TEACHERS' INSTRUCTIONAL STRATEGIES IN INSHA AND THEIR INFLUENCE ON CLASS SEVEN PUPILS' PERFORMANCE IN GARISSA COUNTY-KENYA

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SEPTEMBER 2013
DECLARATION

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

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CHUO KIKUU CHA KENYATTA.

Signature........................................ Date.........................

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DEDICATION

I dedicate this work to five ladies who have put meaning in my life: my wife Zipporah, our daughters Jasmine, Jedidah, Joan and my mother Grace. To my late brother Josiah; you are a flower that could not blossom.
ACKNOWLEDGEMENT

I wish to sincerely thank Barclays Bank of Kenya for their Master of Education scholarship that made this study possible. Despite their workload and busy schedules, I thank my supervisors Prof. Ryanga and Dr.Bwire for always setting aside time to professionally guide me through the study. I will always remain indebted to all staff in Educational Communication and Technology department for their various roles in providing assistance whenever it was required. To my family, there are times I fell short of your expectations either as a husband or a father when I was busy preparing this work. Thank you for your patience and understanding. To all of you who played part in encouraging me to start this journey in academia, may God bless you abundantly.
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<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>African Union</td>
</tr>
<tr>
<td>BBC</td>
<td>British Broadcasting Cooperation</td>
</tr>
<tr>
<td>EAP</td>
<td>English for Academic Purposes</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>GCE</td>
<td>General Certificate of Education</td>
</tr>
<tr>
<td>JAB</td>
<td>Joint Admission Board</td>
</tr>
<tr>
<td>KBC</td>
<td>Kenya Broadcasting Co-operation</td>
</tr>
<tr>
<td>K.C.P.E</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KLB</td>
<td>Kenya Literature Bureau</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>KSL</td>
<td>Kiswahili as a Second Language</td>
</tr>
<tr>
<td>LI</td>
<td>First Language spoken by an Individual</td>
</tr>
<tr>
<td>L2</td>
<td>Second Language spoken by an individual</td>
</tr>
<tr>
<td>LOI</td>
<td>Language of Instruction</td>
</tr>
<tr>
<td>NE</td>
<td>North Eastern</td>
</tr>
<tr>
<td>PA</td>
<td>Process Approach</td>
</tr>
<tr>
<td>PTE</td>
<td>Primary Teacher Education</td>
</tr>
<tr>
<td>RSA</td>
<td>Radio South Africa</td>
</tr>
<tr>
<td>RTD</td>
<td>Radio Tanzania Dar-es-Salaam</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>VOA</td>
<td>Voice of America</td>
</tr>
</tbody>
</table>
The purpose of this study was to investigate the influence of teachers’ instructional strategies on class seven pupils’ Insha performance. Kiswahili is a compulsory subject tested at both Kenya Certificate of Primary Education (K.C.P.E.) and Kenya Certificate of Secondary Education (K.C.S.E.) national examinations. Insha is tested as a paper in both examinations. It accounts for 40 out of 90 (44.44%) and 40 out of 200 (20%) marks of the overall K.C.P.E. and K.C.S.E. mark respectively. Kenya National Examination Council (KNEC) reports dating back to 1985 (K.C.P.E.) and 1989 (K.C.S.E.) indicate that candidates have not been performing well in Insha. Previous research on Insha has not addressed the problem. This research sought to establish whether the teaching strategies used by primary school teachers in Insha contribute to the poor performance. The study was guided by four objectives namely: to investigate the preparations made by teachers in teaching Insha in class seven, investigate the methods and resources used by teachers in teaching Insha, assess the impact of the methods and resources used by Insha teachers on learners’ performance and find out assessment methods used by teachers in assessing Insha. This study was anchored on the theory of educational productivity advanced by Walberg (1984), the theory views educational process in terms of its power to produce outcomes. According to Walberg (1984) there are nine factors that are required to increase affective, behavioral, and cognitive learning. He asserted that these “potent, consistent, and widely generalizable” factors fall into three groups: student aptitude, instruction, and environment. Student aptitude includes: Ability or prior achievement as measured by the usual standardized tests; development, as indexed by chronological age or stage of maturation and Motivation, or self-concept as indicated by personality tests or the student’s willingness to persevere intensively on learning tasks. The study used the survey research design. It involved 14 public primary schools. These were the only accessible schools from the study sample of 19 public primary schools. The non-probability sampling technique was therefore employed because all the accessible schools were involved. