INSTITUTION BASED FACTORS INFLUENCING STUDENTS’ PERFORMANCE IN KISWAHILI AT KCSE IN PUBLIC SCHOOLS IN SAMETA DIVISION KISII COUNTY KENYA

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E55/10248/2008

RESEARCH THESIS PRESENTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT FOR THE AWARD OF A MASTER OF EDUCATION DEGREE (CURRICULUM STUDIES) OF KENYATTA UNIVERSITY

JUNE 2012
DECLARATION
This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

To my mother and my late father whose efforts in educating me have resulted in this work. I also salute my beloved brothers and sisters who in one way or the other lent me a hand during my academic journey and moral support throughout this work. Finally, I thank the almighty God who gave me life, good health and protection thus seeing me through this work.
ACKNOWLEDGEMENT

I wish to acknowledge and thank most sincerely all those who supported me and made it possible to accomplish this work. My sincere gratitude goes to my two able supervisors; Dr. John Aluko Orodho and Prof. Jack Green Okech who gave generously their time for several discussions of the ideas in this thesis. Without their continued support, fruitful discussions and advice, this thesis would not have been the way it is.

I also thank the lecturers of the entire department of educational management policy, and curriculum studies for their support towards this course. I cannot forget all my colleagues for their support. Equally, I salute all the principals, teachers and students of the schools who responded to my questionnaires during this study. Mr. A.D. Bojana deserves gratitude for his editorial input.

Lastly, I deeply appreciate my family members who stood by me and encouraged me as well as providing financial support.
ABSTRACT

The tenet of this study was that despite the critical role played by Kiswahili language in Kenya: first, as an official language second, as a national language and a core subject examinable for all candidates at KCSE, student’s performance in this subject is dismal. Factors leading to this dismal performance have not been exhaustively investigated and internalized, hence impeding the development of Kiswahili in Kenya. The purpose of this study was to investigate institution-based factors influencing students’ performance in Kiswahili language at KCSE examinations in public secondary schools in Sameta Division Kisii County. The objectives of the study were: To identify which school physical resources influenced students performance in Kiswahili language; to find out school language policies in public schools of Sameta Division and their impact on Kiswahili performance; to find out the qualification and adequacy of Kiswahili teachers in Sameta Division; to identify students’ and teachers' attitudes to Kiswahili. The study adopted a descriptive survey design. The population of the study comprised 1025 form four students, 40 teachers of Kiswahili and 32 principals of schools in Sameta Division. The total population of the study was 1097. Stratified random sampling was used to select 10 schools for the study. Ten (10) classes were used in the study, 200 students, 14 teachers of Kiswahili and 10 principals totaling to a sample size of 224. Questionnaires and interview schedule were used to collect data. Piloting of the questionnaires and interview schedule was done in three schools identical to but not including the group of the study. Reliability was done through test-retest method and the scores of the two tests scored manually. A comparison of the two scores was done using Spearman Rank Order Correlation Coefficient formula to establish the consistency of the instruments. Validity was determined through experts’ judgment. The researcher’s two supervisors and one departmental lecturer were requested to assess the content used and give feedback which enriched them. Data were collected through questionnaires for students and teachers and interview schedule for principals. The questionnaires were administered to both students and teachers while interview schedule was administered to principals of sampled schools. Qualitative data were organized into themes, categories and patterns relevant to the study and findings represented through, tabulation. Quantitative data were coded then analyzed with the help of Statistical Package for Social Sciences (SPSS) then results were presented using percentages, means, frequency distribution tables, bar graphs and pie-charts. The study found that majority of the schools had inadequate teaching/learning resources to a level that learners lacked language course books. A good number of the schools lacked enough physical facilities like libraries and classrooms because student population was over 60. Most day schools had inadequate trained teachers consequently engaging untrained form four school leavers who not only could not deliver content, but also lacked language pedagogy. Majority of the schools had inadequate strategies of enforcing language policies because they were skewed towards English in some while in others unofficial languages like sheng were in use. The study recommended funding of schools to enable them to purchase enough teaching/learning resources as well as putting up physical facilities, posting of adequate qualified teachers to schools, curriculum designers and ministry of Education to split Kiswahili to two subjects, regular refresher courses for teachers and adoption of sound mechanisms to ensure proper enforcement of language policies at school level so as to better the performance in Kiswahili.
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<td>Abbreviation</td>
<td>Description</td>
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<td>--------------</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>MSS</td>
<td>Mean Standard Score</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>CHAKAMA</td>
<td>Kiswahili Association of East Africa</td>
</tr>
<tr>
<td>BoG</td>
<td>Board of Governors</td>
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</tbody>
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CHAPTER ONE
INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Background to the study

World over, language is considered part and parcel of life in society. The main vehicle of culture through it we share and exchange our values, attitudes and aspirations as bearers of culture and makers of future culture. It is a forceful instrument for giving people their identity. It is against such a realization, that the Kenya government immediately after independence deliberately began an ambitious programme to reform the education system to address challenges in the education sector through commissions and taskforces Republic of Kenya, (2004). Republic of Kenya (1964/5) recommended the teaching of Kiswahili as part of the Africanization of the curriculum to make it responsive to African culture. Sayoum (1997) notes that indigenous languages do reflect learners’ backgrounds or address their needs, while positively influencing their educational achievement. In that sense, they are relevant, practical and necessary for the revival of Africa’s institutions. The introduction of Kiswahili therefore, not only acted as a vehicle for national unity, but also as an avenue for transmission, preservation and development of African culture.

Momanyi (2005) observes that due to globalization, imported technology continues to bombard most African countries, including Kenya. Industrial production, which involves imported technologies, is tied to foreign languages. This means that the latter dominates industry and commerce yet at the grass root level where the peasant farmer, the housewife, the kiosk operator, or the street vendor operates, this foreign language is rarely used. Instead, the indigenous languages including Kiswahili are the medium through which this technology is interpreted and applied. Woolman (2001) is of the view that education should function as an agency of cultural
transmission as well as change; it should reflect the dynamic process of nation building that is continually being modified by new conditions.

Mulokozi (2002) Kiswahili language is used in many parts of the world. First, it is taught in many universities in the Middle East, Europe, Japan, China, and USA among others. Second, major world broadcasting corporations broadcast in Kiswahili including the British Broadcasting Corporation, Deutchewell, Channel Africa, Voice of America, Radio Japan and Radio China international to mention just a few. At the United Nations Headquarters, Kiswahili is one of the 42 officially recognized languages used to disseminate information to its member countries. In addition, computer software for Kiswahili has been created, thus Google and Wikipedia sites can be read in Kiswahili, and therefore, Kiswahili is increasingly becoming an international language.

Shiragdin and Mnyampala (1977), Mazrui and Mazrui (1995), Chimerah (1998, 1999), note that continentally, Kiswahili has continued to play a key role in various sectors. The development of Kiswahili language from a minority language in the 18th century to an international language can be attributed to many factors. These include trade, writings, religion, colonial rule, communication, education and post-independence government policies. Today, there is no doubt that Kiswahili is one of the major indigenous languages in the continent whose role in development cannot be gainsaid. Mulokozi (2000) argues that language is fundamental to people’s identity. This means that most African countries using foreign languages feel lacking in cultural identity and hence ready to take this slightest opportunity to have a language that can express their cultural diversity and ostensibly to address the needs of majority, who do not speak, read or understand foreign languages. Kiswahili has also been recognized as one of the official languages of the African Union. This status gives this language a lease of life to compete
favorably with English and other non-indigenous *lingua franca* like French, Spanish and Portuguese.

Regionally, Kiswahili is spoken in East, Central and Southern Africa. In Eastern Africa, the language is used as a tool for regional integration and cohesion as well as *lingua franca* for commerce. Mbaabu (1996) argues that colonialists chose Kiswahili as East Africa’s *lingua franca* and English as the language of the colonizers. Mwenda (2006) postulates that the East African countries are currently working on a common language policy, because of the understanding that uniformity in language will lead to unaffected flow of information, people and capital across the borders. In addition, the inter-university council of East Africa is emphasizing the exchange of Kiswahili curriculum at university level to facilitate students and staff exchange programmes through CHAKAMA (Kiswahili Association of East Africa). This will make all countries in East Africa to be at par in the development of Kiswahili in general. It should be noted that one of the objectives of CHAKAMA is to organize joint research to reduce disparities that have afflicted higher institutions of learning for a long time. There is no doubt therefore, that with the coming into effect of the East African Common Market on 1st July 2010, Kiswahili will play a leading role in improving literacy, galvanizing unity, commerce and communication consequently acting as a vehicle towards the federation of East African countries.

Kiswahili language has made huge strides forward in its usage in Kenya. It has been entrenched in the Kenyan Constitution as both national and official language according to Republic of Kenya (2010). Republic of Kenya (1964/5) further recommends the general spread of Kiswahili language, not only to provide an additional and specifically a vehicle for national coordination and unification, but also to encourage communication on an international basis not only within
East Africa but also within the Eastern part of Congo (Zaire) and parts of Central Africa. The commission therefore, recommended the recognition of Kiswahili both as a unifying national language as well as a means of Pan-African communication over a considerable part of the continent. The commission also underscored the crucial role played by Kiswahili language as a tool for unification of a nation torn apart by colonialists, hence mutual co-existence. In view of the above, Kiswahili language was made a compulsory subject in primary schools.

In the National Assembly, Kiswahili is one of the official languages for parliamentary debates. In addition, all parliamentary aspirants must sit and pass a proficiency test both in English and Kiswahili. In the Kenya school curriculum, Kiswahili is a core subject for all students in the National examinations. Webb and Kembo (2000) argue that Kiswahili ranks highly in the cosmologies in Kenya and it’s spoken by 65% of the population. In addition, it’s the language used in parliament together with English, it is a medium of instruction in lower primary school, and currently a compulsory and examinable subject up to the end of the secondary cycle of education in Kenya.

In post-primary institutions like teacher training colleges, Kiswahili is a core subject too. At the higher institutions of learning, that is, universities, Kiswahili is one of the courses of study. To develop Kiswahili at university level, the University of Nairobi in 1967 established a department of linguistics and African languages in which Kiswahili was made a central subject of study. Republic of Kenya (1981) recommended the teaching of Kiswahili at university and that Kiswahili be made a compulsory subject at the second university. Following this recommendation, a department of Kiswahili was established at Moi University in 1987 and Kiswahili was core to all undergraduates at that time. The importance of Kiswahili in Kenya
cannot be over-emphasized. Lewis (2009) observes that Kiswahili is not only a Kenyan language, but it is also a language that is fast becoming an inter-Africa *lingua franca*.

In an increasingly competitive society, the minimum entry requirements into various courses in higher institutions of learning have gone up. Attaining higher grades at KCSE is, therefore, of uttermost importance. Sameta Division which was the focus of this study has been performing dismally. Examination analysis of the Division from Gucha District QASO’s office confirms this worrying trend of poor performance in Kiswahili language. Table 1.1 below shows the performance of Kiswahili in the division for four years.

**Table 1.1: Kiswahili performance at KCSE in terms of % and MSS from 2006-2010 in Sameta Division.**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td>%</td>
<td>35.60</td>
<td>35.10</td>
<td>36.70</td>
<td>35.00</td>
<td>36.83</td>
</tr>
<tr>
<td>MSS</td>
<td>4.27</td>
<td>4.21</td>
<td>4.40</td>
<td>4.20</td>
<td>4.42</td>
</tr>
</tbody>
</table>

Source: Gucha District QASO’s office 2010.

From the above table it’s evident that there is a serious problem in Kiswahili. The appalling scenario is due to a host of factors, such as school physical resources, school language policies, qualification and adequacy of Kiswahili teachers, student and teacher attitudes to Kiswahili teaching and learning resources among others. Kiswahili language is so vital in Kenya and indeed, the entire East African region to the extent that poor performance at KCSE threatens the socio-economic and political fabric of life. Kimemia (2001) observes that Kiswahili is a *lingua franca* of a large part of the Kenyan society at all socio-economic levels. The study therefore, sought to find out the causes responsible for poor performance within the school environment.
which ranges from daily language usage, type of teachers as well as their attitude, school teaching and learning resources, student views to Kiswahili teaching and learning in Sameta Division Kisii County.

1.2 Statement of the Problem

Despite the critical role Kiswahili plays nationally, regionally and internationally, its performance in national examinations is still below expectation. In Kenya, Kiswahili plays a crucial role in national development; first it’s an official language, second a national language third a core compulsory and examinable subject for all candidates at KCSE according to the Kenyan curriculum. Kenyan education system is examination oriented thus the release of KCSE examination results, is used to judge prospective candidates by the grades of their certificates hence decisions are made on who proceeds to the next level of education. Various courses take Kiswahili as an alternative to English thus a good pass in Kiswahili is an asset for students aspiring for further education or employment. Over the last five years, students’ performance in Kiswahili language in Sameta Division has been dismal as confirmed by KCSE examination analysis obtained from Gucha QASO’s office depicts the situation as indicated: 4.27 (35.60%), 4.21 (35.10%), 4.40 (36.70%), 4.20 (35.00%) and 4.42 (36.83%) for the years 2006/7/8/9/10 respectively. From the analysis above, it is clear that the respective mean averages at 4.27 which is a D+ indicating poor performance as compared to grade C+ which is taken as an indicator of good performance. What factors influence this poor performance in Kiswahili in Sameta Division?
1.3 Purpose of the Study

The purpose of the study was to investigate institution-based factors influencing students’ performance in Kiswahili at KCSE examinations in public schools in Sameta Division of Kisii County.

1.4 Research Objectives

The objectives of the study were to:

i) Identify school physical resources influencing students’ poor performance in Kiswahili language.

ii) Find out school language policies in public schools of Sameta Division and their impact on Kiswahili performance.

iii) Find out the qualification and adequacy of Kiswahili teachers in Sameta Division and their impact on Kiswahili performance.

iv) Identify students and teachers’ attitudes to Kiswahili.

1.5 Research Questions

i) Which school physical resources influence students’ performance in Kiswahili?

ii) What are the language policies in public schools in Sameta Division?

iii) What are the qualifications and adequacy of Kiswahili teachers in Sameta Division?

iv) What are the attitude of students’ and teachers’ to Kiswahili?
1.6 Assumptions

The study made the following assumptions:

i) The teachers in secondary schools were all trained similarly and that the students sampled had the same Kiswahili problems.

ii) All students selected for the study had undergone the same level of tuition in terms of teaching time.

iii) All schools had the same language policies.

1.7 Limitations

i) The study limited itself to one division rather all the division in the entire Kisii County because of its expansive nature and other logistical constraints like the terrain.

ii) It was also limited to public secondary schools and not since they are the majority, receives teachers from TSC despite the fact that they sit the same examinations.

iii) The research was carried out only in sampled schools in Sameta Division which represented about 31% of the secondary schools. This was because of limited funds hence it was not possible to study the entire population. However the available funds were utilized properly hence the limitation was addressed.

1.8 Delimitations

i) The study confined itself to school- based factors that led to poor performance although there were other external factors like socio- economic background politics among others that affect overall performance.
ii) It would have been important to examine the teachers of Kiswahili and students at the primary school level, but the study only confined itself to form 4 Kiswahili teachers and students in secondary schools.

iii) The principals, teachers and students included in the study were those who were in session in the respective sampled institutions by the time of the study. Those absent were not included in the study even though they could have had valuable inputs.

1.9 Significance of the Study

The findings of the study would inform schools administrators to provide the necessary resources for the teaching/learning of Kiswahili. In addition, Kiswahili language curriculum developers and course designers would benefit from the study as it would to provide information on teachers and subject requirements. The findings were also intended to influence school administrators to adopt sound language policies so as to foster the right attitudes towards Kiswahili. Further, the findings also contributed to the advancement of knowledge in Kiswahili by suggesting solutions to the factors that influence poor performance at KCSE.

1.10 Theoretical Framework

The study was guided by input-output theory or the production function theory of education. The production theory advances that a school was seen as a firm which receives inputs (students, resources, teachers) and transformed them to educational outputs’ through a process. It had been used by a number of authorities such as Coleman et al. (1966) and Fuller (1985) in an attempt to measure the contribution of various factors of educational output. The production function theory of education measures output (student achievement) by standardized achievement test scores.
Education is a service which transforms fixed quantities of input (i.e. individuals) into individuals with different quality attributes, to enable students to cope with and perform in society after they have left schooling. The theory explains how student achievement (outputs) is dependent upon school inputs such as teaching/learning resources, adequacy and qualification of teachers, school language policies as well as the school administration. A school receives input, that is, students, teaching personnel, teaching and learning resources and instructional materials. A certain process of transformation that is teaching and learning takes place where skills in Kiswahili language practices are disseminated to students. The process is guided by teachers who utilize their academic and professional, qualifications, teaching experience and school language policies to influence student language usage, development of the right attitudes towards Kiswahili and proper time management. This results to high output (student achievement) measured through high grades, competence in spoken and written Kiswahili.
1.11 Conceptual framework

The figure shows how school, teacher and student factors determine student achievement.

**School Physical Resources**
- Category
- Class size
- Management styles
- Teaching learning resources
- Physical facilities
- Languages policies

**Teacher Factors**
- Gender
- Professional qualifications
- Academic qualifications
- Teaching experience
- Teacher adequacy
- Attitudes

**Student Factors**
- Gender
- Academic ability
- Time management
- Language usage
- Attitudes

**Independent Variables (Input)**

**Students Characteristics**
- High grades
- Competence in spoken Kiswahili
- Competence in written Kiswahili
- Positive attitude to Kiswahili

**Dependent Variables (output)**

Fig 1.1: Showing determinants of performance in Kiswahili in secondary schools using students, school and teacher variables.

Source: Modified from Orodho (2008)
Fig 1.1 above shows diagrammatically the conceptual model which encompasses the major variables and their possible pattern of influence on each other and eventually on the implementation of Kiswahili curriculum as measured by student achievement.

Mugenda and Mugenda (1999) define conceptual framework as a hypothesized model of identified concepts under study and their relationships. The study sought to find out the factors that affect student performance in Kiswahili from the production function theory described above. Performance in Kiswahili is affected by factors such as teacher factors, student factors and school physical resources. School physical resources entail things such as class size, physical facilities, instructional materials, teaching learning resources, language policies and the categories of the school. Teacher factors include; professional qualifications, academic qualifications, teaching experience, teaching methods and attitudes while student factors include academic ability, time management, language use and attitudes. Educational inputs refer to variables such as the teaching personnel, teaching and learning resources, facilities and students. While student academic achievement is taken to be educational output. To realize good academic achievements, students are admitted to schools based on their academic abilities and teachers posted according to their academic and professional qualifications. Using the school facilities as well as teaching and learning resources, teachers guide learners’ through a process that involves the teaching of language skills both spoken written and daily language tests. In other words, teachers use their academic and professional prowess to enable students to read, write and develop proper use of Kiswahili language. In addition, they should help learners develop the right attitudes towards Kiswahili through motivation. Once learners have been prepared for four years, they sit for their final KCSE examination, which is used to gauge their grasp and application of language skills. In this case, high academic performance is taken to be the output.
For the above process to succeed, the interplay of the main variables is key. Therefore, the study sought to find out how these factors (input) affect student performance (output) in the sampled schools.

1.12 Operational definition of central terms

**Attitude:** Is a set of beliefs developed in a due course of time in a socio-cultural setting.

Or

The sum total of one’s instincts, feelings, prejudices or bias, preconceived notions, fears, threats and convictions about any specified topic.

**Attitude scale:** It is a technique for measuring a person’s reaction to something.

**Examination:** A tool for measuring that is used to evaluate the student.

**Core subject:** A subject that is compulsory for all learners and as directed by the curriculum.

**Gender:** Refers to the difference between male and female that is culturally and socially determined.

**Good performance:** Attainment of grade C+ and above at K.C.S.E examinations.
Grade: Refers to a rank attained by students in an examination such as the Kenya Certificate of Secondary Education, in which the grades range from A (highest) to E (lowest).

Influence: Ability to persuade people to behave in a certain way or to determine the outcome of something without necessarily using force so as to perform a task.

Institution based factor: Means those determinants of performance within an educational institution like school physical resources, class size, teaching/learning resources, school language policy and attitude to languages in use within the set-up.

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

KCSE: Kenya Certificate of Secondary Education examination done at the end of four years in secondary schools.

Likert Scale: A common scale to measure a person’s reaction to something.

Multilingualism: Is the ability of a person to speak more than one language at a level that can be understood by other persons speaking the same languages.
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<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>National Language:</td>
<td>Refers to a language in the country that serves an entire nation rather than region or ethnic subdivision. It is a language of political, social and cultural identity and functions as a national symbol.</td>
</tr>
<tr>
<td>Official Language:</td>
<td>Refers to a language used for government business, in other words; it is a language legally prescribed as the language of governmental operations of a given nation.</td>
</tr>
<tr>
<td>Poor performance:</td>
<td>Refers to attainment of grade C plain and below at KCSE examination.</td>
</tr>
<tr>
<td>Public Secondary School:</td>
<td>Is a TSC staffed post-primary institution that offers KCSE at the end of a four year course.</td>
</tr>
<tr>
<td>Teacher of Kiswahili:</td>
<td>Refers to a person who instructs students in Kiswahili after training.</td>
</tr>
</tbody>
</table>
CHAPTER TWO
REVIEW OF LITERATURE

2.1 Introduction

This chapter reviewed literature on the main causes of performance such as school environment, qualification and adequacy of Kiswahili teachers, teacher and student attitudes towards Kiswahili as well as the language policies which determine school performance in examinations.

2.2 School Physical Resources

Dorman (2008) argues that school physical resources refer to school’s physical structure, equipment and other teaching and learning resources, class size among others. Environment in an educational setting refers to the emotional atmosphere, tone, ambience, or climate that prevails in a particular setting. Nijhuis (2005) observe that school environment is of paramount importance to promote learning. This type of atmosphere prevailing in school is a perpetual inspiration for the children to learn more and more. Further, he argues that classroom environment is the total of all social, emotional, mental and physical factors that make overall contribution to the teaching learning process within the classroom. Goddard, Hoy and Hoy (2000) and Heck (2000) observe that favorable learning environment also improves academic and professional standards of the school and leads to higher achievement.

Muhammad (2010) observes that school environment is of paramount importance in promoting learning. Generally, research has shown that factors closer to students’ actual learning process had the strongest impact. Wang, Haertel, and Walberg (1993) indicate that school environmental factors have more impact than more distant factors, such as administrative characteristics of the education system at the national level.
Scheerens (2003) concluded after a study that availability of teaching/learning resources enhances the effectiveness of schools as they are basic things that can bring about good academic performance. Shiundu and Omulando (1992) argue that the head teacher as a manager plays an important role in whatever goes on in school. The head teacher is responsible for proper execution of the school curriculum, provides necessary teaching and learning resources, motivates teachers, supervises formative evaluation ensures that the curriculum is well-implemented according to the school vision and mission and finally sets mechanism for the curriculum evaluation and innovation. School management therefore, should endeavor to provide necessary resources for the support of teaching and learning especially the purchase of relevant textbooks, building and equipping laboratories with correct apparatus and chemicals to facilitate effective learning in the school.

Class size is yet another important aspect within the school factors. Fabunmi and Okore (2000) view class factors as very important in the teaching-learning activities, particularly when students’ academic performance is being considered. He continues that class size is an important factor in relation to academic performance of students. In addition, he argues that there is consensus among various researchers and educationists that, the lower the class size or teacher pupil-ratio, the higher the achievement and that student’ achievement decreases as class size increases. In view of this fact, it could be said that teacher-pupil ratio is one of the important factors determining good academic performance.

2.3 Qualification and Adequacy of Kiswahili Teachers

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

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

Okumbe (1998) argues that the quality of doctors, teachers, lawyers, accountants, engineers and other professionals depends on how well they have been prepared for their various roles in society by their teachers. Further, he postulates that there is a strong indication that most teachers in both primary and secondary schools in developing countries are conscripted into teaching professions. This implies that the teaching profession in developing countries has two lots of teachers, those who choose the profession for intrinsic reasons and those who for reasons beyond their control find themselves in the profession.

Kombo (2005) observes that the learners regard the teacher as a source of power, resources (knowledge and skills) as well as personal satisfaction (such as recognition, approval and acceptance). In the classroom, the teacher is expected to play multiple roles, which include teaching, guidance and administration. Olembo, Wanga and Karugu (1992) acknowledge that the
demands on the teacher change considerably during their career. In view of the continuous renovation and development of teaching knowledge and of the constant change taking place within educational systems, it does not seem possible to equip the teacher trainee with all knowledge and skills required for an entire professional life. Shiundu and Omulando (1992) observe that given their vital role in curriculum implementation, teachers need appropriate and relevant training to be able to teach. In addition, they need encouragement alongside a continuous training process to update their skills.

According to Newstrom and Davis (2002), a study on quality and teacher training and student achievement indicated that trained teachers do make a difference and in particular teacher qualification, experience and amount of education and knowledge were positively related to student achievement. It’s worth noting that it’s the teacher who translates the broad general curriculum goals into learning experiences and the method of presenting content. They do most of the evaluation. Therefore, the teacher initiates, develops and directs student learning so as to realize good results in the national exams.

Sanders and Rivers (1966) are of the view that students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in a sequence. Kuenzi (2008) argues that certain teacher attributes like verbal ability, subject matter knowledge, pedagogical knowledge, years of experience and certification status influence student achievement. According to Coleman et al., (1996), teachers’ verbal ability is related to student achievement and that the relationship may be differentially strong for teachers of different types of students. Murnane (1985) observes that verbal ability is hypothesized to be a more sensitive measure of teacher’s abilities to convey ideas in clear and convincing ways.
Teaching experience is yet another parameter of teacher quality. Murnane (1985) argue that student learning is heavily influenced by teachers’ effectiveness and their years of experience. Further, they observe that inexperienced teachers (those with less than three years of experience) are typically less effective than more senior teachers and that the benefit of experience appear to level off after about five years, especially in non-collegial work settings. The same view is echoed by Rosenholtz (1984) who says that veteran teachers in settings that emphasize continual learning and collaboration continue to improve their performance. The teacher being the implementer of change at the classroom level need to be kept abreast with new trends in education especially new teaching pedagogy through regular in-service courses Eshiwani, (1975). Olembo, et al. (1992) observes that in the Kenyan education system, the term in-service education has at various times been referred to as refresher courses, orientation courses, updating courses and similar terms have been used. They conclude that in-service training is a life-long process in which the teacher is constantly learning and adopting the new challenges of his job.

Research clearly shows that teacher expertise is the most significant school-based influence on student learning Saracologlu, (2000). School improvement always calls for enhancing the knowledge, skills, and dispositions of teachers. Whatever course of action a school adopts, success usually hinges on providing support and resources for teachers to strengthen existing expertise or to learn new practices.

Qualification of Kiswahili teachers weighs heavily on language performance, in secondary schools thus compromising quality of education. The Ministry of Basic Education has failed to employ enough teachers thus leading to an acute teacher shortage. The student-teacher ratio stands at 60:1. What is not clear however is how teachers in public schools cope with this situation in their day to day activities in classrooms?
2.4 Teacher and Student Attitudes to Kiswahili

Attitude has been defined differently by different scholars. Gardner (1980) defines attitude as the sum total of a man’s instincts and feelings, prejudice or brains, preconceived notions, fear, threats and convictions about any specified topic. Ajzan (1988) views attitude as a disposition to respond favorably or unfavorably to an object, person, institution or event. Baker (1992) looks at attitude as a hypothetical construct used to explain the direction and persistence of human behavior. Finally, Good (1975) says that attitude is a predisposition or tendency to react specifically towards an object, situation or value, usually accompanied by feelings and emotions. It’s worth noting that attitude cannot be directly observed but must be inferred from overt behavior, both verbal and non-verbal.

2.4.1 Teachers’ Attitude

Teachers’ attitude plays an important role in the present context. In the professional courses, the teachers have changed their role from being the controllers of the class to the facilitators. They accept students’ mistakes in the language use as a necessary part of the language learning. They help motivate students use more and more language in their daily life. Learners learning outcomes are influenced by the interpretation of teacher’s interpersonal behavior.

Savington (1991) in relation to the importance of teachers’ attitude and beliefs argues that in the quest for the improvement of language teaching, the language teacher has been overlooked. Further, he postulates that exploration of teacher’s perceptions of what they do and why they do it holds promise for understanding the frequency noted discrepancies between theoretical understanding of second language acquisition and classroom practice. Williams and Burden
believe that teachers’ actions are highly influenced by their beliefs and attitudes, even more than they are determined by their knowledge.

Richards and Lockhart (1994) maintain that what teachers do is a reflection of what they know and believe, and that teacher knowledge and ‘teacher thinking’ provide the underlying framework or schema which guides the teacher classroom actions. Topper (1999) maintains that teachers’ attitudes and beliefs shape the sense they make of any educational innovation, and play a crucial role in how they behave in the classroom situation. The teacher plays a key role in the making of classroom climate. He is an agent who imparts instruction, monitors the performance and modifies the behavior.

Similarly, Karavas (1996) points out that teachers’ belief and theories although in many cases unconsciously held, have an effect on their classroom behavior, particularly teachers bring their personal view of life that interferes with the work into the classroom. In fact, teachers may not always be fully aware of the effects of this fact, and it can be useful to examine its implications for the classroom teaching/learning process. Lingualinks (1999) postulates that to enable learners to master literacy skills, reading and writing must be taught by well-trained teachers with an understanding of the basic concepts and how to effectively provide reading instructions.

2.4.2 Students’ Attitude

Language learning is affected by the attitude and motivation of learners. Motivated, de-motivated and a motivated students have different perceptions of their class teacher and curriculum. The perceptions are responsible for their attitudes. Meenakshi (2008) argues that an individuals’ perception of the class teacher, peer group, syllabus and his/her awareness for future needs affect his/her attitude to language learning. Learner’s learning outcomes are influenced by their
interpretation of teachers’ interpersonal behavior. If they believe that the teacher is associated with them and their learning outcome, the teacher empathizes with them, understands their problems, they react positively and this factor contributes to their motivational level in the classroom.

Akey (2006) carried a longitudinal study among high school students of grade 9-11 to ascertain if there exists any relation between school context, student attitudes and behavior and academic achievement. In the study, she found that perceived academic competence (attitude) had a positive influence on reading achievement among high school students. Those students who had a positive attitude towards reading had a higher achievement than those who had negative attitude.

Mbugua and Kiptui (2009) argue that attitudes of students towards a particular subject have an implication on their academic achievement. On attitude of the learner, international discussions have concluded that language learning is closely related to the attitudes of the learners towards the language Starks and Paltridge, (1996). Attitude has recently received considerable attention from both first and second language researchers. Learning occurs more easily, when the learner has a positive attitude towards the language and learning. Chamber (1999) state that student’s attitude is an integral part of learning and that it should therefore become an essential component of second language pedagogy. Haitema (2002) from his study on attitude reveals that there is a positive relationship between affective characteristics and language achievement. Weinburgh (1998) in his study argues that there are several reasons why research on students’ attitudes towards language learning is important. First, attitudes towards learning are believed to influence behaviors such as selecting and reading books, speaking in that language among others. Second, a relationship between attitudes and achievement has been shown to exist. The study reported
that there is support for the proposition that attitudes influence achievement, rather than achievement influencing attitudes. It can be argued that attitudes influence one’s behaviors’, inner mood and therefore, learning. So, it is clear that there is an interaction between language learning and the environmental components in which the student grew up. Both negative and positive attitudes have a strong impact on the success of language learning.

Shiundu and Omulando (1992) observe that students go to school with certain predetermined targets and aspirations for themselves. In most cases however, these may be beyond their reach as compared to the alternatives or possibilities available. This is in line with the considerations of resource limitation and the social settings, which may finally be perfected, in poor performance of students in national exams.

On their own right, students want a teacher who can motivate them to speak more and more in the classroom and teach them how to use language outside the classroom. They want their teacher to be fluent in Kiswahili and capable of correcting their mistakes without hurting their ego or without accusing them of not having knowledge of Kiswahili. Teachers should take a little more careful approach when disseminating knowledge in language. This is so because not all second language students have sufficiently developed language skills and that this adversely affects their potential for success.

Amos and Quinn (1997) define academic literacy as being able to read and write within the academic context with independent understanding to a level of engagement in their work, i.e. being able to understand and apply the ‘rules’ and conventions of academic discourse which define what can be construed as knowledge. Thus, students with poor language skills invariably have a weak understanding of the content of the subject because of an inability to keep up with
the teachers and because of poor reading abilities. Lingualinks (1999) look at literacy skills as including reading and writing as well as those skills that enable a learner to learn to read and write with independence, comprehension and fluency. In a nutshell, attitude weighs heavily on language development and performance.

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

2.5 Language Policies and Their Impact on Language

Shiundu and Omulando (1992) note that language policy refers to decisions made and taken by bodies that have administrative and juridical responsibilities of such nature that their decisions affect procedures and practices at the level of national organization and activity. Mugane (2003) observes that a national policy on languages is a set of nationally agreed principles which enable decision-makers to make choices about issues of language in a rational, comprehensive and balanced way. Kimani (2003) also notes that a language policy identifies the nation’s language needs across communities and ethnicities, surveys and examines available resources, identifies the role of language generally and of life, establishes strategies vital for managing and developing resource, and relates all these to the best of the nation through a planning agency.

At independence, Kiswahili was declared a national language as well as a language of commerce and social interaction, English both the official language and medium of instruction in the
education system. Republic of Kenya (1964-5) notes the importance of vernacular languages as essential hence recognizes them as mediums of instruction of curriculum in primary I, II & III.

Most people in Kenya speak at least 3 languages. The first language is the ethnic or tribal language; the second is the language of wider communication among Kenyans which is also a national language and then the official language. Eastman (2001) views a national language as that which serves an entire nation rather than a regional or ethnic subdivision. It is a language of political, social and cultural entity and functions as a national symbol. Trask (1997) defines a national language as the chief language in the country. Eastman (2001) looks at a national language as one that serves an entire nation rather than a regional or ethnic sub-division. It is a language of political, social and cultural entity and functions as a national symbol.

On the other hand, official language is described as a language used for government business in other words, it is a language legally prescribed as the language of governmental operations of a given nation Ferguson and Heath, (1981). There are many challenges facing literacy in Sub-Saharan Africa, one of which is multilingualism. Kenyalogy (2010) observes that multilingualism is the ability of a person to speak more than one language at a level that can be understood by other persons speaking the same language. A multilingual society can thus be said to be a society in which several languages are spoken. At a personal level, it means a degree of fluency in more than one variety.

Kenyalogy (2010) postulates that Kenya is a multilingual society, thus various complications can arise if their effect in education is ignored especially because in addition to 40 tribal languages, there is English as official language and Kiswahili as a national language. Yambi (2010) notes that in most African countries, languages designated for school instruction are also designated as
national and or official languages. This is because they are more likely to have been standardized and teaching materials more likely available. Ogechi and Ogechi (2002) asserts that the case for more educational publications in Kiswahili as a good medium for educational and national development.

Ipara and Mbori (2009), indicate that in terms of language policy and planning, the Kiswahili language has been standardized and coded. For instance, within East Africa region, there exist discipline specific dictionaries. In addition, they argue that on the internet, there have been attempts to use Kiswahili alongside other languages such as English and French. Thus, the wide range of applications of Kiswahili in Kenya (in part) makes the language to be well-prepared in representing knowledge and information in science and technology.

Mackay (1986) argues that different attitudes and opinions towards language may affect its learning. If a language is inferior, teaching and learning of it suffers. In schools, teachers are fond of using English. It has been argued that if Africa is to develop, then it must tap its vast reservoir of native resources including language. Sy (2001) aptly notes that true development moves along as a course propelled by native forces: Kiswahili is one such a force.

The opening of Eastern Africa’s Common Market on July 1, 2010, and the elevation of Kiswahili as both official and national language in the Constitution of Kenya implies that the language is fundamental in achieving vision 2030. It’s interesting to note that Kenya policies are well-stipulated on paper, but poor in their implementation. While barely a quarter of the Kenyan population can adequately use English, it remains the advantaged official language and the medium of instruction in the education system, unlike Kiswahili the co-official language Ogechi and Ogechi, (2002). They further observe that, while the leadership appears comfortable with the
linguistic situation and would wish to have the status quo maintained, the linguistic situation among lay Kenyans demonstrates that not all is well on the ground.

Kimemia (2001) after carefully assessing the linguistic situation in Kenya argues that, for a long time language policy has come to mean nothing more than political pronouncements, government statements and recommendations made by education commissions which are rarely implemented. Ogola (2003) as cited in Wendo (2009) reiterates that the linguistic situation in Kenya is triglossic in the following order: English is at the top of the rank as the official language; Kiswahili is at the middle of the rank as the co-official language and local lingua franca; while at the base are local languages or mother tongues. The above rankings illustrate that the state of local languages in Kenya is wanting. The languages that are mainly used by the majority of the population are given a short shrift to the advantage of English language which is only spoken by the elite. Owing to the above series, it will be necessary for the researcher to carry out a study to determine if individual language policies in secondary schools hamper Kiswahili performance at national examinations.

2.6 Summary of the Review

The reviewed literature has shown that student achievement especially in Kiswahili language at national examinations are heavily influenced by variables such as school factors, qualification and adequacy of Kiswahili teachers, teacher and student attitudes towards Kiswahili as well as language policies. It is disheartening that the performance of Kiswahili has been dismal despite the fact that it is an African language. From the review of literature, the following gaps were identified;
i) Most studies have underscored the importance of language policies at the national level, and have not fully addressed the same at the secondary school level.

ii) It is also clear that attitudes affect language performance; however, little has been done to understand how teachers and students’ attitudes affect the performance of Kiswahili at school level in Sameta Division.

iii) The government through the Ministry of Education has been deploying teachers in all schools but the teacher shortage still persists. It is, however, not clear how schools which were to not given staff from TSC teachers coped especially in language teaching and learning.

iv) School factors play a critical role in determining performance, but more needs to be done so as to find out if schools have the required capacity in terms of teaching/learning resources.

The study, therefore, aimed at filling the gaps identified above in an attempt to improve performance in Kiswahili at KCSE in Sameta Division of Kisii County.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter on research methodology discusses the procedures and techniques that were used in the study. Also discussed were research design, locale, target population, sample and sampling procedure, research instruments, piloting and data collection.

3.2 Research Design

Kombo and Tromp (2006) define research design as the structure of research. It is the ‘glue’ that holds all of the elements in a research project together. Orodho (2003) defines it as the scheme, outline or plan that is used to generate answers to research problems.

The study adopted a descriptive survey design. Orodho (2009), states that a survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It is the most frequently used method for collecting information about people’s attitudes, opinions, habits or any of the variety of education or social issues.

A survey design was appropriate because it enabled the researcher to obtain pertinent and precise information concerning the then status of Kiswahili performance in Sameta Division of Kisii County and possibly draw conclusions on facts discovered.

3.3 Study Locale

The study was conducted in public secondary schools of Sameta Division of Kisii County, Kenya. The division is rural and borders Kiogoro, Ogembo, Nyamache and Suneka Division of Kisii County as indicated in Appendix F. Sameta Division is situated approximately ten kilometers south of Kisii town on the Kisii-Kiligolos road. The region is mainly rural and has red
volcanic soils where deep and rich in organic matter and receives an average annual rainfall of about 1500mm. The major economic activity is agriculture and the major crops grown include tea, coffee, bananas and maize. The area is 1800 meters above sea level, hilly and the major river is Kuja. Sameta Division was ideal for the study because the performance of Kiswahili has been dismal for the last five years under study thus the need for urgent attention. In the past, no study had been done in the same locale to address the challenge. In addition limitations in terms of time and the cost factor relating to research made Sameta Division appropriate for the study.

