table shows that learners in experimental school IMP rated 3.31 the method used to teach *mahojiano*. This was slightly lower than 3.34 by their counterparts in experimental school EXP. However the learners found the teacher more

interesting and more comfortable in *mahojiano* lesson than the former. Their 3.00 rating of the methodology as an alternative to teach other compositions was higher than in first experimental school and the combined rating.

Despite the variations noted, learners in the second experimental school generally rated low methodologies as indicated by the mean coefficient of 2.80. This was slightly higher than noted in the other school or the combined rating. This implies that both teachers and learners acknowledge the potentials of implicit methodologies and confirms assertion by Odundo and Gunga (2013) that implicit methods not only encourage critical thinking but lead to higher retention of knowledge and subsequently higher learning achievement.

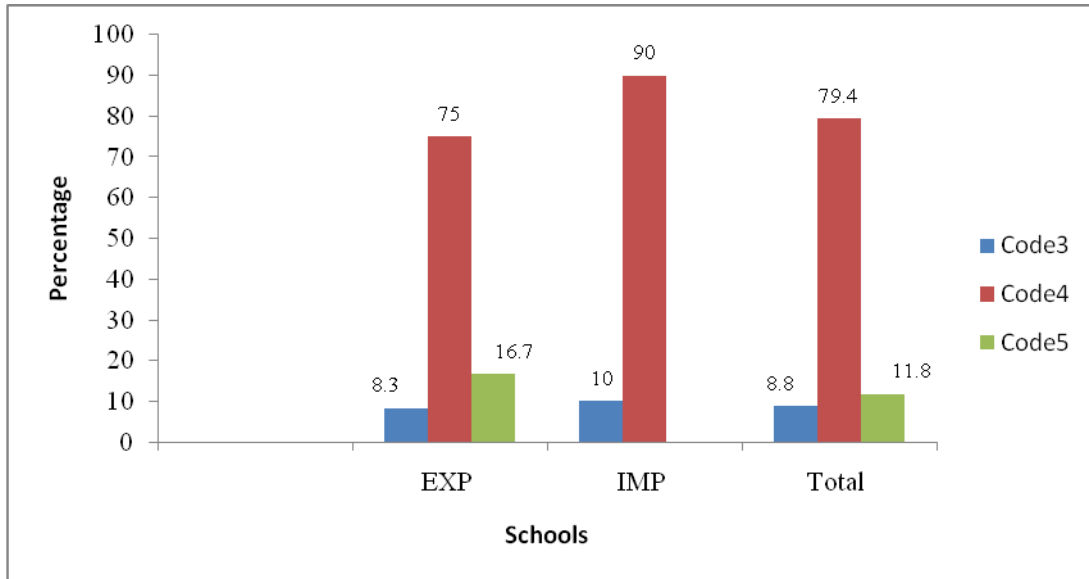
#### **4.9 Analysis of data from the lesson observation schedule**

To gain an insight into the way Kiswahili teachers presented their Kiswahili composition writing lessons using the methodologies under investigation, a lesson observation schedule was used under five key areas namely; lesson plan, lesson presentation, learner participation, learning resources and lesson evaluation. These items were rated on a five point scale summarized as; **5**=Very good, **4** = Good, **3**= Average, **2**= Poor and **1** = Very poor.

##### **4.9.1 Rating of Kiswahili teachers in lesson planning KCW**

Items captured under lesson planning included; availability of lesson plan, adequacy of objectives, introduction, lesson notes and conclusion/summary. Data on these items is presented in Figures 4.5, 4.6 and 4.7 in that order.

The data in Figure 4.5 reveals how teachers were rated in introducing the observed Kiswahili composition writing lessons in the study. A five point scale summarized as; **5**=Very good, **4** = Good, **3**= Average, **2**= Poor and **1** = Very poor was used. These are represented by codes 5, 4, 3, 2 and 1 in that order.



*Figure 4.5: Rating of teachers in lesson introduction*

As indicated in Figure 4.5 over 79.4 % of Kiswahili teachers in the two study schools were rated to be good in lesson introduction and another 8.8 % of teachers who were rated as average in lesson introduction. Only 11.8% were of the teachers were rated to be very good. Notably the teachers from the school using implicit methodologies (IMP) scored higher than their counterparts in the other school. Based on the lesson observation this was indicated by their ability to organise the learners well before introduction of the lesson unlike the EXP school where teachers approached the lesson direct. This implies

that implicit methodologies enhanced appropriate approaches to lesson introduction. According to Nasibi (2003) this helps to learners envisage the lesson objectives early in the lesson.

Similarly, the study rated Kiswahili teachers in terms of lesson preparation. This particularly focused on professional documents available. In particular lesson plan and concurrence with schemes of work and corresponding lesson objectives. The results for this data are contained in Figure 4.6.

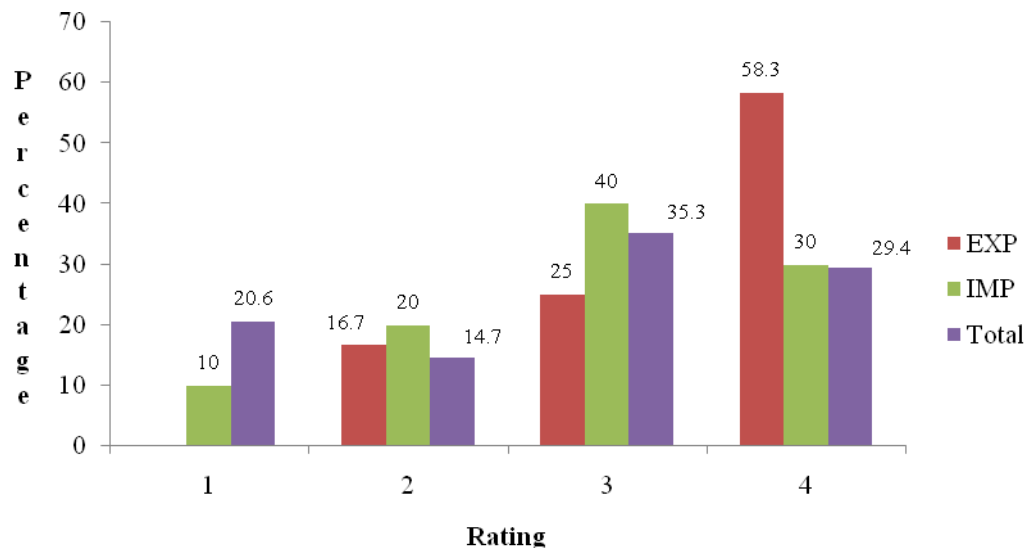


Figure 4.6: Rating of Kiswahili teachers on preparing lesson plan notes

As is contained in Figure 4.6, 58.3 % of Kiswahili teachers in the experimental school EXP were rated good in preparing lesson notes before going to class while majority in experimental school IMP were averagely rated. With the help of the lesson observation schedule notes the researcher found that most Kiswahili teachers summarised their lessons on note books. None of the teachers had an actual lesson plan which is a professional

work plan showing clearly all activities that take place in a lesson as intimated by Nasibi, (2003) and supported by Twoli et al (2007). The lack of this professional document in teaching and learning is likely to lead to unprecedented professional flaws during lesson presentation Gathumbi and Masembe (2005). A more serious case was noted in one instance when a teacher presented a lesson from the text book. This non professional approach to pedagogical process in Kiswahili has been cited as contributor to poor quality of compositions presented for marking during the KCSE, as indicated by Ngugi (2007) and KNEC( 2014, 2015).

The study further evaluated teachers on how they concluded their Kiswahili composition writing lessons. The aspect of lesson conclusion entailed review of the lesson, evaluation of learners' understanding as evidence of achievement of lesson objectives and giving of assignment. The data on this rating is revealed in Figure 4.7.

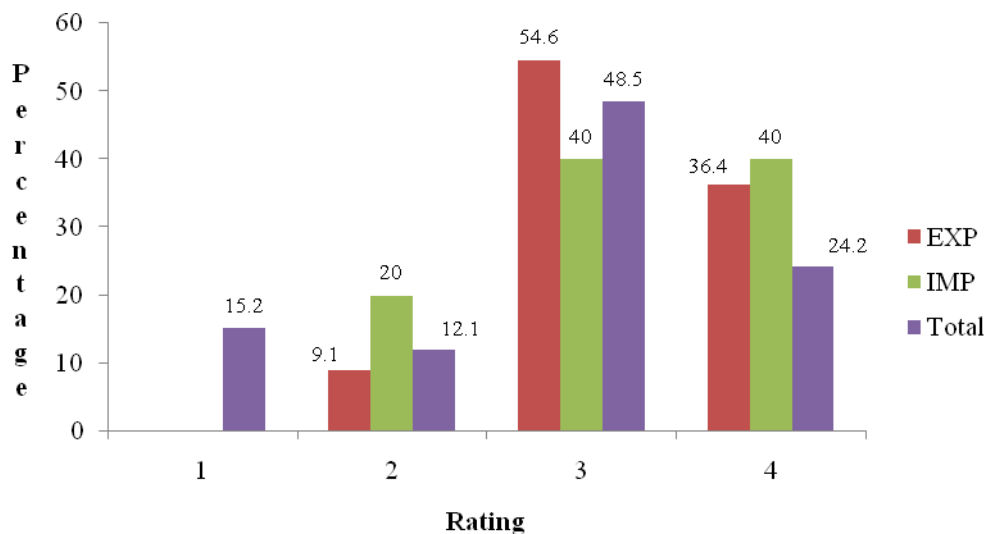


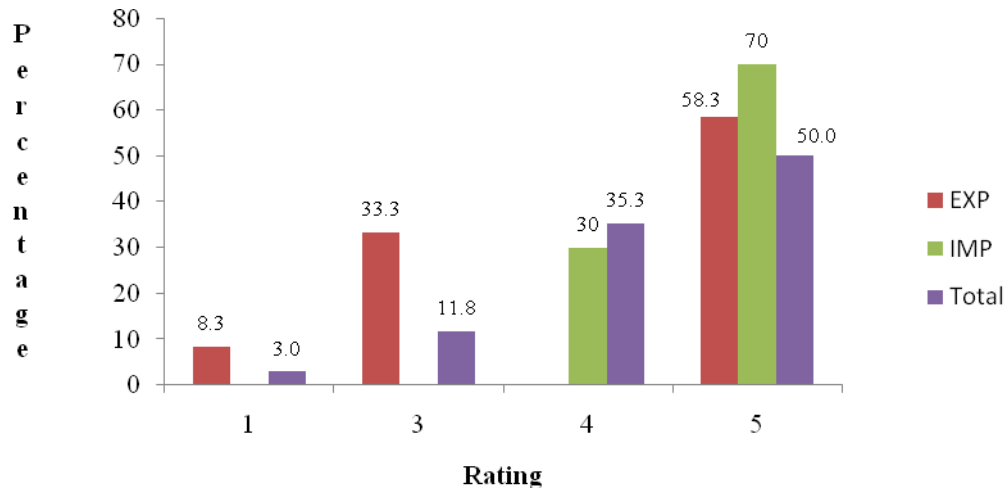
Figure 4.7: Rating of Kiswahili teachers on lesson conclusion

As revealed in Figure 4.7 majority of Kiswahili teachers in the two study schools were averagely rated in the way they concluded their lessons. This is indicated by majority being clustered around a score of 3 in all the schools. In the two schools few teachers (less than 40% in the two schools) were rated good (4) in the way they concluded their lessons. Notably, no teacher was rated as very good (5) in lesson conclusion. From these findings it can be deduced that inadequate lesson preparation by the teachers could impact negatively on their delivery of content thus affecting time management as adduced by Musau and Chacha (2001) with regard to teaching Kiswahili and supported by Gathumbi and Maseembe (2005) when applied to teaching of English. Subsequently the teaching process suffers to the last step characterized by hasty lesson conclusion.

#### **4.9.2 Rating of Kiswahili on KCW lesson presentation**

A further analysis was done on the rating Kiswahili teachers' lesson presentation based on mastery of content, accuracy of content, adherence to the method. Data on Kiswahili teachers' mastery of the Kiswahili composition writing content is indicated in Figures 4.8, 4.9 and 4.10 respectively.

One aspect of lesson presentation the study endeavoured to evaluate was the mastery of content, order of the content in line with the methodology applied. The rating of teachers in terms of mastery of Kiswahili compositions content is revealed in Figure 4.8.



*Figure 4.8: Rating of Kiswahili teachers' on mastery of content*

The data in Figure 4.8 revealed that majority of teachers were rated as very good (5) in mastery of the content in Kiswahili composition writing lessons as demonstrated by over 50.0% in both schools. However, it was notably revealed that some teachers were rated very poorly in terms of content mastery. This was the case in the situation where the teachers lacked the lesson notes. For effective content presentation Nasibi (2003) and Twoli et al agree that the lesson plan is the basis for security and confidence in lesson presentation, lack of which could have contributed to the poor delivery by the observed teachers.

Given the importance of the content as the gist of knowledge in a lesson as stipulated in the syllabus (KIE, 2006), the lesson observation schedule tried further to check how the teachers were accurate on the content delivered. The Kiswahili syllabus was used as the benchmark as well as the researcher interpretation of the same since he is a professionally

qualified Kiswahili teacher. Using the same scale of 1 to 5 (with 1 as very poor and 5 as very good), the study gathered information as revealed in Figure 4.9.

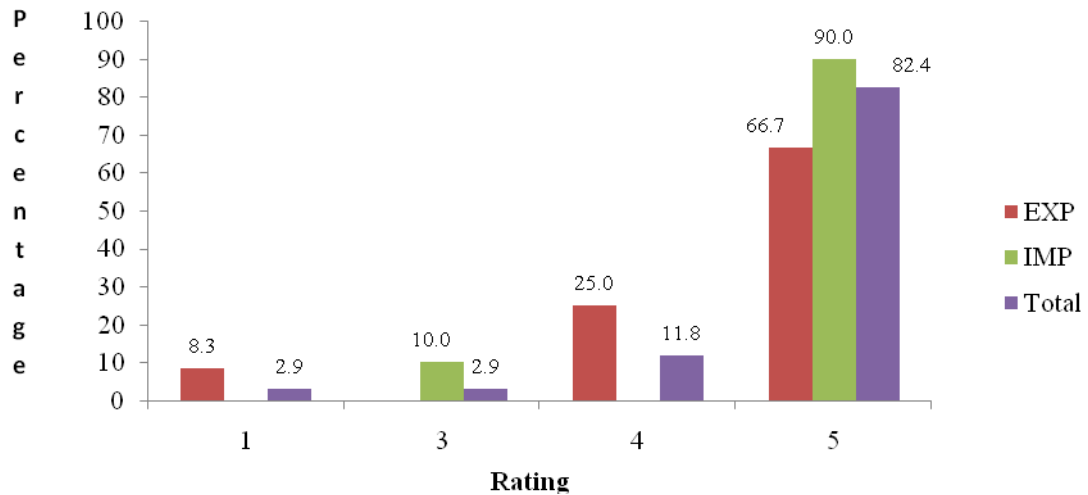


Figure 4.9: Rating of Kiswahili teachers' on accuracy of content

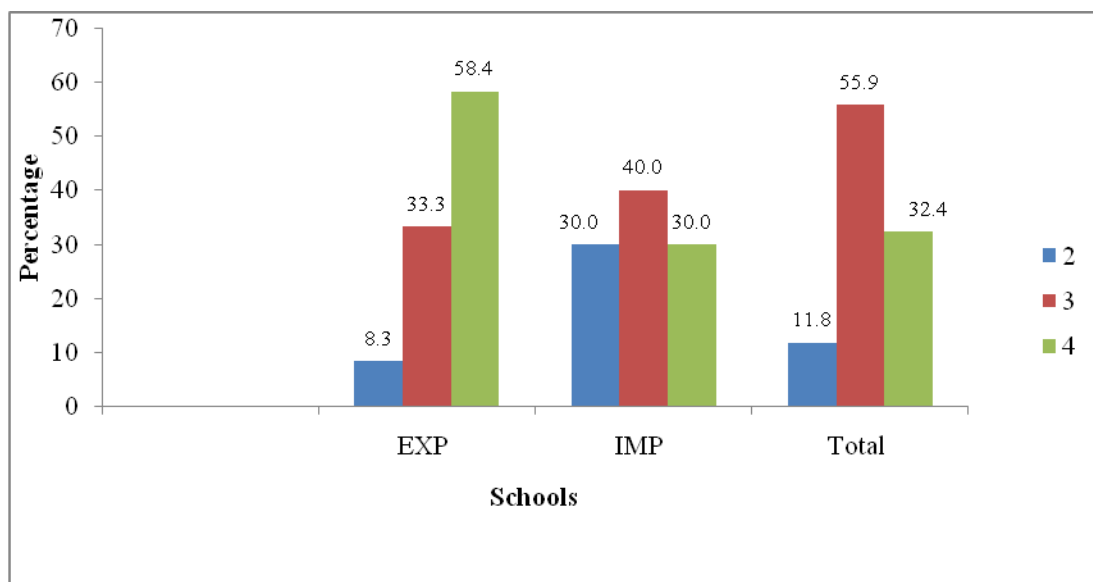
Figure 4.9 revealed that majority of Kiswahili teachers were highly rated in terms of accuracy of the content delivered. However, some were rated low owing to some errors in content delivery; some of the errors captured included;

- i. inappropriate salutation of *barua rasmi* (official letter)
- ii. insisting that *barua rasmi* has one fixed slanting format
- iii. responding that *mahojiano*(dialogue) has only two characters
- iv. *insha za mdokezo* is only a started composition
- v. that time has a Kiswahili format when writing *ratiba*



This inaccuracy is goes in hand with mastery of content thus concurring with Odundo and Gunga (2013) that inappropriate delivery of content stifles learners achievement. A similar challenge of inaccuracy of content was cited by Msanjila (2005) in regard to teachers in Tanzanian schools.

The study also sought to rate the Kiswahili teachers in terms of how they adhered to the pedagogical methodologies under investigation. Using the same scale of 1 to 5 in the observation schedule, the rating in the two schools was as shown in Figure 4.10.



*Figure 4.10: Rating of Kiswahili teachers' adherence to methodology*

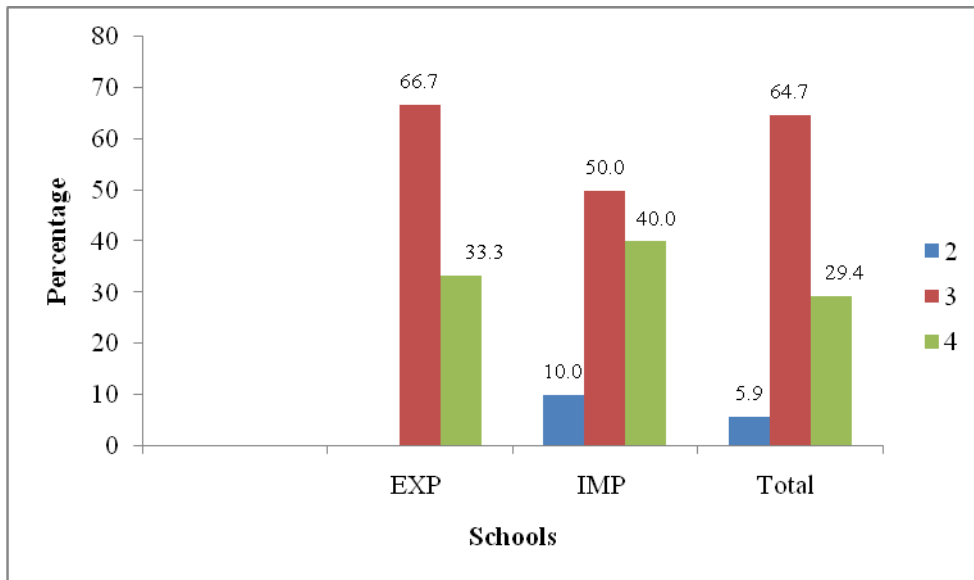
Data in Figure 4.10 revealed that teachers in the two schools were generally good (a score of 4) in adhering to the methodologies tested. However, teachers in the first school (EXP) were better rated than those in the IMP school. Given that the first school used explicit methodologies, teachers were at ease due to tendency by most teachers to use the methodologies due to their simplicity as indicated by Mutiga (2008). Another reason would be teachers in the second school tending to fall to the simpler explicit

methodologies due to limiting time factor yet they are expected to cover the syllabus as articulated by the studies by Mwanda (2002) and Odundo (2005). In fact it was observed that teachers in the second school (IMP) had challenges sticking to implicit methodologies. This implies that despite teachers highly rating implicit methodologies, they usually tend to fall back to their preferred explicit methodologies as observed by Mwangi (2001).

#### **4.9.3 Rating of Kiswahili teachers on learner participation in KCW lesson**

In terms of learner participation in lesson development, the study sought to evaluate how Kiswahili teachers engaged the learners during the Kiswahili composition writing lessons. Using the same scale on the lesson observation schedule, the study rated how the methodology applied elicited learners response and how they were able to carry out tasks in class. Data on this rating is presented in Figures 4.11 and 4.12 respectively.