3.4 Target Population

The population in this study comprised all the public secondary schools, all form four students, all teachers of Kiswahili and all the school principals in Sameta Division Kisii County. In total, at the time of the study, there were 32 public secondary schools, 1025 form four students from all the 32 secondary schools, 40 teachers of Kiswahili and 32 school principals giving a total population of 1097.

3.5 Sample and Sampling Techniques

The researcher chose stratified random sampling in selecting respondents to constitute the sample for the study because there were various strata involved. The strata include: the category of the school whether district or provincial, gender status whether boys or girls and whether single sex or mixed. A sample is a subset of the population which is actually investigated by a researcher and whose characteristics will be generalized to the whole population. Sampling is the process of selecting a subset of cases in order to draw conclusions about the entire set Orodho, (2009). Mugenda and Mugenda (1999), postulate that in stratified random sampling, subjects are
selected in such a way that the existing sub groups in the population are more or less reproduced in the sample.

### 3.5.1 Sampling Units and Sample Size

Stratified random sampling method was used to select the percentage of schools that were included in the study because the division has single and mixed sex, provincial versus district schools which are either day or boarding. Two strata which applied for the study included first gender status of the school and second size of the school as per the number of students in each class. A total of 10 schools (31%) out of 32 were sampled as follows: 1 boy boarding, 1 girls boarding and 8 mixed day schools. Ten (10) classes were used in the study where an equal number of students twenty (20) were selected through raffle/ folding of papers which were labeled yes and no, which students picked and all those with yes were included in the study from each of the form four classes, four (4) teachers of Kiswahili from one boys school, two (2) teachers of Kiswahili from one girls school, one (1) teacher of Kiswahili from each of the 8 mixed day schools and one (1) principal from each of the ten (10) schools. Total sample size was 224 respondents, that is 200 students (18%), 14 teachers of Kiswahili (35%) and 10 principals (31%).

### 3.6 Research Instruments

Research instruments are tools used to collect data from respondents. The researcher employed two instruments for the study which included interview schedule for principals and questionnaires for both teachers and students. The researcher chose the above instruments because they were the most suitable to collect data from a large sample.
3.6.1 Principals Interview Schedule

Interview schedule was used to collect required data from principals such as actual information about the school for instance, the number of teachers of Kiswahili, student population per class, school language policies, teaching and learning resources, school KCSE Kiswahili means, role of Kiswahili, challenges facing the school and suggestions on how performance can be improved as indicated in appendix A. Interview schedule was used for principals because they man the day-to-day operations of the schools meaning they have a tight schedule. To ensure 100% return, interview schedule was justified.

3.6.2 Teachers Questionnaires (TQ)

The study used questionnaires to collect information from teachers of Kiswahili from sampled schools. There were two types of questionnaires for teachers as indicated in appendices B and D. The first questionnaire (appendix B) was used to collect information on gender, academic and professional qualifications, teaching experience, teaching and learning resources, workload, class size, language policies, challenges facing the teaching and learning of Kiswahili and suggestions for improvement. The questionnaire had both closed and open-ended questions. The former was to ensure consistency in responses by the respondents, while the latter was to allow freedom of response/ expression which would not have been realized in closed questionnaires. The second questionnaire (appendix D) which is a likert scale was used to collect data on teachers’ attitudes towards the teaching and learning of Kiswahili. Richards, Platt and Weber (1992) note that a likert like scale, is a common scale used to measure a person’s reaction to something. The questionnaire had 20 items (statements) seeking teachers’ views. Respondents responded to every statement using a structured format: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD).
3.6.3 Students Questionnaires (SQ)

The study used questionnaires to collect information from students of the sampled schools. Students were required to respond to two questionnaires as indicated in appendices C and E. The first questionnaire (appendix C) was used to tap data on gender, status of facilities of Kiswahili, teaching methods, lesson attendance, lesson make-up, language policies, class environment and suggestions on the improvement of Kiswahili. The questionnaire had both closed and open-ended questions. The former was to ensure consistency in responses by the respondents, while the latter was to allow freedom of response/ expression which would not have been realized in closed questionnaires. The second questionnaire (appendix E) was used to collect data on students’ attitudes towards the teaching and learning of Kiswahili. The questionnaire had 20 items (statements) seeking students’ views. Respondents were to respond to every statement using a structured format: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD).

3.7 Piloting

This is the testing of the research instruments to a small representative sample identical to, but not including the group of the study to test validity and reliability. Piloting was done in three schools identical to, but not those included in the study. The researcher presented the instruments to the two schools in person and collected them afterwards to determine their suitability with the help of supervisors.

3.7.1 Validity

To ensure that the information that was going to be collected from the field was accurate and reliable, there was need to determine content validity of the instruments. The researcher
employed the expertise of his two supervisors and one departmental lecturer with relevant skills in the field of study who assessed the content and face value of the instrument and gave feedback. The feedback obtained was incorporated in the final instruments before the actual study.

3.7.2 Reliability

According to Mugenda and Mugenda (1999) reliability is a measure of degree to which a research instrument will yield constant results after repeated trials. Orodho (2009) observes that reliability of an instrument is the consistence in producing similar results over a period of repeated trials. The researcher used Test-Retest method to determine reliability of student’s questionnaires. The Test-Retest was done in three (10%) schools which were not part of the sample for study. The researcher administered the first test of the developed questionnaires and then scored them manually. After period of two weeks, the same questionnaires were administered again to the same group and the responses scored manually. Then a comparison of the first score and that of the second was done using the Spearman Rank Order Correlation Coefficient formula. The researcher used the same method and procedure, to determine the reliability of teachers’ questionnaires. That helped in determining the consistency of the instruments in eliciting the same responses every time the instruments were administered. The correlation coefficient was 0.8, and therefore, the instruments were judged reliable for the study.
3.8 Data Collection Procedure

The researcher first sought permission from the Ministry of Education, and then proceeded to Gucha District Education Officers’ office and sought permission to visit the sampled schools for the study. Once permission was granted, the researcher visited the sampled schools for familiarity with the principals, teachers and students. The researcher also made arrangements with administrators and relevant departmental heads and agreed on the time and date of the study thus avoided disruption of lessons. The researcher assured the respondents of confidentiality on their responses. The researcher administered the instruments in person, that is, questionnaires’ to teachers and students while the interview schedule was administered to school principals during the second visit. Data collection took a period of two weeks, that’s five schools the first week and the other five the second week.

3.9 Data Analysis and reporting

After all the questionnaires and interview schedules were collected, data collected were appropriately coded and entered into the computer for analysis. Qualitative data obtained were analyzed thematically. Data were organized into themes, categories and patterns relevant to the study then the findings were presented through tabulation. Quantitative data obtained were coded then analyzed with the help of Statistical Package for Social Sciences (SPSS) and the results from the analysis were presented using percentages, means, frequency distribution tables, bar graphs, and pie-charts. Findings were reported thematically on the basis of the research objectives.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION OF RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter deals with data presentation, analyses, presentation of findings as well as discussions made from the themes driven from the objectives of the study.

4.2 Background Information and Characteristics of the Sample

The study sample consisted of 10 school principals out of whom 9 were male while 1 was female, 12 teachers of Kiswahili out of whom 8 were male while 4 were female and 192 form 4 students out of whom 109 were male while 83 were female as indicated in Table 4.1.

Table 4.1: Number of respondents of the study and their gender (n=214)

<table>
<thead>
<tr>
<th>Type of respondent</th>
<th>Male</th>
<th>Female</th>
<th>Male%</th>
<th>Female%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>9</td>
<td>1</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Kiswahili teachers</td>
<td>8</td>
<td>4</td>
<td>66.67</td>
<td>33.33</td>
</tr>
<tr>
<td>Form 4 students</td>
<td>109</td>
<td>83</td>
<td>56.77</td>
<td>43.23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>126</strong></td>
<td><strong>88</strong></td>
<td><strong>58.88</strong></td>
<td><strong>41.12</strong></td>
</tr>
</tbody>
</table>

The study found that out of the ten principals, 90% were male while 10% represented females. It was also found that out of the 14 teachers of Kiswahili, 66.67% were male while the remaining 33.33% represented females. On the side of form 4 students, 56.77% represented male students while the remainder 43.23% females.
The sampled schools for this study were 10 out of which 2 were provincial while 8 were district. In addition, they were further grouped to single sex and mixed that is 1 boys, 1 girls and 8 mixed schools as indicated in Table 4.2

<table>
<thead>
<tr>
<th>Table 4.2: School category, number and their sex status (n=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School category</strong></td>
</tr>
<tr>
<td>Provincial school</td>
</tr>
<tr>
<td>District school</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

4.3 Sampled Schools’ Performance in Kiswahili between 2006 and 2010

The performance of Kiswahili at KCSE for the period 2006 to 2010 is summarized as indicated in Table 4.3.

<table>
<thead>
<tr>
<th>Table 4.3: Kiswahili KCSE mean scores, deviations and their percentages in sampled schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KCSE Year</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td>2007</td>
</tr>
<tr>
<td>2008</td>
</tr>
<tr>
<td>2009</td>
</tr>
<tr>
<td>2010</td>
</tr>
</tbody>
</table>
The results in Table 4.3 indicate that performance of Kiswahili in Sameta Division over the five years under study has not been encouraging despite the positive deviations. This has been so because majority of the schools (80%) are day schools that attract students with low entry behaviour from primary, have inadequate trained teachers, have inadequate teaching and learning resources among others, while the remainder (20%) are provincial which admit students with higher entry behaviour, are better teaching and learning resources and trained teachers.

This information can be presented using a bar graph. Figure 4.1 below illustrates the Kiswahili KCSE performance for the years 2006, 2007, 2008, 2009 and 2010.

**Figure 4.1 showing KCSE Kiswahili performance between 2006-2010**

Figure 4.1 shows that there was a slight improvement from 2008 to 2010 because of the introduction of affordable secondary education which enabled schools to acquire a few teaching and learning resources. But the introduction of the free tuition secondary programme triggered
increased enrollment thus complicating the matters as it was not commensurate to teaching/learning resources thus no significant improvement in performance.

<table>
<thead>
<tr>
<th>Table 4.4: Kiswahili performance from 2006 – 2010 (n=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean range</td>
</tr>
<tr>
<td>2.1 – 3.0</td>
</tr>
<tr>
<td>3.1 – 4.0</td>
</tr>
<tr>
<td>4.1 – 5.0</td>
</tr>
<tr>
<td>5.1 – 6.0</td>
</tr>
<tr>
<td>6.1 – 7.0</td>
</tr>
<tr>
<td>7.1 – 8.0</td>
</tr>
<tr>
<td>∑f = 10</td>
</tr>
</tbody>
</table>

From the results above, the average mean of Kiswahili for the sampled schools for the years 2006, 2007, 2008, 2009 and 2010 was 4.30 an average of a D+.

4.4 Questionnaire Return Rate for the Study Sample

The study sample comprised 10 school principals, 14 Kiswahili teachers and 200 form four students adding up to a total sample of 224 respondents as indicated below.

<table>
<thead>
<tr>
<th>Table 4.5: Number of Questionnaires issued and their return rate (n =438)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent</td>
</tr>
<tr>
<td>Principals</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
The interview schedule return rate for school principals was 100% meaning all the 10 participated. Teachers of Kiswahili were required to respond to two types of questionnaires, that is, general and attitude scale. Out of the 14 targeted, 12 representing 85.71% returned their questionnaires. Finally, students were also asked to respond to two types of questionnaires, one for attitude and the other for general information. Of the 400 targeted, 387 students representing 96.75% responded to the questionnaires. In summary, out of the 438 instruments administered, 421 representing 96.11% were returned and considered sufficient for this type of study.

4.5 School physical Resources Affecting Performance in Kiswahili

The researcher sought to find out the impact of school physical resources that influence the performance of Kiswahili at K.C.S.E. Such resources included teaching and learning resources, school management styles, school physical facilities, class size among others. Table 4.6 indicates teachers’ views on their impact.

<table>
<thead>
<tr>
<th>School physical resources</th>
<th>frequency</th>
<th>percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School physical facilities</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>School management styles</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Teaching/learning resources</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>School environment</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results in Table 4.6 indicate that a portion of teachers, constituting 41.7% of the total considered teaching and learning resources as a major factor responsible for dismal performance.
Other factors were school physical facilities 25%, school management styles 25%, and school environment constituting 8.3%.

School management styles were found to influence performance of students especially those that man day schools because they made no effort to source for funds to provide teaching/learning resources. School physical facilities especially classes had a bearing on performance according to school principals. It was found that schools had varied class sizes: 50% of the schools had between 31 and 40, the next 40% of the schools between 41 and 50, while the remainder 10% between 50 and 60. Provincial schools accounting for 10% did not have enough classrooms due to high enrollment thus had congested classes which made it impossible for teachers to attend to individual student needs.

It was clear also that school environment has an impact on school performance as indicated by 8.3% of teachers. This was because some schools were inaccessible especially during rainy seasons as teachers found it a challenge to make it to school in time and left earlier in the evening leading to loss of many man hours.

Students responded as well on the impact of school factors especially teaching and learning resources as indicated in table 4.7.

### Table 4.7: Students’ responses on availability of teaching/learning resources (n=192)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>64</td>
<td>33.3</td>
</tr>
<tr>
<td>No</td>
<td>128</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>192</td>
<td>100</td>
</tr>
</tbody>
</table>
The information in table 4.7 indicates that majority of students representing 66.7% confirmed that their schools lacked enough teaching/learning resources, while one third constituting 33.3% of the students were of the view that their schools had enough teaching and learning resources. The findings demonstrate that majority of the learners (66.7%) who were mainly drawn from district day schools felt their school authorities were not doing enough to purchase the relevant books, while the remainder (33.3%) belonged to the two provincial schools which were able to provide the necessary teaching/learning facilities apart from having a higher enrollment, they also charged extra levies to that effect unlike the former where fees is literally paid through free secondary education.

On the use of the available books in sampled school, students had the following varied responses as illustrated in table 4.8.

**Table 4.8: Students proportion on the sharing of the available books (n=192)**

<table>
<thead>
<tr>
<th>Number of books</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Each</td>
<td>24</td>
<td>12.5</td>
</tr>
<tr>
<td>1 Between 2</td>
<td>60</td>
<td>31.3</td>
</tr>
<tr>
<td>1 Between 3</td>
<td>108</td>
<td>56.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>192</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From Table 4.8, majority of students constituting 56.3% indicated that one Kiswahili course book was shared between three students, 31.3% shared one book between two, while 12.5% students used one book each. This was so because majority of the students in day schools could not buy the required textbooks hence depended on those provided by the schools. The scenario did not auger well in the teaching/learning Kiswahili especially in comprehension and summary.
as learners must infer from the excerpts. The researcher also sought to find out from principals if their schools had libraries; their responses are captured in table 4.9.

Table 4.9: Principals’ responses on library availability (n=10)

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a library</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Have a book store</td>
<td>7</td>
<td>70</td>
</tr>
</tbody>
</table>

The results in Table 4.9 indicate that seven schools, constituting 70% had no libraries, while three schools representing 30% had well-stocked libraries. It was found that majority of the schools (70%) were day schools which did not have enough resources to put up libraries thus had book stores in principals’ offices.

From the findings, it is clear that a larger percentage of schools didn’t have adequate teaching/learning resources. Indeed schools especially day schools didn’t have Kiswahili course books which are used on a daily basis in class in fact, one text was shared among three learners, therefore impeding performance in the language. The significance of teaching/learning resources cannot be gainsaid; an assertion confirmed by Scheerens (2003) who argues that availability of teaching/resources enhances the effectiveness of a school as they are the basic things that can bring about good academic performance. School management styles are also found culpable as findings indicate that they don’t always give priority to resources that directly affect academic performance when it came to allocating financial resources. Physical facilities like class rooms and libraries are also elusive in many schools. A fraction of the schools had swollen classes over and above the maximum of 45 set by the ministry of education, meaning teachers were unable to cope with the numbers when it came to individual attention. The findings are similar to those of
Fabumni (2000) from his study in Nigeria that class size affects performance and that the lower the class size, the higher the achievement and vice versa. More than two thirds of the schools did not have libraries, meaning that learners were denied the opportunity to interact meaningfully with books.

4.6 School Language Policies in Public Schools and Their Impact on Kiswahili

Language policies in schools have a big impact on language teaching and learning consequently affecting the performance of Kiswahili in national examinations. The researcher wanted to find out from the respondents if school language policies had a bearing on Kiswahili performance as indicated in table 4.10.

<table>
<thead>
<tr>
<th>Language</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>English and Kiswahili</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results in Table 4.10 indicate that majority of the principals constituting 70% of the total were fond of using both English and Kiswahili when addressing students, 20% of them used English only while the remainder 10% preferred using Kiswahili.

The researcher also sought to find out the views of Kiswahili teachers on the languages they used when addressing students, their responses are illustrated in table 4.11.
Table 4.11: Languages used by teachers to communicate to students while in school (n=12)

<table>
<thead>
<tr>
<th>Language</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>English and Kiswahili</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Findings from Table 4.11 indicate that majority of teachers teaching Kiswahili representing 58% used a combination of Kiswahili and English, one third accounting for 33.3% used Kiswahili, while the remainder representing 8.3% used English.

Students on their own right used languages of their choice when in school as depicted in table 4.12.

Table 4.12: Students’ language(s) use while at school (n=192)

<table>
<thead>
<tr>
<th>Language</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Kiswahili</td>
<td>179</td>
<td>93.2</td>
</tr>
<tr>
<td>Kiswahili only</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>English only</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>Sheng’</td>
<td>4</td>
<td>2.1</td>
</tr>
<tr>
<td>Mother tongue</td>
<td>4</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>192</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results in Table 4.12 show that majority of the students constituting of 93.2% liked communicating in both English and Kiswahili because schools officially allow students to use
the two languages while at school. 1% communicated in Kiswahili indicating they found it convenient, 1.6% used English because they believed it’s a language of instruction in all other subjects with the exception of Kiswahili, while those who communicated in sheng and mother tongue accounted for 2.1% each.

The findings from tables; 4.10, prove that school language policies in schools under study reflect those at the national level though the enforcement part of it was lacking especially in district day schools. The fact that majority of the principals used both English and Kiswahili while addressing students is a good indication languages take centre stage in the day to day activities because they are official and national languages. The findings resonate with those of Yambi (2010) who from a study in Illinois on Swahili-English speaking children found out that in most African countries, languages designated for school instruction also were designated as official and national languages. English is most preferred by the principals than Kiswahili whenever they are not using a mixture of both languages. From the study as indicated in table 4.11, more than half of the Kiswahili teachers used both Kiswahili and English because they used both languages in their teaching of Kiswahili and their second teaching subjects. One third of teachers preferred using Kiswahili because it is their duty to foster the development of the language. From the findings in table 4.12, an overwhelming majority of the students used both English and Kiswahili because it was obligatory for them since school policies directed so. Despite that good impression, a section of the students preferred using sheng and mother tongue especially in public day schools. The permeation of languages that are not authorized is an indicator that schools have not effectively enforced language policies. From the findings, language usage is skewed towards English because it is the dominant language used for the most part of school activities. Kiswahili is recognized as an official language within the school compound, but no
effort has been made to entrench it further. The findings are in tandem with those of Ogechi and Ogechi (2002), who found that despite the fact that English is used by barely a quarter of the Kenyan population, it remains the advantaged official language and the medium of instruction in the education system, unlike Kiswahili which is the co-official language. On the same note, Kenyalogy (2010) posits that Kenya is a multilingual society, and that various complications can arise if their effect in education is ignored especially because in addition to 40 tribal languages, there is English as the official language and Kiswahili as a national language. Therefore, school authorities need to do more to develop Kiswahili by taking concrete practical stapes like setting aside some days specifically for it, if its performance is to be improved.

4.7 Qualification and Adequacy of Kiswahili Teachers

The number of teachers in a school and their qualification weighs heavily on academic achievement of students. The researcher sought to find out if indeed the two attributes impede student performance and the findings are presented below:

4.7.1 Qualification of Kiswahili Teachers

The study found that teachers handling Kiswahili in sampled schools had diverse educational and professional orientation. To depict the picture fully, their suitability were presented under the following headings; teacher demographic data, academic and professional background and teaching experience. The distribution of the gender of teachers and their age brackets were tabulated as shown in tables 4.13 and 4.14 respectively.
Table 4.13: Gender of Kiswahili teachers in sampled schools (n=12)

<table>
<thead>
<tr>
<th>School category</th>
<th>Male</th>
<th>Female</th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial boys</td>
<td>2</td>
<td>1</td>
<td>66.66</td>
<td>33.33</td>
</tr>
<tr>
<td>Provincial girls</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>District day mixed</td>
<td>6</td>
<td>2</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>4</strong></td>
<td><strong>66.66</strong></td>
<td><strong>33.33</strong></td>
</tr>
</tbody>
</table>

The results indicate clearly that two thirds constituting 66.66% of the Kiswahili teachers were male, while one third accounting for 33.33% were female. The dominance of male teachers in Kiswahili teaching/learning demoralizes girls who are the majority because they lacked role models to emulate thus low performance.

Table 4.14: Indicating the age bracket of Kiswahili teachers (n=12)

<table>
<thead>
<tr>
<th>Age bracket (years)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>Between 26 – 30</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Between 31 – 40</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>41 and above</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results indicate that half of the teachers constituting 50% were below 25 years, 25% of them were aged between 26 and 30 years, 8.3% between 31 and 40 years, while 16.7% were above 41 years. It is evident that majority of the teachers 75% were below thirty years meaning they were newly posted and had hardly grasped language teaching pedagogy, the remainder 25% were
above thirty years indicating that they had taught for a longer period. Teachers’ academic background was summarized as tabulated in table 4.15.

**Table 4.15: Kiswahili teachers’ academic and professional qualifications (n=12)**

<table>
<thead>
<tr>
<th>School category</th>
<th>Academic</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KCSE</td>
<td>Diploma</td>
</tr>
<tr>
<td>Provincial boys</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provincial girls</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>District mixed</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4(33.3%)</strong></td>
<td><strong>2(16.67%)</strong></td>
</tr>
</tbody>
</table>

The findings indicate that 50% of teachers had attained university education, 16.7% had diploma, while 33.3% had O level qualification. In terms of professional qualification, 50% were bachelor of education (B.Ed) trained professionals, 16.67% were diploma trained professionals, while 33.3% were not trained at all as teachers. From the table, it can be deduced that majority of the teachers (67.7%) were academically and professionally qualified, while 33.3% were not.

Teachers teaching Kiswahili were asked to indicate the number of years they have been teaching. Their responses are contained in table 4.16.
Table 4.16: Teaching experience of Kiswahili teachers (n=12)

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5 years</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>16 and above</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results in Table 4.16 indicate that a majority of the teachers constituting 66.7% had a teaching experience of below 5 years, 16.7% had been teaching for between 6 and 10 years, 8.3% between 11 and 15 years, while 8.3% had been teaching for over 16 years. The same information can be illustrated using the pie chart below.

Figure 4.2 showing teaching experience of Kiswahili teachers in years and percentage.
From the findings the teaching experience of majority of the teachers was below five years, meaning they were relatively young in the field hence had not gathered sufficient expertise in language teaching/learning. To make matters even worse, one third of the teachers hired by BOGs had not been trained thus dint have any pedagogical skills in language and stayed in schools hardly for a term or two which caused the element of inconsistency and lack of continuity which adversely affected their performance. The study also found that teachers were not exposed to teacher professional development activities. Of the 12 teachers who took part in the study, a quarter were engaged in K.C.S.E marking, a handful had attended in-service (seminar) on Kiswahili language pedagogy, while the bulky of them (two thirds) were not engaged in any. Lack of professional development for most of the teachers was occasioned by inability of the school principals to sponsor their teachers for training because of the financial implication involved, as well as the fact that some teachers were form 4 leavers thus temporal in schools. The same sentiments were echoed by Muhammad and Rashid (2011) that academic qualification, professional qualification, refresher courses or trainings and teacher experience were the most important qualities of a teacher.

From the findings, the fact that a whopping majority of teachers had not attended any refresher courses is a cause for alarm, a fact attested to by Olembo et al. (1992) who acknowledge that the demands on the teacher change considerably during his career. They further observe that in view of the continuous renovation and development of teaching knowledge and of the constant change taking place within the educational systems, it does not seem possible to equip the teacher trainee with all the knowledge and skills required for an entire professional life. After carrying a study in Ankara, Saracologlu (2000) found that teacher expertise is the most significant school-based influence on student learning. He further argues that school improvement always calls for
enhancing the knowledge, skills and dispositions of teachers. He concludes that whatever course of action a school adopts, success usually hinges on providing support and resources for teachers to strengthen existing expertise or to learn new practices. It is worth noting that professional activities give teachers’ confidence hence perfecting their teaching ability as it exposes one to modern trends in teaching methodology. The researcher concludes that given that most teachers lacked professional training, had not attended any refresher courses and were inexperienced, explained why the performance of Kiswahili was dismal.

4.7.2 Adequacy of Kiswahili teachers

To determine the adequacy of Kiswahili teachers in the sampled schools, the researcher collected information on the number of lessons handled by the teachers per week both in Kiswahili and their second teaching subject. The information gathered is indicated in table 4.17.
Table 4.17: Teacher workload in Kiswahili and the second teaching subject (n=12)

<table>
<thead>
<tr>
<th>Lesson range</th>
<th>Mid-point(x)</th>
<th>Frequency (f)</th>
<th>fx</th>
<th>Frequency (f)</th>
<th>fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4 – 6</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>7 – 9</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>10 – 12</td>
<td>11</td>
<td>3</td>
<td>33</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>13 – 15</td>
<td>14</td>
<td>1</td>
<td>14</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>16 – 18</td>
<td>17</td>
<td>2</td>
<td>34</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19 – 21</td>
<td>20</td>
<td>2</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>22 – 24</td>
<td>21</td>
<td>3</td>
<td>63</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>25 – 27</td>
<td>26</td>
<td>1</td>
<td>26</td>
<td>0</td>
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</tr>
</tbody>
</table>

\[\sum f = 12 \quad \sum fx = 210 \quad \sum f = 12 \quad \sum fx = 106\]

From the results in Table 4.17, on average a Kiswahili teacher handles 19 lessons per week and an average of 9 lessons in the second teaching subject. Therefore, the average number of lessons a teacher handles both in Kiswahili and the second subject is 28 lessons in addition to other administrative chores like Heads of departments. Kiswahili language is taught daily; therefore, if a teacher has a lot of lessons, it follows that he/she may not be effective. The problem is even compounded with the addition of the second teaching subject which is taught in English. The class sizes of the sampled schools were found to fall into two categories, 50% had student population of between 31 and 40, 40% had student population of between 41 and 50, while 10% had over 50 students as indicated in table 4.18.
The results in Table 4.18 indicate that half of the schools accounting for 50% had between 30 and 40 students, a number that was below the Ministry of Education average of 45 students, 40% had between 40 and 50 students which fell within the ministry average, while the remainder 10% had between 50 and 60 students.