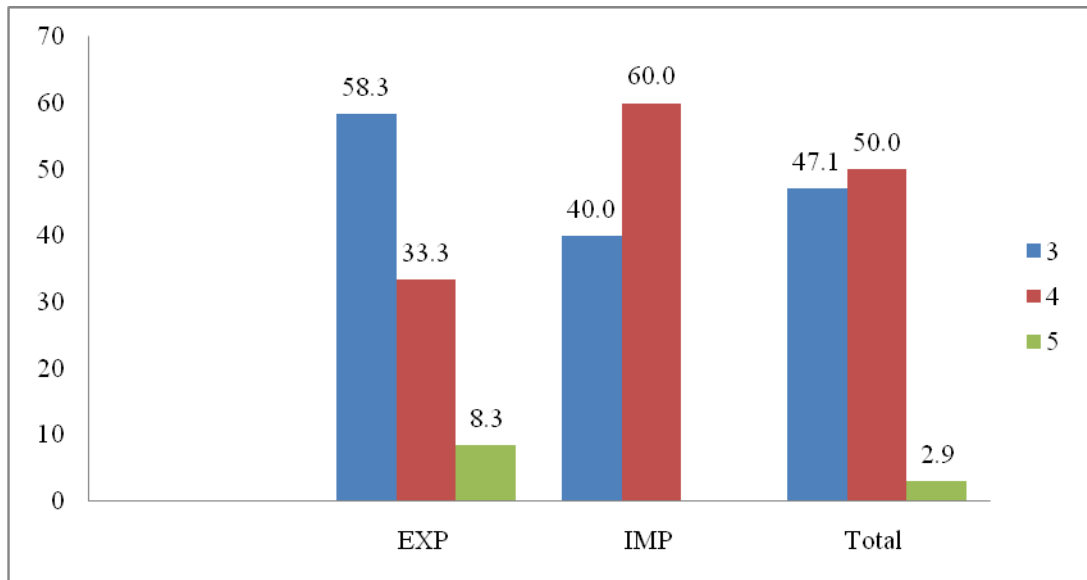
To establish learners' engagement in lesson development, Kiswahili teachers were evaluated in terms of engaging learners in class while using the methodologies being investigated. This data is contained in Figure 4.11.



*Figure 4.11: Rating of Kiswahili teachers on learners' lesson participation*

Data in Figure 4.11 indicate that Kiswahili teachers in both schools were rated average (3) in application of methodologies to elicit appropriate learner response. This is as indicated by 64.7% combined rating, which reflects the 66.7% in EXP and 50.0% in IMP schools respectively. During the lesson observation the researcher was able to note that teachers would prefer teacher centred activities in situation where the lesson neared the end or where the Kiswahili lesson preceded a break such as tea break or lunch break. The conclusion was that the limited learners' participation in lesson development was due to the often tendency to fall to explicit methodologies, which according to Mutiga (2008) hardly attracts learners participation.

The study further attempted to establish learners' ability to undertake classroom tasks. In doing so the observed lessons were evaluated in terms of how the teachers applied the methodologies as shown in Figure 4.12.



*Figure 4.12: Rating of methodology and learners' classroom tasks*

As indicated in Table 4.12 most teachers in the study schools were rated average in terms of engaging learners appropriately while using the methodologies being investigated. It was only 2.9% who were observed as having the ability to age learners actively in classroom activities. During the lesson observations, the researcher found that the most form of engagement of learners in classroom activity was in form of answering questions relating to an issue the teacher wanted clarified. The researcher also observed that the teachers did not engage learners in simple exercises like putting down the key points which would be used for developing a composition, yet this forms one basic way of enhancing understanding in composition writing classes emphasized by KNEC (2013) and KIE (2006).

#### 4.9.4 Rating of Kiswahili teachers on use of learning resources

The lesson observation guide also tried to establish how Kiswahili teachers used teaching resources during the KCW lessons. In doing so the lesson observation focused on utilization of the chalkboard and use of teaching aids. It also sought to establish the adequacy and relevance of the teaching aids. The data related to this use is displayed in Figure 4.13.

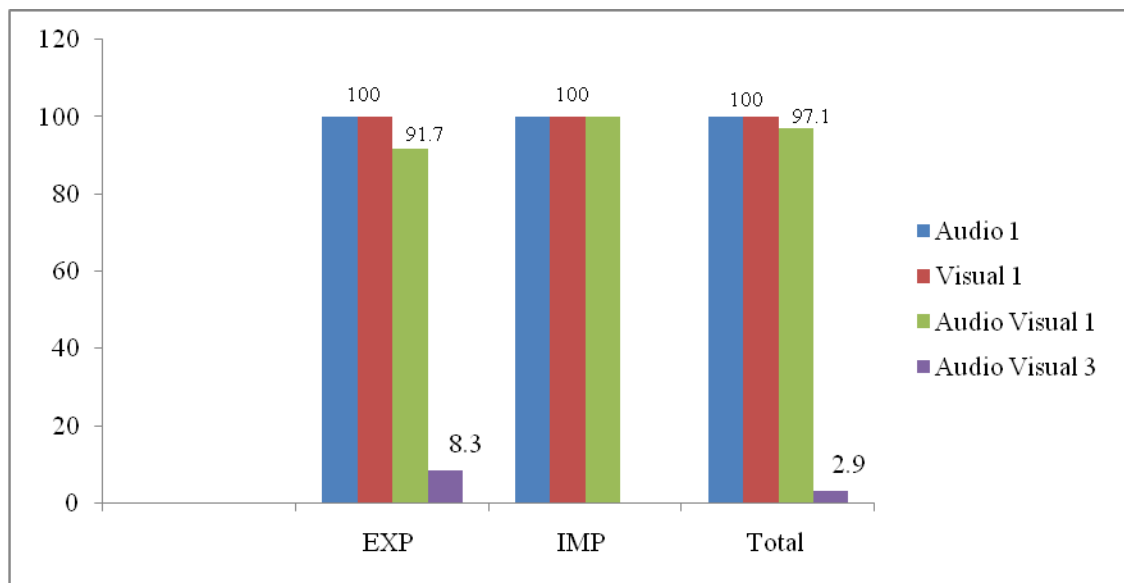


Figure 4.13: Rating of Kiswahili teachers in use of resources in KCW lessons

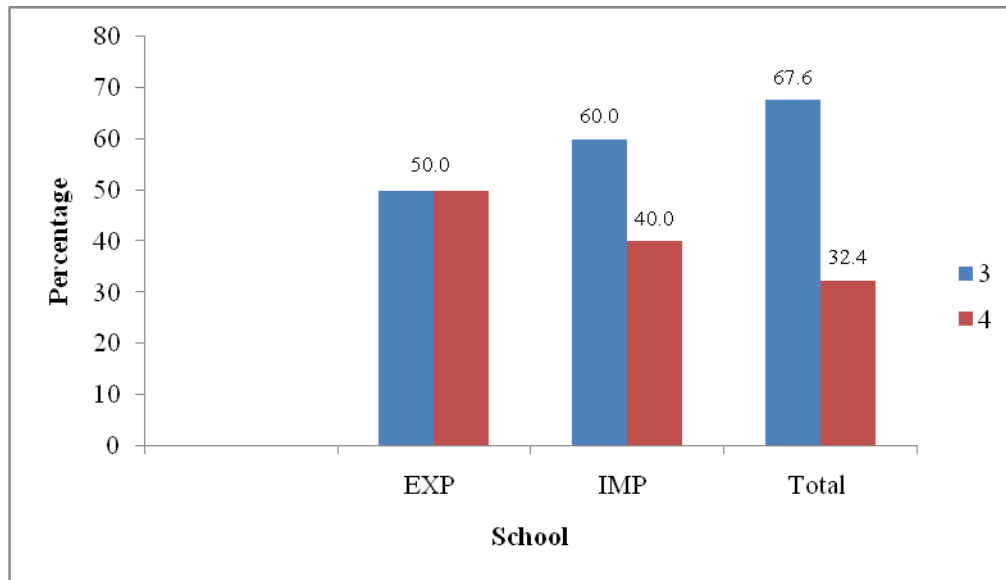
As revealed in Figure 15 Kiswahili teachers did not or made little effort to audio, visual or audio visual teaching resources. This was despite availability of some of these resources in schools as the researcher established. For instance all schools had access to computers, LCD projector, radio, television sets and variety of other resources that could be utilized for teaching Kiswahili composition writing. An attempt was seen in one teacher using sample *barua rasmi* to articulate points in the lesson. In teaching of the same composition, majority of the teachers were observed making reference to the example given in the

learners text book. This clearly goes along with Ngugi (2007) and KNEC (2007) observation that Kiswahili lack of innovative use of aids can be attributed to low achievement by learners in the subject and subsequently affecting their performance. It was also observed that some teachers sparingly used the chalkboard to give lesson summary. In fact, in one of the lessons observed the teacher simply read from the text book. This is despite the teacher having presented other lessons well as observed during the term. This implies that there are factors that can contribute to an effective teacher displaying different aspects during teaching of the same subject or class. One such factor is attitude towards the subject or some areas that the teachers may not like to teach as shown by the study by Suter and Busienei (2013)

#### **4.9.5 Rating of Kiswahili teachers on KCW lesson evaluation**

The lesson observation schedule further tried to establish how Kiswahili teachers evaluated the content learned during the Kiswahili composition writing lessons. The key areas evaluated included; checking of learners understanding, guidance to needy learners on carrying out tasks and giving of appropriate assignment given. Data on rating of these aspects is shown in Figures 4.14, 4.15, and 4.16 respectively.

Figure 4.14 reveals data on how teachers were evaluated in terms of checking learners' understanding during the process of teaching.

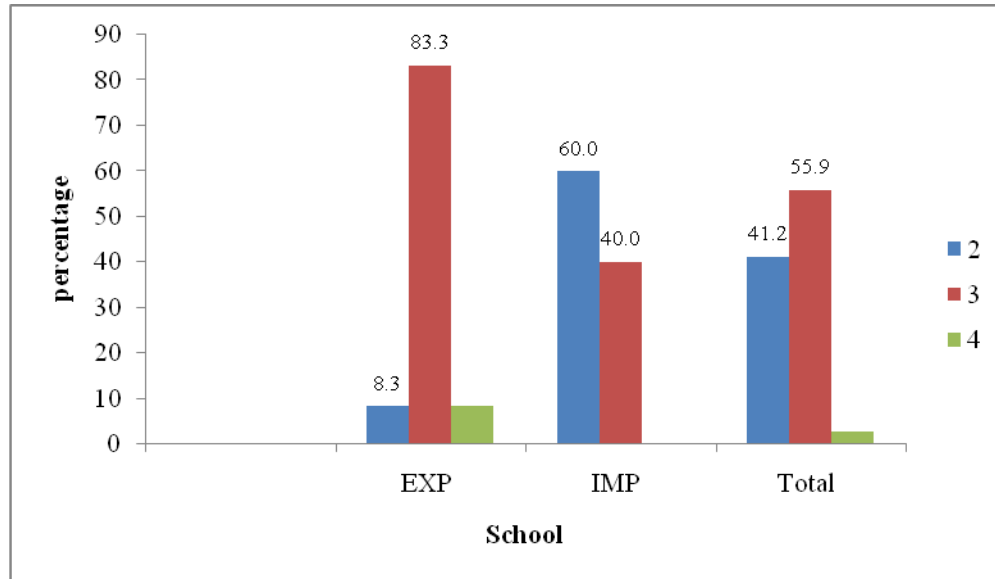


*Figure 4.14: Rating of use of Kiswahili teachers in checking learners understating*

As indicated in Figure 4.14 most teachers in both schools were rated average in checking learners understanding. However, a variation was noted in the individual schools with teachers in the first school EXP recording a higher percentage (50%) compared to 40% in the second school IMP of those rated as rated good. The researcher observed that the commonest form of checking learners understanding in both schools was through questioning at the end of the lesson. This trend seems to agree with observation made on teachers giving guidance to learners in Figure 4.15 This implies that Kiswahili teachers in the two study schools prefer to make work their easier at the expense of the learners. This is common practice alluded by Watson (2003), which usually leaves learners in suspense for they hardly enjoy the lesson.