The findings indicate that majority of the schools could not maintain a class average of 45 students because they were faced with the perennial problem of student academic nomadism. On further inquiry, the researcher was informed that most students moved from one school to the other due to factors such as; failure to pay school levies like lunch programme fee, the close proximity of one school to the other, clan politics and the belief that school A will perform better than B in national examinations. This greatly hampered the schools’ efforts to ensure good performance in the language as these schools continued to receive new students each term, while at the same time losing some to others. The researcher found that it was quite difficult for teachers across the schools to keep track of their learners’ progress as far as the grasp of vital language tips was concerned. The findings also indicate that some schools had a class size of between 51 and 60 students which was way beyond the ministry guidelines. This was because they lacked enough classrooms due to massive student enrollment following the launch of free

<table>
<thead>
<tr>
<th>Student range</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 – 40</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>41 – 50</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>51 – 60</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
tuition in public schools. Teachers in particular confessed that it was practically not possible to give individual attention to each learner due to large class size, and the fact that they had a second subject to teach explaining why performance was dismal. The findings in terms of class size were similar to those of Fabumni and Okore (2000) who in their study in Nigeria found that, the lower the class size or teacher pupil-ratio, the higher the achievement and that student achievement decreases as class size increases.

The study revealed the staffing condition of the sampled schools where it was observed that Kiswahili teachers on average handled 28 lessons per week both in Kiswahili and their second teaching subject. According to the Ministry of Education an ordinary classroom teacher is supposed to have 27 lessons per week, while Heads of Departments (HoDs) a minimum of 12 lessons and a maximum of 18 lessons per week. It therefore, meant that those teachers were overburdened especially when you add the other school administrative roles assigned to the such as being Heads of Department like guidance and counseling, games, examinations and career, languages among others. With that kind of workload, it was difficult for those teachers to rise to the occasion and deliver positive results in terms of performance. The problem was exacerbated by the fact that a third of the teachers were not merely K.C.S.E graduates but had virtually no training or expertise in language, meaning that learners were entrusted unto hands that could not deliver at all. The researcher, therefore, saw no irony on the K.C.S.E results from majority of those schools since they were way below the required threshold which a school was supposed to attain so as to post good results.
4.8 Teachers’ and Students’ Attitudes to Kiswahili

Attitude scale was used to depict reactions of both teachers of Kiswahili and students on a wide range of issues regarding Kiswahili language. The study was to establish the attitudes of teachers and students towards Kiswahili. They were supposed to rate their feelings on a scale ranging from Agree to Disagree. To clearly bring those feelings into perspective, tables 4.19 and 4.20 were used.
<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>SA%</th>
<th>A%</th>
<th>U%</th>
<th>D%</th>
<th>SD%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili syllabus is relevant for learners</td>
<td>0</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>75</td>
<td>8.3</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Kiswahili syllabus is too broad</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>58.3</td>
<td>25</td>
<td>0</td>
<td>16.7</td>
<td>0</td>
</tr>
<tr>
<td>For effective teaching students must do much of the work</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>41.7</td>
<td>8.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kiswahili syllabus cannot be covered within the time allocated</td>
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<td>4</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>33.3</td>
<td>33.3</td>
<td>0</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>I enjoy teaching Kiswahili grammar</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>33.3</td>
<td>33.3</td>
<td>0</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>I enjoy teaching oral literature</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>41.7</td>
<td>41.7</td>
<td>0</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>Kiswahili literature takes most of the time allocated for Kiswahili</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>25</td>
<td>58.3</td>
<td>0</td>
<td>16.7</td>
<td>0</td>
</tr>
<tr>
<td>Marking all the 3 Kiswahili papers is unfair</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>8.3</td>
<td>16.7</td>
<td>0</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Handling new literature texts is taxing</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>16.7</td>
<td>41.7</td>
<td>16.7</td>
<td>8.3</td>
<td>16.7</td>
</tr>
<tr>
<td>Most students are unable to handle literature texts</td>
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<td>6</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>8.3</td>
<td>50</td>
<td>0</td>
<td>33.3</td>
<td>8.3</td>
</tr>
<tr>
<td>I don’t enjoy teaching a second subject</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>25</td>
<td>25</td>
<td>0</td>
<td>33.3</td>
<td>16.7</td>
</tr>
<tr>
<td>Marking a Kiswahili exam is taxing</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>8.3</td>
<td>50</td>
<td>0</td>
<td>41.7</td>
<td>0</td>
</tr>
<tr>
<td>Kiswahili teachers should teach only to learn Kiswahili</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>75</td>
<td>16.7</td>
<td>0</td>
<td>0</td>
<td>8.3</td>
</tr>
<tr>
<td>Organize more seminars for Kiswahili</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>75</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kiswahili should be split into two subjects</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>66.7</td>
<td>25</td>
<td>0</td>
<td>8.3</td>
<td>0</td>
</tr>
<tr>
<td>My learners are always motivated to learn Kiswahili</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>25</td>
<td>25</td>
<td>0</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>I encourage my students to work hard</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>75</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kiswahili is useful in life</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>83.3</td>
<td>8.3</td>
<td>0</td>
<td>8.3</td>
<td>0</td>
</tr>
<tr>
<td>I am happy with my MSS in Kiswahili</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>33.3</td>
<td>50</td>
<td>8.3</td>
<td>0</td>
</tr>
<tr>
<td>Teachers should either teach grammar or literature</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>58.3</td>
<td>16.7</td>
<td>0</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>
The results in Table 4.19 clearly indicate that Kiswahili teachers had varied feelings towards Kiswahili language teaching/learning. Their responses were described as indicated below:

As to whether the content for Kiswahili was relevant to the learners, 75% agreed, 8.3% were uncertain, 8.3% disagreed and 8.3% strongly disagreed. It was evident that majority of the teachers felt that the content was appropriate. On whether the content was too broad, 58.3% strongly agreed, 25% agreed, while 16.7% disagreed. Teachers were of the view that the content needed to be scaled down to manageable levels. When it came to the issue whether the syllabus could be covered within the allocated time, 33.3% strongly agreed, 33.3% agreed, 25% disagreed, while 8.3% strongly disagreed. Teachers who strongly agreed and those who agreed comprised the majority 66.7% and therefore, it was clear that they felt that there was an urgent need to add more lessons to Kiswahili from six per week to eight as those for English language. Teachers expressed their feelings on the part of the language between Kiswahili fasihi and Kiswahili grammar. This is how they responded; on if they liked teaching grammar, 33.3% strongly agreed, 33.3% agreed, 16.7% disagreed, while 16.7% strongly disagreed. On whether they liked teaching Kiswahili literature, 41.7% strongly agreed, 41.7% agreed, while 16.7% disagreed. From the percentages, 66.6% of the teachers were happy teaching Kiswahili grammar, while 33.4% of them disliked teaching grammar. As to if they enjoyed teaching Kiswahili literature, 83.4% enjoyed, while only 16.7% did not enjoy teaching literature. Teachers were asked to express their feelings on whether they wished to teach Kiswahili alone as their counterparts in English and literature did, their responses were as follows; 75% of them strongly agreed, 16.7% agreed, while only 8.3% strongly disagreed. On if Kiswahili was to be split into two teaching subjects, 66.7% strongly agreed, 25% agreed, and only 8.3% disagreed. The responses indicated that 91.7%, of the teachers felt that Kiswahili should be split into two
teaching subjects. Teachers were asked to indicate their views on whether Kiswahili language was of any importance in life, they expressed themselves as follows; 83.3% of them strongly agreed, 8.3% agreed, finally 8.3% disagreed. What emanated from the response was an emphatic affirmation by 91.6% that Kiswahili is core in life, only a mere 8.3% did not think so.

The researcher had asked the teachers to share their views on three issues, marking of Kiswahili examinations, making all the three examinable papers for Kiswahili compulsory and if they were happy with their means in Kiswahili. On whether marking of Kiswahili examinations was taxing, 8.3% strongly agreed, 50% agreed while 41.7% disagreed. As to whether making all the three Kiswahili papers compulsory was unfair, 8.3% strongly agreed, 16.7% agreed, 25% disagreed, while 50% strongly disagreed. Lastly, on if they were happy with the MSS of Kiswahili, 33.3% agreed, 8.3% were uncertain, 50% disagreed, and lastly 8.3% strongly disagreed. From those responses, it was evident that on marking, 68.3% felt it was taxing while 41.7% disagreed.

From the findings, it is clear that majority of teachers felt Kiswahili language is important in life because it’s a language of communication for the masses. It therefore means that teachers had a positive attitude towards the learning of Kiswahili. On whether they preferred Kiswahili grammar to literature and vice versa, two thirds said they had a liking of grammar while a third dint on the other hand, more than two thirds liked Kiswahili literature(fasihi) as opposed to a small fraction that dint think so. The researcher therefore concluded that teachers had had a positive attitude towards the language. It is clear that attitude influences teacher classroom action and mode of teaching. Savington (1991) in relation to the importance of teachers’ attitude and beliefs argues that in the quest for the improvement of language teaching, teachers’ perceptions of what they do and why they do it holds the promise for understanding the frequency, noting discrepancies between theoretical understanding of second language acquisition and classroom
practice. Similarly, Karavas (1996) found that teacher beliefs and theories although in many cases unconsciously held, have an effect on their classroom behavior. Despite the above responses, teachers expressed their feelings on some issues which to them need urgent attention. One such touches on if Kiswahili should be split into two teaching subjects (language and literature) just like English. From the findings, a larger percentage said it should be split so as to allow them concentrate on the development of the language to better its performance. Equally important was the fact that more than half of the teachers were not happy with their MSS in the subject, meaning that its performance is still wanting.
Table 4.20: showing students’ attitude towards Kiswahili (n=195)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
<th>SA%</th>
<th>S%</th>
<th>U%</th>
<th>D%</th>
<th>SD%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy learning Kiswahili</td>
<td>115</td>
<td>67</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>59</td>
<td>34.4</td>
<td>4.1</td>
<td>2.6</td>
<td>0</td>
</tr>
<tr>
<td>I am happy with my Kiswahili MSS</td>
<td>45</td>
<td>80</td>
<td>19</td>
<td>41</td>
<td>10</td>
<td>23.1</td>
<td>41</td>
<td>9.7</td>
<td>21.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Kiswahili is hard subject to study</td>
<td>6</td>
<td>13</td>
<td>12</td>
<td>65</td>
<td>99</td>
<td>3.1</td>
<td>6.7</td>
<td>6.2</td>
<td>33.3</td>
<td>50.8</td>
</tr>
<tr>
<td>Am always attentive during</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am always attentive during Kiswahili lessons</td>
<td>73</td>
<td>96</td>
<td>11</td>
<td>12</td>
<td>3</td>
<td>37.4</td>
<td>49.2</td>
<td>5.6</td>
<td>6.2</td>
<td>1.5</td>
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<tr>
<td>I like Kiswahili grammar(lugha)</td>
<td>13</td>
<td>41</td>
<td>21</td>
<td>73</td>
<td>47</td>
<td>6.7</td>
<td>21</td>
<td>10.8</td>
<td>37.4</td>
<td>24.1</td>
</tr>
<tr>
<td>I prefer Kiswahili literature (fasihi)</td>
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<td>84</td>
<td>11</td>
<td>21</td>
<td>5</td>
<td>37.4</td>
<td>43.1</td>
<td>5.6</td>
<td>10.8</td>
<td>2.6</td>
</tr>
<tr>
<td>I prefer Kiswahili composition(insha)</td>
<td>39</td>
<td>92</td>
<td>18</td>
<td>28</td>
<td>18</td>
<td>20</td>
<td>47.2</td>
<td>9.2</td>
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<td>9.2</td>
</tr>
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<td>Kiswahili literature should be</td>
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<td></td>
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<tr>
<td>seperated from grammar</td>
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<td>70</td>
<td>15</td>
<td>24</td>
<td>33</td>
<td>27.2</td>
<td>35.9</td>
<td>7.7</td>
<td>12.3</td>
<td>16.9</td>
</tr>
<tr>
<td>Kiswahili is my best subject</td>
<td>78</td>
<td>84</td>
<td>15</td>
<td>12</td>
<td>6</td>
<td>40</td>
<td>43.1</td>
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<td>Kiswahili while in school</td>
<td>69</td>
<td>96</td>
<td>12</td>
<td>11</td>
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<td>35.4</td>
<td>49.2</td>
<td>6.2</td>
<td>5.6</td>
<td>3.1</td>
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<td>17</td>
<td>6</td>
<td>32</td>
<td>114</td>
<td>13.3</td>
<td>8.7</td>
<td>3.1</td>
<td>16.4</td>
<td>58.5</td>
</tr>
<tr>
<td>Kiswahili is useful in life</td>
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<td>81</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>52.3</td>
<td>41.5</td>
<td>2.6</td>
<td>1.5</td>
<td>2.1</td>
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<tr>
<td>Kiswahili is an important</td>
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<td>49</td>
<td>9</td>
<td>1</td>
<td>7</td>
<td>66.2</td>
<td>25.1</td>
<td>4.6</td>
<td>5</td>
<td>3.6</td>
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<td>65</td>
<td>30</td>
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<td>18</td>
<td>30.8</td>
<td>33.3</td>
<td>15.4</td>
<td>11.3</td>
<td>9.2</td>
</tr>
<tr>
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<td>29</td>
<td>25</td>
<td>70</td>
<td>61</td>
<td>5.1</td>
<td>14.9</td>
<td>12.8</td>
<td>35.9</td>
<td>31.3</td>
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<td>86</td>
<td>3.6</td>
<td>7.7</td>
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<td>33.8</td>
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<td>in class</td>
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<td>50</td>
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<td>17.4</td>
<td>4.1</td>
<td>25.6</td>
<td>34.9</td>
</tr>
<tr>
<td>Analyzing literature texts is taxing</td>
<td>8</td>
<td>50</td>
<td>24</td>
<td>71</td>
<td>42</td>
<td>4.1</td>
<td>25.6</td>
<td>12.3</td>
<td>36.4</td>
<td>21.5</td>
</tr>
<tr>
<td>I don’t like the way teachers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>handle Kiswahili</td>
<td>19</td>
<td>24</td>
<td>12</td>
<td>50</td>
<td>90</td>
<td>9.7</td>
<td>12.3</td>
<td>6.2</td>
<td>25.6</td>
<td>46.2</td>
</tr>
<tr>
<td>I enjoy reading Taifa Leo newspaper</td>
<td>94</td>
<td>67</td>
<td>8</td>
<td>16</td>
<td>10</td>
<td>48.2</td>
<td>34.4</td>
<td>4.1</td>
<td>8.2</td>
<td>5.1</td>
</tr>
</tbody>
</table>
To capture students’ views on how they rated Kiswahili, the researcher asked them to respond to an attitude scale, their views presented in Table 4.20 above can be summarized as follows:

Students were asked to indicate if Kiswahili was useful in life, 52.3% strongly agreed, 41.5% agreed, 2.6% were uncertain, 1.5% disagreed, 2.1% strongly disagreed. It was clear that 93.8% felt Kiswahili was indeed useful and indispensable in life, while only 2.1% were of contrary opinion with negligible significance. On whether Kiswahili was an important language in Kenya, 66.2% strongly agreed, 25.1% agreed, 4.6% uncertain, 0.5% disagreed, 3.6% strongly disagreed. The responses indicated that 91.3% confirmed that Kiswahili is an important language in Kenya because they perfectly understood that it was both an official and a national language. In addition, students responded to the assertion that one could get along very well without Kiswahili, they rated as follows; 5.1% strongly agreed, 14.9% agreed, 12.8% uncertain, 35.9% disagreed, lastly 31.3% strongly disagreed. In total, 20% confirmed the assertion that life could go on without Kiswahili, but 67.2% had a different opinion for they believed that Kiswahili was a national *lingua franca* for the masses.

Students were asked to give their views on the following: whether they enjoyed learning Kiswahili and if Kiswahili was their best subject; on the former, 59% strongly agreed, 34.4% agreed, 4.1% uncertain and 2.6% strongly disagreed. On the latter, 40% strongly agreed, 43.1% agreed, 7.7% uncertain, 6.2% disagreed finally 3.1% strongly disagreed. Students indeed liked studying Kiswahili at 93.4% to 6.6% who had a contrary view. It meant therefore, that students rated the language highly. Regarding Kiswahili being their best subject, 83.1% saw Kiswahili as the best because it was part and parcel of their lives, while 6.2% did not think so. The researcher wanted students to indicate first, if they were happy with their MSS in Kiswahili, and second, if Kiswahili examinations were too hard. On MSS, 23.3% strongly agreed, 41% agreed, 9.7%
uncertain, 21% disagreed, 5.1% strongly disagreed. Overall, 64.3% were happy with their MSS which certainly was not true since the average mean for the division stood at D+, 21% were not sure indicating they did not take their studies seriously and 5.1% were not happy representing those learners who could not stop at nothing until they got good grades. Students’ feelings on examinations showed that 3.6% strongly agreed, 7.7% agreed, 10.8% uncertain, 33.8% disagreed, while 44.1% strongly disagreed. In summary, 18.5% saw examinations as being difficult perhaps they did not like working hard, while 77.9% felt they were manageable because they always worked hard.

On taking a Kiswahili career after school, the responses were as follows: 30.8% strongly agreed, 33.3% agreed, and 15.4% uncertain, 11.3% disagreed, 9.2% strongly disagreed. From those responses, 74.1% would take a Kiswahili related career meaning they attached a lot of importance to the language, but on the other hand, 20.5% could not take a Kiswahili career. Students were asked to indicate if Kiswahili language could be split into two subjects; 27.2% strongly agreed, 35.9% agreed, 7.7% uncertain, 12.3% disagreed and 16.9% strongly disagreed. In total, 63.1% liked it split, while 29.2% were happy with the status quo.

The researcher asked students to rate their views on whether they preferred Kiswahili grammar, literature and reading Taifa Leo Newspaper. On grammar, 6.7% strongly agreed, 21% agreed, 10.8% were uncertain, 33.8% disagreed, while 44.1% strongly disagreed. The response indicated that 27.7% of the students liked grammar because they had grasped its concepts, while 77.9% disagreed because grammar was a section of the subject hence they saw no need of being choosy, the uncertain who accounted for 10.8% did not like the language and were taking it since it was one of the core subjects. Respondents rated literature as follows: 37.9% strongly agreed, 43.1% agreed, 5.6% uncertain, 10.8% disagreed, lastly 2.6% strongly disagreed; the rating implied that
81% preferred literature because it had interesting narratives, characters and episodes that depicted real life situations on one hand and the fact that when marked, students were not penalized on grammatical errors; 16.4% felt literature was inseparable from other language sections, while the 10.8% who were not sure did not like it at all. Finally, on reading Taifa Leo it was found that, 48.2% strongly agreed, 34.4% agreed, 4.1% uncertain, 8.2% disagreed and lastly 5.1% strongly disagreed. The researcher wanted to find out students’ views on if they liked the methodology used by their Kiswahili teachers in presentation of content, to which they responded as follows: 9.7% strongly agreed, 12.3% disagreed, 6.2% were uncertain, 25.6% disagreed and 46.2% strongly disagreed.

From the study findings, students attitudes towards Kiswahili were generally positive meaning they attached a lot of importance to the learning of the language. When they were asked to show their feeling on if Kiswahili was useful in life, majority of them felt it has because it is the lingua franca of the masses. On if Kiswahili is important in Kenya, more than three quarters said it does because it is both an official and national language which touches every sector of our life. The findings from the study were similar to those of Akey (2006) who carried a longitudinal study among high school students and found out that perceived academic competence (attitude) had a positive influence on academic achievement. While the attitude of students towards Kiswahili were largely positive, there were thing they dint approve in language teaching/learning like. One among them was the methodologies used by their teachers to present content in which two thirds disapproved them. This was because a good number of teachers had not attended any refresher courses to update their pedagogical skill on language teaching. In addition, a third of their teachers were form four school leavers thus had not been trained on what approach to use when disseminating information to learners. The findings correlate to those of Meenakshi (2008), who
found that an individuals’ perception of the class teacher, peer group, syllabus and his/her awareness for future needs affect his/her attitude to language learning.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with summary of the findings, conclusions and recommendations.

5.2 Summary of the Findings

5.2.1 School physical resources

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

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

School management committee’s styles were also found to impair schools’ quest for impressive academic performance. The school’s management did not to allocate funds to those resources that directly affected student academic wellbeing. Second, when a chance arose to employ BoG teachers, in most cases they went after those they could pay cheaply meaning the less qualified. School principals did not escape the blame because some of them could not send teachers for in-service courses because they had financial implications. That explains why many teachers
engaged by the schools were form four graduates with no training and any professional background.

Class size was yet another factor that came out of the findings. From the findings, some of the schools especially the provincial ones had swelled classes of about 60 students because they lacked enough classrooms. The increase in class size was occasioned by the introduction of free tuition, which led to massive enrollment in schools. Teachers in such schools found it impossible to offer individual attention to learners who needed help. For some district schools, class size still remains a bother to them in a sense that many students had developed a habit of hopping from one school to the other thus they could not maintain the average class size. In addition, teachers in those schools were not able to keep track of their student academic progress making in difficult to improve performance.

5.2.2 Language policies

On the second objective, the study found out that language policy in schools influence language performance. The analysis recognized the fact that all the schools had the same language policies, although the degree of enforcement differed according to their category. Majority of the schools allowed the use of both English and Kiswahili. In the two provincial schools, the school administration allowed students to communicate in the two official languages English and Kiswahili. The enforcement of the policy was taken seriously as teachers and other school workers helped to ensure its success. In district day schools, the scenario was different as sheng and mother tongue were in use and therefore wanting, as the policies existed theoretically but not enforced. This was because students were day students meaning most of the time was spent at home, as well the fact that school administrators were not serious on their enforcement. Some
schools had set aside two days a week where all school members from administrators, teachers to students were required to communicate in Kiswahili whenever they were within the school compound. The researcher lauded the move as a bold step towards achieving fluency in Kiswahili language among students.

5.2.3 Teacher qualifications and adequacy

On the third objective of teacher qualification and adequacy, the study indicates that teachers handling Kiswahili in the schools under study fell into two categories, those who were trained professionals and those with no training. The analysis revealed that whereas a good number of teachers were university graduates and diploma holders, quite a substantial number as well was not trained. The bulky of those teachers were teaching in district schools, meaning that students in those schools were assigned to ineffective teachers who not only could not deliver the content, but also lacked the pedagogical know-how as far as language teaching was concerned.

On teaching experience, eight teachers had a teaching experience of below five years, two had taught for between six and ten years, while the other two had taught for over ten years. The analysis implies that majority of the teachers were yet to gather sufficient experience to boost their delivery of content because they were new in the profession. The problem of experience was made even worse by the naked truth that some of the teachers were students waiting to join university. School principals also were found to exacerbate the situation since they could not send teachers for seminars and refresher courses to boost their capacity either deliberately or because of the financial implication they carried. Teacher workload for Kiswahili teachers was found to have a bearing on student performance. The analysis revealed that Kiswahili teachers had a workload of 28 lessons per week, this included lessons in Kiswahili and their second
teaching subject. This means that Kiswahili teachers are overworked, especially considering the fact that they have other school administrative roles such as Heads of Departments like guidance and counseling, languages, games, examinations and career among others. This was well above the Curriculum Based Establishment (CBE) which requires an ordinary classroom teacher teach a maximum of 27 lessons per week, while HoDs teach a minimum of 12 lessons and a maximum of 18 lessons.

5.2.4 Teacher and student attitudes to Kiswahili

On the fourth objective of attitude to Kiswahili, the findings indicate that teacher attitude towards Kiswahili was generally positive, because in almost all the items that they responded to, the responses indicated positive attitude than negative. This was so especially for the trained teachers since they took Kiswahili teaching very seriously, as compared to the untrained group who were doing it for material gain only. Despite the positive attitude, teachers felt that there was an urgent need for the review of the lessons allocated to Kiswahili because its status had been elevated courtesy of the new constitution, so as to bring it at par with English. Further, the analysis indicates that teachers longed for the time when policy makers could split Kiswahili into two reaching subjects, to give them ample time to dedicate themselves to its development. Students on the other hand indicated positive attitude towards Kiswahili in their response to items relating to Kiswahili. Most of them indicated their willingness to take Kiswahili careers after their form four studies, and acknowledged that the language is indispensable in the day-to-day chores in Kenya.
5.3 Conclusion of the Study

School physical resources, many schools still lack the necessary teaching and learning resources especially Kiswahili course books, thus impeding academic performance. From the study findings, many schools did not have enough classrooms forcing some to have swelled class sizes which were a burden to teachers. Conspicuously absent in schools were the libraries meaning that students lacked the necessary reference materials thus depending on a teachers’ words.

As regards objective two, language policies in schools were found to hold the key to success in language learning. From the findings, it emerged that all schools had language policies, but what lacked was the will and vigor to enforce them within the school environment.

On objective three, the findings indicated that schools especially district day schools continued to engage untrained and inexperienced personalities as teachers with no pedagogical skills in Kiswahili language. It become also clear from the findings that even the trained teachers lacked the exposure as some school principals failed to sponsor them to symposiums, seminars and in-service training to polish up their prowess in language teaching and learning.

Finally on objective four, the finding indicated that teacher and student attitudes towards Kiswahili still weighed heavily on language performance. The study findings indicated that students and teachers in the study sample generally had positive attitude towards Kiswahili in most of the responses with minimal negative responses. The analysis also indicated that teachers were of the view that Kiswahili should be split into two teaching subjects as well as increasing the number of lessons allocated to Kiswahili per week from 6 to eight as those of English language. This could enable them specialize and dedicate their attention to Kiswahili development than it is at the moment.
5.4 Recommendations

From the research findings and conclusion, the study made the following recommendations.

i) Efforts should be made by school authorities, the Ministry of Education, county authorities and other stakeholder to provide enough physical resources like teaching/learning resources, class rooms and libraries.

ii) The Ministry of Education and the Teachers Service Commission should post adequate qualified teachers to all schools as well as enforcing a policy on who should be hired as a teacher by the BoGs.

iii) Teachers should be constantly engaged in refresher courses, seminars and symposia to update their skills on language pedagogy.

iv) School authorities should ensure that language policies adopted are properly and fairly enforced so as not to alienate or disadvantage other languages.

v) The Ministry of Education and curriculum designers should consider splitting Kiswahili into two teaching subjects (language and literature) as well as increasing the number of lessons per week from six to eight to enable teachers to concentrate on its development.
REFERENCES


Yambi, J. (2010). *Factors that affect literacy development and maintenance of Swahili in bilingual (Swahili-English) speaking children*. Illinois: University of Illinois at Urbane.
APPENDICES
APPENDIX A: PRINCIPALS INTERVIEW SCHEDULE

Dear principal,

This is to examine or investigate factors influencing poor performance of Kiswahili at KCSE examination in public secondary schools.