In terms of guiding learners during the observed lessons indicated almost a similar trend the data contained in Figure 17 shows. In this case the teachers were evaluated in terms of

how they helped learners to conceptualize the content delivered. Particular attention was given to how needy learners were attended.

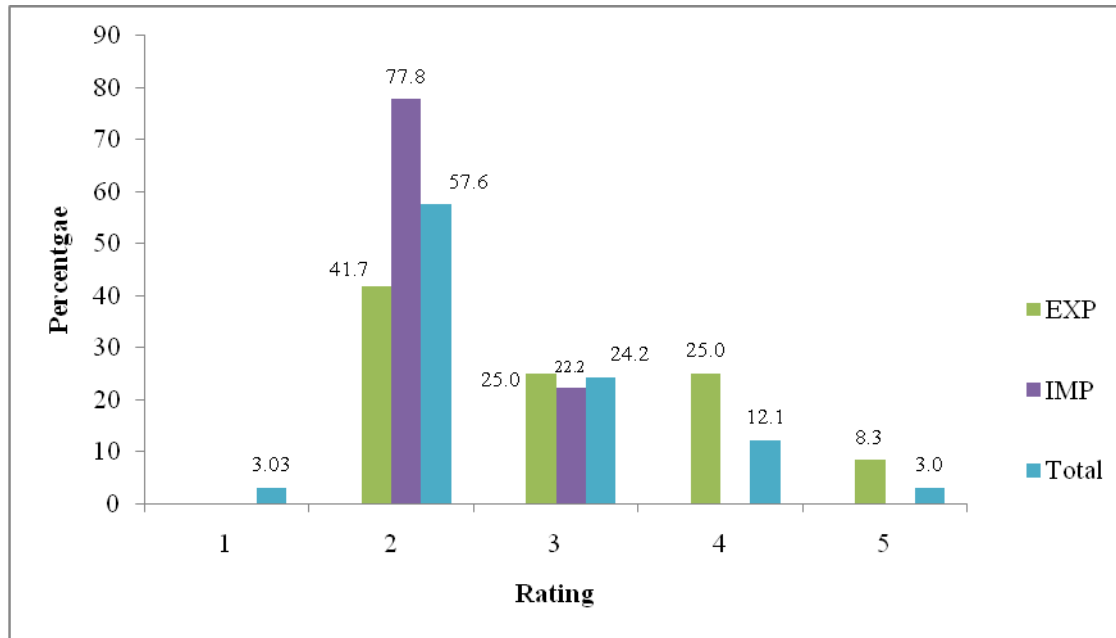


*Figure 4.15: Rating of use of Kiswahili teachers on learner guidance*

As indicated in Figure18 most Kiswahili teachers were rated as either poor or average in attending to learners' needs during the lesson. The trend cut across the two study schools. The conclusion was that Kiswahili teachers made little effort to cater for different learners yet catering for individual differences as explained by Ayot & Patel (1986) offers a platform to attend to their weaknesses. This is further stressed by Nasibi (2003) since classes are composed of students of different abilities, interests, intellect and backgrounds including attitudes. This implies that Kiswahili teachers may have faced challenges in balancing the situation given the much content coverage expected of them.



Lastly the study also tried to establish whether Kiswahili composition writing lessons were followed by appropriate assignments to learners. The observation of this aspect was evaluated and data shown in Figure 4.16.



*Figure 4.16: Rating of use of Kiswahili teachers on giving assignments*

Data in Figure 4.16 revealed that Kiswahili teachers in the two schools were poorly rated in giving assignments. It was a very small percentage of Kiswahili teachers who attempted to give assignments. The researcher randomly selected Kiswahili composition books from the learners and established that most compositions had not been marked. The researcher also established that some teachers had stayed with composition books for long and often returned them for writing of additional compositions even before previous compositions were marked. In education practice evaluation is the systematic process by which the teacher collects, analyses and interprets information to determine the extent to

which learners are achieving instructional objectives (Nasibi, 2003). The conclusion was that despite the Kiswahili teachers' weekly workload being manageable as shown in Figure, some teachers fail to be rigid in their approach to teaching and rarely want to reform classroom activities for effective learning achievement envisaged by Doll (1992) when he equates classroom activities to laboratories of transformation in learning process.

#### **4.9.6 Analysis of data from the composition error analysis guide**

In an effort to gain in-depth information in the way the learners performed in the tested Kiswahili compositions 10 compositions were randomly selected from each study school and analyzed using the composition error analysis guide.

#### **4.9.7 Analysis of morpho-syntactic errors in Kiswahili compositions**

The study analyzed the morpho-syntactic errors made by the students in written compositions the study schools. A modal 15 errors were captured in given composition as this was used as the benchmark for errors in sampled compositions. The data on these errors is revealed in Table 4.29.

Table 4.28

*Frequency of morpho-syntactic errors in written compositions*

<b>F</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>12</b>	<b>14</b>	<b>Total</b>
<b>EXP</b>	1	2	0	2	0	2	0	2	0	1	10
%	10	20	0	20	0	20	0	20	0	10	100
<b>IMP</b>	2	1	1	2	1	2	1	1	1	0	12
%	16.7	8.3	8.3	16.7	8.3	16.7	8.3	8.3	8.3	0	100
<b>Total</b>	3	3	1	5	3	4	1	3	3	1	31
%	9.7	9.7	3.2	16.1	9.7	12.9	3.2	9.7	9.7	3.2	100

The data in Table 4.28 reveals that students in the two schools recorded errors ranging from 1 to 14 in a single page. The trend of distribution of the errors in the two schools did not vary much as shown in the table. Upon reading the compositions it was concluded that the errors indicate that the written compositions were below average given the compositions were very short. This conclusion is further strengthened by the KNEC standardized criteria in Appendix V for marking KCSE compositions. According to KNEC (2007) such compositions have easy flow of ideas but this flow is interfered with by grammar errors and inappropriate use of vocabulary. This implies that concept formation through meaningful organization and presentation of ideas as envisaged by Daniel (2008); Swenson, Wirkus and Obukowitz (2009) in composition writing was lacking in those compositions. To emphasize this further Msanjila (2005) agrees with Richards (1971) that such intra-lingual errors -problems reflect the general characteristics of the rule learning, faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.

For this reason, morpho-syntactical errors highlighted above derail the concept examined in a given composition, which forms the gist of composition writing skills envisaged by KIE (2006), Mutiga (2008) and Wamitilla (2009). With regard to the attention given to the errors identified, it was observed that Kiswahili teachers mostly addressed the errors by underlining but not guiding the student. This means that the student was left to interpret the error highlighted and may appropriately use the phrase in future.

#### 4.9.8 Analysis of punctuation errors in Kiswahili compositions

In an attempt to give an in depth understanding of grammatical errors made by students, the study further analyzed the punctuation errors made by the learners in the process of their writing. Punctuation errors indicate that the students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively (Msanjila,2005).Using the 10 sampled compositions in each study school the punctuation errors recorded were as captured in Table 4.29.

*Table 4.29*

*Frequency of punctuation errors in written compositions*

<b>Sample</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>Total</b>
EXP	0	1	2	1	1	0	1	0	1	2	9
%	0	11.1	22.2	11.1	11.1	0	11.1	0	11.1	22.2	100
IMP	1	3	1	0	3	2	1	1	0	0	12
%	8.3	25	8.3	0	25	16.7	8.3	8.3	0	0	100
Total	2	10	3	3	5	2	2	1	1	2	31
%	6.5	32.3	9.7	9.7	16.1	6.5	6.5	3.2	3.2	6.5	100

The results revealed in Table 4.29 indicate that 31% of the sampled compositions had punctuation errors. This is closer to 51% of punctuation errors revealed by Msanjila (2005) when he conducted a study in Kigurunyembe and Morogoro secondary schools in Tanzania. Again the distribution of errors between the schools reflected a common trend thus concluding that students in the two schools had problems with punctuations. Punctuation is one of the six glaring writing problems of writing in Kiswahili as indicated by KNEC (2007) AND Ngugi (2007). The other problems are; inexplicitness, poor organization or illogical sequence, capitalization and grammatical errors, most of which arise from pedagogical reasons (Msanjila, 2005). The problem of punctuation as repeatedly noted in the study schools implies that the problem may not only be limited to Kiswahili compositions but widespread in other examinable areas of the subject.

#### **4.9.9 Analysis of errors in sentence structures in Kiswahili compositions**

The study also carried out an investigation on other errors students made in sentence constructions in their written compositions. The data on sampled compositions revealed that students made 1- 10 structural errors with at least 6 students (21%) in two schools making 5 and above errors. This data is shown in Table 4.30.

*Table 4.30*

*Frequency of errors in sentence constructions in written compositions*

<i>F</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>Total</b>
<b>EXP</b>	2	2	1	2	1	1	0	1	10
<b>%</b>	20	20	10	20	10	10	0	10	100
<b>IMP</b>	1	2	1	5	0	1	2	0	12
<b>%</b>	8.3	16.7	8.3	41.7	0	8.3	16.7	0	100
<b>Total</b>	4	8	3	7	3	4	2	1	32
<b>%</b>	12.5	25	9.4	21.9	9.4	12.5	6.3	3.1	100

As shown in Table 4.30 it was concluded that the written compositions lacked communication ability envisaged by Musau & Chacha (2001). This implies that poor sentence constructions, errors in vocabulary use contributed to over all grammatical errors in sampled compositions.

In order to gain more information of other errors in sentence structures in Kiswahili compositions the study further analyzed other errors in sentence construction, notably word or letter omissions as well as word or letter additions. The data revealed that omissions ranged from 1 to 8 words per written composition with majority of students recording omissions of 1 to 2 words. This data is shown in Table 4.31.

*Table 4.31*

*Frequency of omission errors in sentence constructions in written*

<i>F</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>8</b>	<b>Total</b>
<b>EXP</b>	1	3	1	0	1	1	7
<b>%</b>	14.3	42.9	14.3	0	14.3	14.3	100
<b>IMP</b>	1	3	0	0	1	0	5
<b>%</b>	20	60	0	0	20	0	100
<b>Total</b>	6	8	3	1	2	1	21
<b>%</b>	28.6	38.1	14.3	4.8	9.5	4.8	100

Some of the noted errors were;

- *Shule yet*                      instead of      *shule yetu*
- *Nilikuta ameketi*            instead of      *nilimkuta ameketi*
- *Siku pili*                        instead of      *siku ya pili*

With regard to adding unnecessary words or letters within sentences, the study indicated that there were 1 -3 word additions in sentences in sampled compositions from the study schools as shown in Table 4.32. However, majority of the students recorded the least number of this type or error.