Please respond to all questions asked by giving information most applicable to explain your response. Information given will be treated with utmost confidentiality.

Your honesty and cooperation in giving the right responses to this questionnaire will be most appreciated.

1. Name of your school______________________________________________________________

2. School category: District (   ) Provincial (   )

3. Type of school: Girls only (   ) Boys only (   ) Mixed (   )

4. How many teachers of Kiswahili are in your school? _______________________________

5. What are the professional qualifications of your Kiswahili teachers?

   S1 (   ) Diploma (   ) O’level (   )

   B.Ed (   ) M.Ed (   )

6. What is your school’s performance in Kiswahili in the years indicated below?

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
</tr>
</tbody>
</table>
7. What do you consider the cause of the performance above? __________________________________________
   __________________________________________________________________________

8. How do you rate your Kiswahili teachers in terms of performance? ____________________________
   __________________________________________________________________________

9. How do you rate your students?
   Average (  )  Good (  )  Below average (  )

10. Which language(s) do you use to communicate to your students and teachers?
    Kiswahili and English (  )
    English only (  )
    Kiswahili only (  )
    Others (please specify) ________________________________________________________

11. Which language do you encourage your students to use?
    Kiswahili (  )
    English (  )
    English & Kiswahili (  )
    Others (please specify) ________________________________________________________

12. Which languages do your students prefer using when communicating among themselves?
    English & Kiswahili (  )
    English (  )
    Kiswahili (  )
    Sheng’ (  )
    Mother tongue (  )
    Others specify ________________________________________________________________

13. Do you have a library?
    Yes (  )  No (  )

14. If the answer to question 13 is No, what do you have instead?
    Book store (  )
    Others (specify) ________________________________________________________________
15. What is the average class size in your school?
Form 1 ( )  Form 2 ( )  Form 3 ( )  Form 4 ( )

16. In your opinion do you think class size affects performance in your school? __________
____________________________________________________________________________________

17. What are some of the challenges facing your school in the quest for better performance?
____________________________________________________________________________________
____________________________________________________________________________________

18. In your opinion, what do you consider key to better performance of Kiswahili in your school?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

19. Generally what is the school’s view of Kiswahili? ____________________________
____________________________________________________________________________________
____________________________________________________________________________________

20. Does your school have teacher development programs for Kiswahili teachers?
   Yes ( )  No ( )

Thanks for your cooperation.
APPENDIX B: TEACHERS QUESTIONNAIRE

Dear Teacher,

This study is to examine or investigate factors influencing poor performance of Kiswahili at KCSE examination in public secondary schools.

Please answer all questions by putting a tick (√) against the information most applicable to explain your response. Information given will be treated with utmost confidentiality.

Your honesty and cooperation in filling this questionnaire will be most appreciated. Do not write your name.

1. Indicate your gender
   Male ( )
   Female ( )

2. Tick appropriately the age bracket
   Below 25 ( )
   Between 25-30yrs ( )
   Between 30-39 ( )
   40 and above ( )

3. Indicate your academic qualifications.
   KCSE ( )
   College ( )
   University graduate ( )
   Others specify ________________________________________________

4. What is your professional qualifications
   SI ( )
   Diploma ( )
   B.Ed ( )
   M.Ed ( )
   Others specify ________________________________________________

5. How long have you been teaching?
   0-5 ( )
   6-10 ( )
   11-16 ( )
   16 and above ( )
6. How many Kiswahili lessons do you handle per week? _____________________

7. What is your other teaching subject? _________________________________

8. How many lessons do you teach per week in the second subject? _____________

9. What is your average class size? ______________________________________

10. Are you engaged in professional activities e.g. KCSE marking, seminars, in service training?
    Yes (       )  No (      )
    Please specify __________________________________________________________

11. Do you have all course books and Fasihi set books?
    Yes (       )  No (      )

12. The following is a list of teaching and learning resources for Kiswahili expected to be available in a secondary school. Indicate by a tick (√) those that are available and an (x) for those that are not.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Available</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamusi ya Kiswahili sanifu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiswahili Kitukuzwe kidato cha kwanza (KBL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiswahili kitukuzwe kidato cha pili (KBL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiswahili kitukuzwe kidato cha tatu (KBL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiswahili kitukuzwe kidato cha nne (KBL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Kiswahili Dictionary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiswahili English Dictionary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kamusi ya methali za Kiswahili</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kamusi ya semi za Kiswahili</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitabu cha Isimu jamii</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class readers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio cassette player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television set</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. The following are some of the school factors that affect teaching and learning of Kiswahili. Please indicate if they affect performance of Kiswahili in your school.

(a) School physical facilities like classrooms  Yes ( ) No ( )
(b) School management styles  Yes ( ) No ( )
(c) Teaching and learning resources  Yes ( ) No ( )

14. How often do you give assignments?

Daily ( ) Weekly ( ) Fortnightly ( )

Others specify __________________________________________________________

15. Which language do you use when communicating with your students

Kiswahili only ( )
English and Kiswahili ( )
English ( )

16. Which languages are often used by students in school?

Kiswahili only ( )
English only ( )
Kiswahili and English ( )

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17. To which category do your students fall in as far as your rating in Kiswahili is concerned
   Good (   )
   Above average (   )
   Below average (   )
   Others specify ________________________________________________________________
____________________________________________________________________________

18. Are there any effects of ‘sheng’ and mother tongue on your students?
   Yes (   ) No (   )

19. What are some of the challenges you face in the teaching and learning of Kiswahili language?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

20. In your opinion what should be suggested to policy makers to improve the teaching of Kiswahili so as to improve its performance?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Thank you for your cooperation.
APPENDIX C: STUDENTS QUESTIONNAIRE

Dear student

This study is to find out factors influence poor performance of Kiswahili at KCSE in public secondary schools.

Please answer all questions by putting a tick (√) against the information most applicable to explain your response. The information you give will be kept secret.

Your honesty and cooperation in filling this questionnaire will be appreciated.

Do not write your name.

1. What is your gender
   Male (       ) Female (       )

2. What form are you in
   F3 (       ) F4 (       )

3. What is your favorite language?
   Kiswahili (       ) English (       ) sheng’ (       )

4. Do you like Kiswahili?
   Yes (       ) No (       )

5. Does your Kiswahili teacher impress you in his/her teaching?
   Yes (       ) No (       )

6. How often are you given assignments?
   Daily (       )
   Weekly (       )
   Fortnightly (       )
   None (       )

7. Are those assignments marked? Yes (       ) No (       )

8. Are you allowed to ask questions or give suggestions during the lesson?
   Yes (       ) No (       )

9. Which languages do you use when
   a) In school
      Kiswahili and English (       )
      English only (       )
      Kiswahili only (       )
      Sheng’ (       )
      Mother tongue (       )
b) Outside school

Kiswahili
English
Sheng’
Mother tongue

10. How many Kiswahili novels and story books have you read this year?

None ( ) 1-2 ( ) 3-4 ( ) 5 and above ( )

11. Are there enough Kiswahili books in your school?

Yes ( ) No ( )

12. How do you share the available books and other reading materials?

1 each ( ) 1 between 2 ( ) 1 between 3 ( )

13. Has your class stayed without a Kiswahili teacher?

Yes ( ) No ( )

14. If yes, for how long?

1 – 3 lessons ( )
1 – 2 weeks ( )
1 term ( )

15. Does your teacher make up for the lost lessons?

Yes ( ) No ( )

16. What problems do you encounter in learning Kiswahili? ____________________

____________________________________________________________________
____________________________________________________________________

17. Do you have a personal timetable? Yes ( ) No ( )

18. What do you suggest to be done to improve Kiswahili in your school? _________

____________________________________________________________________
____________________________________________________________________

Thank you for your cooperation
APPENDIX D: ATTITUDE SCALE FOR TEACHERS OF KISWAHILI

School _______________________________  Sex _______________

Dear Teacher

You are requested to indicate how far you agree with the statements given below by putting a circle around the letter which best indicates how clearly you agree or disagree with the feelings expressed in each statement.

Use the codes below:

(SA) ——— Strongly Agree
(A) ——— Agree
(U) ——— Uncertain (Not sure)
(D) ——— Strongly Disagree

1. The syllabus content for Kiswahili is relevant to the learners.
   (SA   A   U   D   SD)

2. Kiswahili syllabus is too broad
   (SA   A   U   D   SD)

3. To teach Kiswahili effectively, students have to do much of the work.
   (SA   A   U   D   SD)

4. The Kiswahili syllabus cannot be covered within the time allocated
   (SA   A   U   D   SD)

5. I enjoy teaching Kiswahili grammar of the syllabus
   (SA   A   U   D   SD)

6. I enjoy teaching oral literature and literature of the syllabus
   (SA   A   U   D   SD)
7. Kiswahili literature takes most of the time of teaching Kiswahili syllabus.

   ( SA    A    U    D    SD )

8. Making all the three Kiswahili papers compulsory is unfair.

   ( SA    A    U    D    SD )

9. Handling new Kiswahili literature texts is taxing

   ( SA    A    U    D    SD )

10. Most students find it difficult to analyze Kiswahili literature texts.

    ( SA    A    U    D    SD )

11. I don’t enjoy teaching a second subject apart from Kiswahili.

    ( SA    A    U    D    SD )

12. Marking Kiswahili exams is taxing.

    ( SA    A    U    D    SD )

13. A teacher of Kiswahili should teach Kiswahili only as their counterparts in English language.

    ( SA    A    U    D    SD )

14. More seminars should be organized for Kiswahili teachers.

    ( SA    A    U    D    SD )

15. Kiswahili should be split into two teaching subjects.

    ( SA    A    U    D    SD )

16. My learners are always motivated to learn Kiswahili language.

    ( SA    A    U    D    SD )
17. I always encourage my students to work hard.

( SA A U D SD )

18. Kiswahili is useful in life.

( SA A U D SD )

19. I am happy with the grades M.S.S of my subject

( SA A U D SD )

20. Teachers should either teach grammar or literature (Fasihi)

( SA A U D SD )

Thank you for your cooperation.
APPENDIX E: ATTITUDE SCALE FOR STUDENTS TOWARDS KISWAHILI

School ______________________ sex __________ Form ________________

Dear students.

You are requested to indicate how far you agree or disagree with the statements given below by putting a circle around the letter which best indicates how closely you agree or disagree with the feelings expressed in each statement.

There is no correct or wrong answer to any question.

Use the codes given below:

SA- means Strongly Agree
A - Means Agree
U - Means Uncertain (Not sure)
D - Means Disagree
SD- means Strongly Disagree

1. I enjoy learning Kiswahili as a subject.
   ( SA  A  U  D  SD )

2. I am happy with my results in Kiswahili
   ( SA  A  U  D  SD )

3. Kiswahili is one of the hardest subject to study.
   ( SA  A  U  D  SD )

4. I am always attentive during the Kiswahili lessons.
   ( SA  A  U  D  SD )
5. I like only the language part (paper 2) of Kiswahili syllabus.

(SA A U D SD)

6. I prefer Kiswahili literature (Fasihi).

(SA A U D SD)

7. I prefer Kiswahili composition (Insha)

(SA A U D SD)

8. Kiswahili literature (Fasihi). Should be separated from grammar (Lugha)

(SA A U D SD)

9. Kiswahili is my best subject

(SA A U D SD)

10. I prefer communicating in Kiswahili while at school

(SA A U D SD)

11. Kiswahili should not be a compulsory subject

(SA A U D SD)

12. Kiswahili is useful in life

(SA A U D SD)

13. Kiswahili is an important language in Kenya

(SA A U D SD)

14. I would like to study Kiswahili career after my form 4

(SA A U D SD)
15. I can get along perfectly well in everyday life without Kiswahili
   ( SA A U D SD )

16. Kiswahili examinations are too hard
   ( SA A U D SD )

17. We are only allowed to communicate in Kiswahili during Kiswahili lessons.
   ( SA A U D SD )

18. I find difficulties in analyzing Kiswahili literature (Fasihi) texts.
   ( SA A U D SD )

19. I don’t like the way my teachers handle Kiswahili
   ( SA A U D SD )

20. I enjoy reading Taifa Leo and listening to Kiswahili radio presentations
   ( SA A U D SD )

Thank you for your cooperation.
APPENDIX F: MAP SHOWING THE LOCALE OF THE STUDY
APPENDIX G: SHOWING A PERMIT TO CARRY OUT RESEARCH

THIS IS TO CERTIFY THAT:

Prof. Dr. Mr. Mrs. Miss / Institution
John Omari Ongoro
P.O. Box 43844-00700 Nairobi
of (Address)
Kenyatta University

has been permitted to conduct research in

Location
Sameta

District
Gucha

Province
Ayanza

on the topic
Institution based factors influencing students' poor performance in Kcse
in public schools in Sameta Division Kisii County

for a period ending
30th September
2012

Research Permit No. NCS/STRR/1/12/1/SS011197

Date of issue
13th July 2011

Fee received
KES 1,000

Applicant's
Signature

National Council for Science and Technology
Secretary