*Table 4.32*

*Frequency of addition errors in sentence constructions in written compositions*

<b>f</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Total</b>
<b>EXP</b>	3	2	2	7
<b>%</b>	42.9	28.6	28.6	100
<b>IMP</b>	5	3	1	9
<b>%</b>	55.6	33.3	11.1	100
<b>Total</b>	12	6	6	24
<b>%</b>	50	25	25	100

With regard to addition of unnecessary words the sampled compositions revealed that there were between 1 and 3 elongations of words such as;

- *Katikashule*            instead of            *Katika shule*
- *Barabara*                instead of            *bara bara*
- *Mzazi ye*                 instead of            *mzaziye*

#### 4.9.10 Analysis of style used in Kiswahili compositions

The study further sought to rate the style used by the students in writing the tested compositions under the following; adequacy of points, length, adherence to the type of composition, flow of ideas and paragraphing. The rating was done using a five point scale of, very good (VG) = 5, Good (G) = 4, average (A) = 3, poor (P) = 2 and very poor (VP) = 1. The results for this rating are presented in Table 4.33.

Table 4.33

*Rating of style used to write Kiswahili compositions*

STYLE	SCHOOL	VG	G	A	P	VP
Adequacy of points	EXP	0	1	5	4	0
	IMP	0	4	3	3	0
	ALL	0	5	8	7	0
Composition length	EXP	0	3	5	2	1
	IMP	1	3	4	2	0
	ALL	1	6	9	4	1
Adherence to the type	EXP	0	0	4	6	0
	IMP	0	4	3	3	0
	ALL	0	4	7	9	1
	EXP	0	1	5	4	0
Flow of ideas	IMP	0	6	5	0	0
	ALL	0	7	10	4	0
	EXP	0	1	7	2	0
Paragraphing	IMP	1	4	5	0	0
	ALL	1	5	12	2	0

The data in Table 4.33 indicate that majority of the students in the study schools were rated average in the five stylistic parameters tested. The data also indicate that the students in the experimental school IMP were better than their counterparts in the other study school. The school coded IMP being a girls' school, seems to confirm KNEC (2014)



observation that girls tend to perform better than boys in languages since the first school coded EXP was a boys' school.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, summary of the findings, conclusions and recommendations. The chapter also presents the suggestions for further research.

#### **5.2 Summary of the findings**

The purpose of this study was to establish the effects of pedagogical methodologies on learners' achievement in Kiswahili composition writing in Garissa County. Six research objectives and corresponding research hypotheses were formulated to guide the study. The first research objective sought to establish the statistical difference between mean learners' achievement in pre-test and post-test within the school and between the schools.

The second study objective sought to establish the relationship between teachers' rating of appropriateness of explicit pedagogical methodologies and learners' achievement in Kiswahili composition writing. The third objective of the study sought to establish the statistical relationship between teachers' rating of appropriateness of implicit pedagogical methodologies and learners' achievement in Kiswahili composition writing. The fourth and fifth study objectives sought to establish the relationship between teachers rating of the effectiveness of explicit and implicit pedagogical methodologies on learners' achievement in Kiswahili composition writing. In the sixth objective, the study sought to

establish learners' rating of methodologies applied by teachers to teach Kiswahili compositions.

The study used quasi-experimental design. The design was preferred because of its ability to test descriptive causal relationships about manipulable causes to support a counterfactual inference about what would have happened in the absence of treatment. The design provided an alternative to experimental design due to its usability in natural field settings thus providing practical, feasible and generalized results. The study employed both non-probabilistic and probabilistic sampling. Using probabilistic sampling, three secondary schools were randomly selected for the study while non-probabilistic sampling was used to purposely select the students Kiswahili teachers. The sample size comprised all the 17 secondary schools, 27 Kiswahili teachers and 11,861 Form One students. Collection of data comprised use of mixed methods approach through triangulation of four data collection. This entailed use of questionnaire for Kiswahili teachers and Form One students, four tested Kiswahili compositions, observation schedule and document analysis. Data were analyzed by use of descriptive and inferential statistics. The descriptive statistics were done by use of frequencies and percentages while inferential statistics was done by use of t-test and simple linear regressions. Models were developed by use of Excel and STATA statistical applications.

The first research objective was to establish if there was statistical difference between the pre-test and post-test achievement in KCW and the methodologies used. Data on Kiswahili teachers' rating of appropriateness of methodologies established that implicit

methodologies were rated higher than explicit methodologies as indicated by mean rating of 3.22 for explicit and 3.42 for implicit methodologies. The t-test analysis revealed that there was statistical difference ( $p = 0.0001$ ) between learners' mean achievement in pre-test ( $\bar{x}_1$ ) and post-test ( $\bar{x}_2$ ) Kiswahili compositions in the school that used the explicit methodologies. Similarly the study established there was statistical ( $p = 0.0001$ ) difference between learners' mean achievement in pre-test ( $\bar{x}_3$ ) and post-test ( $\bar{x}_4$ ) Kiswahili compositions in the school using implicit methodologies. The study also established significant difference ( $p = 0.000$ ) between the methodologies and learners' achievement when the two schools were compared. That is ( $\bar{x}_2$ ) and ( $\bar{x}_4$ ) for post-test achievement in EXP and IMP schools respectively.

The second research objective was to establish the relationship between teachers' rating of appropriateness of explicit pedagogical methodologies and learners' achievement in Kiswahili composition writing. Since the t-test did establish significant difference between ratings of the methodologies, linear regression was run to further establish if the relationship between the rating and learners' achievement in Kiswahili composition writing was significant. Regression results revealed no significant linear relationship between Kiswahili teachers rating of use of explicit pedagogical methodologies ( $p = 0.069$ ) and learners' achievement in Kiswahili composition writing.

Research objective three was to establish the relationship between teachers' rating of appropriateness of implicit pedagogical methodologies and learners' achievement in Kiswahili composition writing. In this case the regression results revealed no significant

linear relationship between Kiswahili teachers rating of use of implicit pedagogical methodologies ( $p=0.919$ ) and learners' achievement in Kiswahili composition writing.

The fourth study objective sought to determine the effects of explicit pedagogical methodologies and learners' achievement in Kiswahili composition writing. Data on Kiswahili teachers rating of the effectiveness of explicit methodologies in the two schools revealed that implicit methodologies were rated higher with a mean of 4.25 compared to a mean of 3.72 for explicit methodologies. A further test was done using the linear regression to appropriately respond to objective four of the study. A p value of 0.179 indicated that and learners' achievement in Kiswahili composition writing was not significant.

The fifth research objective sought to determine the effects of teachers rating implicit pedagogical methodologies and learners' achievement in Kiswahili composition writing. The data on rating of the methodologies also revealed that implicit methodologies were rated higher in both schools. This was indicated by mean rating of 3.72 for EXP school and 4.25 for IMP schools respectively. Since the t-test revealed significant difference between learners' achievement and within and between the schools, a linear regression was run to establish the relationship between the rating of effectiveness of methodologies and learners' achievement Kiswahili composition writing. This revealed a p value of 0.889, which was interpreted as having no significant linear relationship.

The last study objective was to establish learners' ratings of methodologies used to Kiswahili composition writing. This data revealed a mean coefficient of 2.68 in EXP school and 2.80 in the IMP schools respectively.

In order to triangulate findings from the study questionnaires the study used the LOS and the DA establish how the Kiswahili teachers organized their teaching of composition writing. The study found out that none of the teachers prepared a lesson plan. Though the teachers would have lesson notes as a supplement to the lesson plan, none of the teachers got a score above 4 (good) in preparing lesson notes. The same trend was noted in the entire lesson development. That is presentation, accuracy of content and adherence to the methodology adopted. Though majority of Kiswahili teachers were very good (score of 5) in mastery of content, some were noted to be inaccurate and giving ambiguous views that confused learners. The study revealed that teachers in the IMP school were easily falling to their preferred explicit methodologies during teaching though good in applying implicit methodologies. Generally teachers in the two schools were averagely rated in ability to apply methodologies to elicit learners' response to guide them to undertake related classroom tasks.

With regard to use of teaching resources the study found that teachers excessively relied on the reference books compared to use of audio, visual or audio visual aids. This was confirmed by 100% non use of teaching aids in all the lessons observed. In terms of lesson evaluation, teachers were lowly rated as indicated by an average score of 3 in evaluating understanding in all lessons observed. This was further observed with regard to guiding the learners on challenging tasks. The trend was indicated by 60% of the lessons

observed in both schools. It was also established that Kiswahili teachers rarely and marked Kiswahili composition writing as well as giving further work during the observed lessons.

The study further analysed sampled Kiswahili compositions that were tested. It was revealed that students made between up to 15 morpho-syntactic errors in a composition of less than 2 pages. This implies numerous errors per page in their compositions. The study also established that Kiswahili teachers addressed the errors by simply underlining the error. With regard to sentence construction, the study revealed numerous omissions of words with at least every student omitting 1 to 2 words per page. The study also found out that most students in the two study schools were average in terms of style. This was indicated by average rating in terms of adequacy of points, composition length, adherence to the composition type, flow of ideas and paragraphing.

### **5.3 Conclusions**

Findings from the first research objective t-test analysis indicated that the statistical difference between methodologies and learners achievement was significant within the school and between the schools. However, implicit methodologies were seen to produce a higher mean compared to explicit methodologies. This led to the conclusion that learners' achievement was influenced by pedagogical methodologies and that one methodology is superior to the other when applied to Kiswahili composition writing. In this regard the implicit was seen to be superior based on the higher mean rating by the two schools. This

implies that Kiswahili teachers acknowledge the methodology potentiality to engage learners in active learning of the content as asserted by Odundo (2005) and Odundo and Gunga (2013). In agreement with the assertion, Clark (2003) and Mutiga (2008) indicate that the participatory nature of the methodologies develop learners' cognitive level hence greater learning achievement.

Regression results for the second study objective revealed that there was no significant linear relationship between rating of use of explicit pedagogical methodologies and learners' achievement in Kiswahili composition writing. The conclusion therefore was that learner achievement was not affected by teachers rating of explicit methodologies but other factors designed by the teacher in the learning in the pedagogical process as indicated by Mahapatra (2004).

Analysis of the third research objective also revealed no significant linear relationship between Kiswahili teachers rating of appropriateness of implicit pedagogical methodologies and learners' achievement in Kiswahili composition writing. The study therefore concluded that learner achievement was not affected by teachers rating of implicit methodologies but other factors within the pedagogical process.

The analysis of the research objective four showed that there is no significant linear relationship between rating effectiveness of explicit pedagogical methodologies and learners' achievement in Kiswahili composition writing.



To clear the difference between the teachers rating and the effects of the methodologies the t-test analysis for the means between the schools was used to determine the outcome thus concluding that explicit methodologies were considered inferior to implicit methodologies when applied to Kiswahili composition writing. This was strengthened further by teachers' higher mean rating of implicit methodologies even in the EXP school.

Findings of the fifth research objective also revealed no significant linear relationship between rating effectiveness of implicit pedagogical methodologies and learners' achievement in Kiswahili composition writing. Just like the study objective number four the t-test analysis for the means between the schools was used to determine the outcome thus concluding that implicit methodologies were considered superior to explicit methodologies when applied to Kiswahili composition writing. This was strengthened further by teachers' higher mean rating of implicit methodologies not only in the EXP school but in the IMP school as well. This implies that implicit methodologies can produce better results in Kiswahili composition writing like it was seen with teaching of Geography as revealed by Mwanda (2005) and teaching of economics as indicated by Mwangi (2001).

The last study objective revealed that learners in both study schools rated their teachers below average in terms of the methodologies they used to teach Kiswahili composition writing. Though learners may not have been objective enough to gauge the use of methodologies the low rating of teachers in some aspects of the observation schedule can be used to deduce the overall outcome of the pedagogical process. At the same time the

magnitude of errors analysed in the sampled compositions add weight to the argument. The conclusion was that teachers approach to teach Kiswahili composition writing and learners perception about the teacher or the subject could be attributed to determine learning achievement

#### **5.4 Recommendations**

The following were the recommendations based on the findings and conclusions of the study;

- i) The established that learner achievement was not affected by teachers rating of explicit methodologies and Kiswahili teachers had a low rating of appropriateness of explicit pedagogical methodologies. The study therefore recommends that KICD need to come up with in-service programmes to enrich Kiswahili teachers understanding on applicability of explicit pedagogical methodologies in various Kiswahili compositions and Kiswahili teaching.
- ii) Though the established that learner achievement was not affected by teachers rating of implicit methodologies, Kiswahili teachers rated highly appropriateness of explicit pedagogical methodologies. The study further recommends that Kiswahili teachers need to acquire more skills on optimal use of the methodologies not only in Kiswahili composition but other areas in Kiswahili subject.
- iii) The study further revealed no significant relationship between rating the

methodologies and learners' achievement in Kiswahili composition writing. It is therefore recommended that Kiswahili teachers need to use methodologies on basis of producing demonstrable results depending on the topic.

- iv) With regard to effectiveness of the methodologies and learners' achievement the study established an existence of statistical significant difference between explicit and implicit methodologies. Based on this, the study recommends that Kiswahili teachers endeavour to apply implicit methodologies in teaching other areas of Kiswahili.
- v) The study also revealed that learners had a low rating of teachers in the way they applied methodologies in Kiswahili composition writing. It is therefore recommended that learners need to be sensitized on the importance of Kiswahili composition writing in contributing to their overall Kiswahili grade given that Kiswahili is a compulsory subject that contributes significantly to their academic advancement.
- vi) Given the observations made during lessons observations, the study recommends that Kiswahili teachers adopt appropriate use of teaching methodologies to suit learners' learning styles.

## 5.5 Suggestions for further research

- i. The research was not able to establish the relationship between output variable with input variables such as gender, age, type of school, teachers experience and workload. A further research should be conducted to establish how these variables relate with learners' achievement when using explicit and implicit methodologies.
- ii. The study did not also establish how the methodologies under investigation related with individual compositions such as *barua rasmi*, *ratiba*, *insha za mdokezo* and *mahojiano*. A study on effectiveness of the methodologies and these types of compositions need to be carried out.
- iii. Given that the study investigated effects of the methodologies and learners' achievement in Kiswahili composition writing, it is recommended that a study should be carried out to establish the effects of the methodologies in other examinable areas of Kiswahili subject.
- iv. Considering this study was done in an area considered hardship and risky, a similar study should be conducted in another setting to establish effects of the methodologies in other areas.

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## APPENDIX 1

### LETTER TO THE RESPONDENTS

ZacharyNjagi Ndwiga,

Department of Educational Administration and Planning

University of Nairobi,

P.O.BOX 92

KIKUYU

Dear Sir/Madam

**RE: LETTER OF INTRODUCTION**

I am a postgraduate student undertaking PhD in the University of Nairobi. I am carrying out a research on **Effects of Pedagogical Methodologies on learner's achievement in Kiswahili composition writing in secondary schools in Garissa County, Kenya.**

The questionnaire attached herewith is meant to gather information for this study from you. The identity of respondents will be confidentially treated. Therefore, **do not** write your name or that of your school in this questionnaire.

You are kindly requested to respond sincerely to all items in the questionnaire.

Yours faithfully

Zachary Njagi Ndwiga

**APPENDIX II**

## QUESTIONNAIRE FOR KISWAHILI TEACHERS

### Instructions

This questionnaire is designed for the purpose of research **only**. The information generated will only be reported in terms of general interpretation, so your views will **not be linked to you or your school**. Confidentiality is guaranteed throughout the study, thus **do not** write your name or that of your school in the questionnaire.

### Part A: Kiswahili Teachers Attributes

No	Questions	Responses	Tick appropriately (or give short explanation)
1	What is your gender?	Male [ ] Female [ ]	
2	What is your age bracket in years?	Below 30 yrs [ ] 31 - 40 yrs [ ] 41 - 50 yrs [ ] Above 51 yrs [ ]	
3	What is your highest academic qualification?	Diploma [ ] BA with PGDE [ ] B.Ed [ ] M.Ed [ ]	
4	What is your experience in years as a Kiswahili teacher?	Less than 5yrs [ ] 5 -10 yrs [ ] 11- 15 yrs [ ] 16 -20 yrs [ ] Over 20 yrs [ ]	
5	What is your weekly workload	10- 15 lessons [ ] 16 – 20 lessons [ ] 21 – 25 lessons [ ] 26 – 30 lessons [ ] Over 30 lessons [ ]	

### Part B: Appropriateness in use of Pedagogical Methods

In the range of 1-5 state how the given methods are appropriate in teaching the given type of composition

**Key:** Strongly Agree (**SA**) Agree (**A**) Disagree (**D**) Strongly Disagree (**SD**) Undecided (**U**)

No	Questions	Responses (circle your response)	Give short explanation
1	I always find lecture method appropriate in teaching <i>Barua rasmi</i> ?	5 4 3 2 1	
2	Use of questions and answer does not fit well teaching <i>Barua rasmi</i> ?	5 4 3 2 1	
3	Group Discussions can enhance content delivery in teaching <i>Barua rasmi</i>	5 4 3 2 1	
4	Brain-Storming sessions also fit well when teaching <i>Barua rasmi</i>	5 4 3 2 1	
5	Teaching <i>Ratiba</i> requires lecture method more than any other	5 4 3 2 1	
6	Questions and answer may not feature well when teaching <i>Ratiba</i>	5 4 3 2 1	
7	I find group discussions less appropriate to teach <i>Ratiba</i>	5 4 3 2 1	
8	If I use brain-storming when teaching <i>Ratiba</i> learners may not achieve a lot	5 4 3 2 1	
9	To teach <i>Mahojiano</i> , I may not necessarily use lecture method	5 4 3 2 1	
10	Questions and answers may be a better alternative to teach <i>Mahojiano</i>	5 4 3 2 1	

11	I would consider group discussions to teach <i>Mahojiano</i> than any other method	5	4	3	2	1	
12	I would encourage brain-storming when teaching <i>Mahojiano</i>	5	4	3	2	1	
13	When teaching <i>Insha za mdokezo</i> I always find lecture method appropriate	5	4	3	2	1	
14	I rarely use Questions and answers when teaching <i>Insha za mdokezo</i>	5	4	3	2	1	
15	I find group discussions not suitable to teach <i>Insha za mdokezo</i>	5	4	3	2	1	
16	I encourage brain-storming when teaching <i>Insha za mdokezo</i>	5	4	3	2	1	

### Part C: Effectiveness in the use of methods

In the range of 1-5 state how you consider the given methods effective in teaching the given type of composition.

**Key:** Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD) Undecided (U)

No	Questions	Responses (circle your response)	Give short explanation
1	When I use lecture method to teach <i>Barua rasmi</i> , learners write good compositions	5 4 3 2 1	
2	If I use questions and answers to teach <i>Barua rasmi</i> learners may not achieve much	5 4 3 2 1	
3	Group Discussions may be a better alternative to teach <i>Barua rasmi</i>	5 4 3 2 1	

4	If I use brain-storming in teaching <i>Barua rasmi</i> the results would be better	5	4	3	2	1	
5	In teaching <i>Ratiba</i> lecture method would produce the best results	5	4	3	2	1	
6	Use of questions and answer in teaching <i>Ratiba</i> can achieve good results	5	4	3	2	1	
7	If I use group discussions to teach <i>Ratiba</i> the results would be equally good	5	4	3	2	1	
8	I can engage brain-storming to teach <i>Ratiba</i> and achieve good results	5	4	3	2	1	
9	Teaching <i>Mahojiano</i> does not require lecture method to teach	5	4	3	2	1	
10	I find questions and answers less effective to teach <i>Mahojiano</i>	5	4	3	2	1	
11	I have always found group discussions producing better results in teaching <i>Mahojiano</i>	5	4	3	2	1	
12	Brain-Storming can be effective to teach <i>Mahojiano</i>	5	4	3	2	1	
13	I always find lecture method to teach <i>Insha za mdokezo</i> very effective	5	4	3	2	1	
14	I can equally use questions and answers to teach <i>Insha za mdokezo</i>	5	4	3	2	1	
15	Group Discussions can produce good results in teaching <i>Insha za mdokezo</i>	5	4	3	2	1	
16	I consider brain-storming less effective teaching <i>Insha za mdokezo</i>	5	4	3	2	1	



**Part D: Opinion on learners' Kiswahili Composition performance**

Kindly give your view on learners' challenges in Kiswahili Composition as indicated below;

- a) Student based challenges
  - i) .....
  - ii) .....
- b) Teacher based challenges
  - i) .....
  - ii) .....
- c) Any other
  - i) .....
  - ii) .....

**Thank you for your cooperation**

## QUESTIONNAIRE FOR STUDENTS

### Instructions

This questionnaire is designed for the purpose of research **only**. The information generated will only be reported in terms of general interpretation, so your views will **not be linked to you or your school**. Confidentiality is guaranteed throughout the study, thus **do not** write your name or that of your school in the questionnaire.

### Part A: Students Attributes

No	Questions	Responses		
1	What is your gender?	Male [ ] Female [ ]		
2	What is your age?	Below 14 years [ ]	14 - 15 years [ ]	16 – 17 years [ ]
		Above 17 years [ ]		
Scores in tested composition		Pre-test	Post-test	Official use
2	Indicate your scores in tested <i>Barua rasmi</i> composition			
	Indicate your scores in tested <i>Ratiba</i> composition			
	Indicate your scores in tested <i>Insha ya mdokezo</i> composition			
	Indicate your scores in tested <i>Mahojiano</i> composition			

### Part B: Learners Opinions towards Kiswahili Composition Teaching Methods

The statements below represent varying feelings towards methods used to teach certain Kiswahili compositions. Read each statement and indicate the extent to which you agree or disagree with it by ticking [ ✓ ]

**Key:** Strongly Agree (SA) Agree (A) Undecided (U) Disagree (D) Strongly Disagree (SD)

SNo	Attitude	SA	A	U	D	SD
1	We enjoyed the way <i>barua rasmi</i> was taught					
2	I wish the method used to teach <i>barua rasmi</i> was used in other compositions					
3	<i>Barua rasmi</i> lesson(s) was boring					
4	I found the teacher more interesting during the <i>barua rasmi</i> lesson(s)					
5	I found the teacher more comfortable using the method					
6	I liked the way writing of <i>ratiba</i> was taught					
7	Writing of <i>ratiba</i> was easily understood using the method					
8	I feel a better method would have been used to teach <i>ratiba</i>					
9	The teacher was familiar with the method used to teach <i>ratiba</i>					
10	I wish the teacher can use the used in method in <i>ratiba</i> to teach other compositions					
11	We were comfortable with the method used to teach <i>insha za mdokezo</i>					
12	I didn't understand well <i>insha za mdokezo</i> due to method used					
13	I found the method appropriate to teach <i>insha za mdokezo</i>					

14	The method used in <i>insha za mdokezo</i> can enhance learning other compositions					
15	Other methods can enhance learning of <i>insha za mdokezo</i>					
16	I enjoyed the way <i>mahojiano</i> was taught					
17	I would like the method used to teach <i>mahojiano</i> used to teach other compositions					
18	<i>Mahojiano</i> lesson(s) was boring using the method					
19	I found the teacher more interesting during the <i>mahojiano</i> lesson(s)					
20	I found the teacher more comfortable using the method to teach <i>mahojiano</i>					

**Thank you for your cooperation**

**APPENDIX IV**

### LESSON OBSERVATION SCHEDULE

To evaluate the use of methodology under investigation, the following criteria will be used by the evaluator for scoring based on the scale of 1- 5 as indicated in the score column.

Method	Criteria	Score				
	<b>Lesson plan</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	Availability of lesson plan					
	Adequacy of objectives					
	Introduction					
	Content organization					
	Lesson notes					
	Conclusion/summary					
	<b>Lesson presentation</b>					
	Mastery of content					
	Coverage in line with syllabus					
	Accuracy of content					
	Adherence to the method					
	<b>Learner Participation</b>					

	Method elicits active response					
	Able to do tasks					
	Able to make notes					
	<b>Learning Resources</b>					
	Audio					
	Visual					
	Audio- visual					
	Use of background experience/environment					
	Adequacy					
	Relevance					
	<b>Lesson Evaluation</b>					
	Checking of learners understanding					
	Guidance to needy learners					
	Guidance on carrying out tasks					
	Appropriate assignment given					

**APPENDIX V**

### CRITERIA FOR MARKING COMPOSITION

The following standardized criteria used by the KNEC for marking KCSE Kiswahili composition will be used to evaluate learner's written composition.

Category	Points for judgment	Grade	Marks
<b>A</b>	High level clarity of ideas and in line with topic	<b>A</b> +	<b>19-20</b>
	Very high level expressive language		
	Adequate and convincing points		
	Very high level and impressive vocabulary		
	Excellent grammar		
	Different and appropriate sentence structures		
	Rare and minor errors	<b>A</b>	<b>18</b>
	Able to present ideas as per the topic		
	Able to express oneself in convincing language		
	Points are convincing		
	High level and impressive vocabulary use		
	Able to use sentence structures appropriately		
	Errors do not exceed six (6)	<b>A-</b>	<b>16-17</b>
	High language competence		
	Flow of ideas concur with topic		
	Easy flow of ideas		
High vocabulary level			
High standard grammar			
Able to use various types of sentences	<b>B+</b>	<b>14 -15</b>	
Very few mistakes			
Ideas flow well in expressing oneself			
Presents idea easily ,interestingly according to topic			
Vocabulary choice and range is good			
Good grammar			

	Good punctuation		
	Relatively fewer errors		
	Demonstrates some competence in language use	<b>B</b>	<b>13</b>
	Ideas can be conceptualized through the topic		
	Average vocabulary range and use		
	Good grammar		
	Relatively few errors		
	Uses different points to express idea in line with the topic	<b>B</b>	<b>11 - 12</b>
	Good flow of ideas		
	Limited use of captivating vocabulary		
	Good grammar		
	Some errors evident		
<b>C</b>	Ideas flow well in line with topic but are flat	<b>C</b>	<b>09 - 10</b>
	Discrete espousing of different concept	+	
	Flow of ideas is ok but lacks language skills		
	Language styles remotely used		
	Poor punctuation		
	Grammar errors and vocabulary use interfere with flow		
	Poor expression of ideas	<b>C</b>	<b>08</b>
	Concepts do not clearly come out		
	Inadequate creativity		
	Poor flow of ideas and lacks appropriate language skills		
	Has shown attempt of the topic		
	Poor punctuation		
	Many grammar, vocabulary and spelling mistakes though ideas can be conceptualized		



	Has problems in expressing ideas	<b>C-</b>	<b>06 - 07</b>
	Topic not well developed		
	Inadequate vocabulary and sentence structures		
	Many grammar, vocabulary and spelling errors that interferes with the flow		
<b>D</b>	Numerous errors of all types but able to follow the idea	<b>D</b>	<b>04 - 05</b>
	Very weak Kiswahili and lacks coherence		
	Inadequate expression of ideas		
	Not sure of language use and errors here and there		
	Repetitive		
	First language interference		
	Composition incomprehensible	<b>D</b>	<b>03</b>
	Ideas do not flow		
	Inadequate points and topic not developed		
	Ideas are offside		
	Very weak language		
	Numerous errors of all types	<b>D-</b>	<b>01 - 02</b>
	No comprehensible style or ideas (characterized by own topic)		
Very poor Kiswahili or code mixing			
Copying the topic or all questions and revolving around it or them			
	Creates own question and answers		

## APPENDIX VI

## DOCUMENT ANALYSIS GUIDE

School code: .....

Number of steams: .....

Student population: .....

### Availability of resources

**Key:** AV (Available); UN (Unavailable); AD (Adequate); IN (Inadequate)

SNo	Document	Availability		Adequacy		Remarks
		AV	UN	AD	IN	
1	Lesson notes					
2	Reference books					
3	Kiswahili syllabus					
4	Kiswahili handbook					

### Professional documents

		Updated	Not updated	Remarks
1	Filling of record of work			
2	Schemes of work			
3	Students' Progress records			
4	Syllabus coverage			

### Error analysis in students' compositions

	Type of error	Frequency	Attention given	Remarks
1	Grammar			
2	Punctuation			
3	Word/Letter omissions			
4	Word/letter additions			

### Style Analysis in students' compositions

	Type of error	Very good	Good	Average	Poor	Very poor
1	Adequacy of points					
2	Length					
3	Adherence to type					
4	Sentence structures					
5	Flow					

### APPENDIX VII



## PRE-TEST COMPOSITION PAPER 1

**Alama**

**KODI YASHULE** [       ] (Ni nambari ya siriitakayotolewa na mtafiti)

**KODI YA MWANAFUNZI** [       ] (Ni nambari ya siriutakayopewa na mtafiti)

**MUDA:** SAA MOJA NA DAKIKA AROBAINI NA TANO

---

*(Mtihani huu umekusuduwa kwa minajili ya utafiti na alama utakazopewa zitatumiwa tu kwa kusudi hilo. Hakuna adhabu yoyote itakayotolewa kwa kutofanya vyema katika mtihani huu. Mtihani huu utakusaidia katika kuimarisha stadi zako katika uandishi wa insha)*

**MAAGIZO:**

- *Jibu maswali yote mawili*
- *Usiandike jina lako wala la shule yako katika mahali popote karatasi hii*

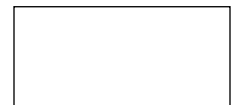
**SWALI LA KWANZA**

Umefuzu vyema katika mtihani wa KCPE lakini hukupata nafasi ya kidato cha kwanza katika shule uliyotarajia. Mwandikie mwalimu mkuu wa shule hio barua ukiomba nafasi katika shule hio. *(alama 20)*

**SWALI LA PILI**

Umeulizwa na mwalimu wa darasa lako kutayarisha ratiba ya siku ya michezo shuleni. Iandike ratiba hio huku ukionyesha matukio ya kutoka saa mbili asubuhi hadi saa kumi jioni. *(alama 20)*

**APPENDIX VIII**



## PRE-TEST COMPOSITION PAPER 2

**Alama**

**KODI YASHULE** [       ] (Ni nambari ya siriitakayotolewa na mtafiti)

**KODI YA MWANAFUNZI** [       ] (Ni nambari ya siriutakayopewa na mtafiti)

**MUDA: SAA MOJA NA DAKIKA AROBAINI NA TANO**

---

*(Mtihani huu umekusuduwa kwa minajili ya utafiti na alama utakazopewa zitatumiwa tu kwa kusudi hilo. Hakuna adhabu yoyote itakayotolewa kwa kutofanya vyema katika mtihani huu. Mtihani huu utakusaidia katika kuimarisha stadi zako katika uandishi wa insha)*

**Maagizo:**

- Jibu maswali yote mawili
- Usiandike jina lako wala la shule yako katika mahali popote karatasi hii

### **SWALI LA KWANZA**

Kamilisha insha iliyotangulizwa kwa kifungu kifuatacho: Nilishangaa nilipochungulia kwa dirisha la darasa letu na kuona wanafunzi wengi wakikimbia kuelekea afisi ya mwalimu mkuu.....

*(alama 20)*

### **SWALI LA PILI**

Andika mahojiano baina ya mwanafunzi na mwalimu huku yakigusia uboreshaji wa masomo.

*(alama 20)*

### **APPENDIX IX**



## POST-TEST COMPOSITION PAPER 1

Alama

**KODI YASHULE** [       ] (Ni nambari ya siriitakayotolewa na mtafiti)

**KODI YA MWANAFUNZI** [       ] (Ni nambari ya siriutakayopewa na mtafiti)

**MUDA:** SAA MOJA NA DAKIKA AROBAINI NA TANO

---

*(Mtihani huu umekusuduwa kwa minajili ya utafiti na alama utakazopewa zitatumiwa tu kwa kusudi hilo. Hakuna adhabu yoyote itakayotolewa kwa kutofanya vyema katika mtihani huu. Mtihani huu utakusaidia katika kuimarisha stadi zako katika uandishi wa insha)*

### **MAAGIZO:**

- *Jibu maswali yote mawili*
- *Usiandike jina lako wala la shule yako katika mahali popote karatasi hii*

### **SWALI LA KWANZA**

Baada ya kutuma ombi na kupata nafasi ya kidato cha kwanza katika shule uliyoipenda. Mwandikie mwalimu mkuu wa shule hio barua kutoa shukrani.

*(alama 20)*

### **SWALI LA PILI**

Tayarisha ratiba ya siku ya sherehe za kufunga shule kwa mzimu wa krismasi huku. Matukio yajikite kutoka saa kumi na mbili alfajiri hadi saa nane alasiri.

*(alama 20)*

## **APPENDIX X**

**POST-TEST COMPOSITION PAPER 2**



**Alama**

**KODI YASHULE** [       ] (Ni nambari ya siriitakayotolewa na mtafiti)

**KODI YA MWANAFUNZI** [       ] (Ni nambari ya siriutakayopewa na mtafiti)

**MUDA: SAA MOJA NA DAKIKA AROBAINI NA TANO**

---

*(Mtihani huu umekusuduwa kwa minajili ya utafiti na alama utakazopewa zitatumiwa tu kwa kusudi hilo. Hakuna adhabu yoyote itakayotolewa kwa kutofanya vyema katika mtihani huu. Mtihani huu utakusaidia katika kuimarisha stadi zako katika uandishi wa insha)*

**Maagizo:**

- *Jibu maswali yote mawili*
- *Usiandike jina lako wala la shule yako katika mahali popote karatasi hii*

**SWALI LA KWANZA**

Tanguliza insha itakayoishia kwa kifungu kifuatacho:

.....  
..... Licha ya hayo yote safari yetu ilendelea kama ilivyopangwa.

*(alama 20)*

**SWALI LA PILI**

Ukiwa mwalimu wa kidato cha kwanza umemwalika mzazi mmoja wa wanafunzi wako ili kusuluhisha suala tata kukusu mwanaye. Andika mahojiano baina yako na mzazi huyo.

*(alama 20)*

**APPENDIX X1**

**TEST SCORES EXP SCHOOL**

S/No.	Code	Pre-test	Post-test
1	6579	6.33	7
2	6685	8	9.3
3	6690	6.33	9.3
4	6695	6.7	8.7
5	6696	8.7	9
6	6697	8.3	9.7
7	6706	8	9
8	6716	4.5	6.3
9	6723	6.7	7.7
10	6727	7.5	10.3
11	6731	10.5	8.7
12	6736	9	9.3
13	6740	10	9
14	6749	6.7	7.7
15	6751	7.7	6.3
16	6756	7.7	6.3
17	6760	8	8.3
18	6769	5.7	6
19	6781	8	7.3
20	6786	8	11
21	6797	9	9.7
22	6799	7.3	8.7
23	6802	6.7	8.3
24	6804	9.3	8.7
25	6805	10.7	10.3
26	6811	9.7	9.3

S/No.	Code	Pre-test	Post-test
60	6729	7.5	7
61	6732	7	10
62	6733	5.5	8
63	6737	7	5
64	6741	5	10
65	6745	6.5	7.5
66	6754	6.5	7
67	6755	6	8
68	6761	6	9.5
69	6764	8.5	8
70	6765	6	11.5
71	6767	7	6
72	6768	6	8.5
73	6770	6.5	10
74	6772	5.5	6.5
75	6773	5.5	7.5
76	6778	5.5	6
77	6782	7.5	8.5
78	6783	9	7.5
79	6800	5.5	7
80	6809	5.5	8
81	6812	5	7
82	6816	5	7.5
83	6828	6.5	7.5
84	6833	8	9
85	6853	6.5	9.5

S/No.	Code	Pre-test	Post-test
117	6720	10	12
118	6675	11	10
119	6608	9	14
120	6746	12	10
121	6798	8	7
122	6805	6	6
123	6699	7	5
124	6702	7	5
125	6670	6	7
126	6847	5	9
127	6687	8	7
128	6683	8	7
129	6711	7	10
130	6750	6	5
131	6780	4	5
132	6663	3	2
133	6680	4	7
134	6784	7	9
135	6866	10	12
136	6738	11	10
137	6673	9	10
138	6669	16	14
139	6679	12	10
140	6684	16	6
141	6692	14	12
142	6693	16	4



27	6815	8	9
28	6823	7	8
29	6824	8.3	8.7
30	6825	7.3	8.7
31	6831	10	9.7
32	6834	6.3	8.7
33	6841	8.3	10.7
34	6848	10.3	9.7
35	6849	12.7	11.3
36	6855	9	9
37	6864	8.7	10
38	6873	9	10
39	6874	8.7	8.7
40	6876	10.7	8
41	6878	8.7	9
42	6666	10	9
43	6668	11	7
44	6671	5	10
45	6672	6.5	8.5
46	6674	6.5	7
47	6678	7.5	12
48	6682	6	11.5
49	6688	6.5	8.5
50	6691	4	9
51	6700	6.5	8.5
52	6713	5.5	11
53	6715	6.5	10

86	6856	4	13
87	6858	5	6.5
88	6859	7	8.5
89	6863	6.5	6
90	6869	6.5	4.5
91	6826	7	9
92	6787	3	5
93	6664	12	9
94	6857	1	7
95	6850	5	5
96	6762	9	6
97	6798	5	7
98	6806	9	8
99	6748	3	10
100	6699	4	7
101	6829	2	4
102	6813	7	7
103	6704	8	10
104	6720	4	7
105	6675	4	6
106	6708	6	8
107	6746	10	11
108	6805	5	7
109	6689	7	8
110	6702	6	7
111	6670	10	12
112	6847	8	10

143	6698	16	4
144	6703	14	14
145	6707	16	12
146	6709	14	18
147	6710	12	16
148	6712	14	6
149	6714	12	10
150	6722	10	14
151	6726	12	10
152	6730	12	14
153	6735	14	10
154	6743	16	4
155	6744	12	6
156	6747	12	14
157	6752	14	6
158	6753	10	12
159	6758	14	4
160	6763	16	10
161	6766	10	16
162	6774	8	14
163	6775	4	8
164	6788	14	10
165	6791	10	12
166	6792	18	12
167	6793	12	14
168	6794	16	12
169	6795	10	13

54	6717	6.5	8
55	6718	6.5	7.5
56	6719	6.5	8
57	6721	7	7
58	6725	5.5	7.5
59	6728	7.5	8.5

113	6699	6	9
114	6829	7	7
115	6813	8	8
116	6704	8	10

170	6796	10	15
171	6808	10	11
172	6814	16	11
173	6818	10	11

**APPENDIX XII**

**TEST SCORES IMP  
SCHOOL**

S/No.	Code	Pre-test	Post-test
1	2398	16	17.5
2	2399	10	2
3	2400	16.5	18
4	2401	16	18
5	2401	14	16
6	2402	5	8.5
7	2403	10	10
8	2404	14	16
9	2404	11	16
10	2405	4	5
11	2407	8	10
12	2409	5	6.5
13	2410	15	17
14	2410	13	15
15	2411	13	14
16	2412	3	8
17	2413	12	7
18	2413	8	12
19	2414	12	16
20	2414	8	6
21	2415	13.5	14
22	2416	8	15.5
23	2417	10	12
24	2419	10	6

S/No.	Code	Pre-test	Post-test
51	2446	15	16
52	2446	12	13
53	2447	4	6
54	2450	13.5	16
55	2451	16	18
56	2451	12	13
57	2452	10	8
58	2453	14	16
59	2453	13	14
60	2454	12	14
61	2454	7	11
62	2455	16.5	17
63	2456	10	7
64	2457	13.5	14
65	2458	15	18
66	2458	12	17
67	2459	5	6
68	2461	11	14.5
69	2462	14	15
70	2462	13	16
71	2463	12	7
72	2464	16	18
73	2464	17	18
74	2466	13	16

S/No.	Code	Pre-test	Post-test
101	2488	3	5
102	2490	8	9.5
103	2491	10	18
104	2491	8	14
105	2493	9.5	13.5
106	2494	15	18
107	2494	13	15
108	2495	6	5
109	2496	8	5
110	2496	6	8
111	2498	12	16
112	2498	14	9
113	2500	15	18
114	2500	13	18
115	2501	12	13
116	2504	9	15
117	2504	11	16
118	2505	15	6
119	2506	10	15
120	2506	12	13
121	2509	12	18
122	2509	12	18
123	2511	11	13
124	2511	9	11

25	2420	12	16
26	2420	10	8
27	2422	12	12
28	2422	9	12
29	2423	10	13
30	2425	15	18
31	2426	13	16
32	2428	6.5	10.5
33	2429	10	13
34	2430	6	5
35	2431	11	12.5
36	2431	7	4
37	2432	13	15
38	2432	10	14
39	2433	6	10
40	2436	11	9
41	2438	14	16
42	2438	13	15
43	2439	14	8
44	2440	12	16
45	2440	8	10
46	2441	12	15
47	2443	8	7
48	2444	15	18
49	2444	13	18
50	2445	4	7

75	2466	8	12
76	2467	8	3
77	2468	13	16
78	2468	9	12
79	2469	13.5	14
80	2471	8	7
81	2472	16	18
82	2472	7	11
83	2473	14.5	16.5
84	2474	5	7
85	2475	12	15
86	2475	12	16
87	2476	4	3
88	2477	15	16
89	2477	8	10
90	2478	3	6
91	2479	9	10
92	2480	14.5	17.5
93	2481	13	15
94	2481	15	17
95	2482	8	10
96	2483	13	14
97	2483	5	11
98	2484	3	8
99	2487	14	16
100	2487	2	8

125	2513	13	16
126	2513	13	15
127	2514	3	5
128	2516	7.5	11
129	2517	3	3
130	2519	10	3
131	2520	12	15
132	2520	13	15
133	2522	9	16
134	2522	9	13
135	2523	14	18
136	2523	16	18
137	2524	10.5	16.5
138	2525	4	3
139	2527	10	13
140	2529	12	16.5
141	2532	11	12.5
142	2533	9	14
143	2539	5.5	13.5
144	2540	5.5	10

## APENDIX XIII

### LETTER OF AUTHORIZATION



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

7<sup>th</sup> March, 2014

NACOSTI/P/14/3911/807

Zachary Njagi Ndwiga  
University of Nairobi  
P.O.Box 30197-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effectiveness of explicit and implicit pedagogical methodologies on learners' achievement in Kiswahili Composition in secondary schools in Garissa County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Garissa County** for a period ending **28<sup>th</sup> February, 2017**.

You are advised to report to **the County Commissioner and the County Director of Education, Garissa County** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.  
FOR: SECRETARY/CEO

Copy to:

The County Commissioner  
The County Director of Education  
Garissa County.

APPENDIX XIV

RESEARCH PERMIT

Permit No: **NACOSTI/P/14/3911/807**  
 Date Of Issue: **7th March, 2014**  
 Fee Received: **ksh 2,000.00**

**MR. ZACHARY NJAGI NDWIGA**  
 OF UNIVERSITY OF NAIROBI, 2272-60100

**EMBU, has been permitted to conduct research in Garissa County on the topic: EFFECTIVENESS OF EXPLICIT AND IMPLICIT PEDAGOGICAL METHODOLOGIES ON LEARNERS' ACHIEVEMENT IN KISWAHILI COMPOSITION IN SECONDARY SCHOOLS IN GARISSA COUNTY, KENYA**

**for the period ending: 28th February, 2017**

**CONDITIONS**

**1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**

**2. Government Officers will not be interviewed without prior appointment.**

**3. No questionnaire will be used unless it has been approved.**

**4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**

**5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report to the Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

**REPUBLIC OF KENYA**  
**National Commission for Science, Technology and Innovation**

**Secretary**

**Serial No: A-1167**

**CONDITIONS: see back page**



Handwritten signature of the Secretary and a circular official stamp of the National Commission for Science, Technology and Innovation.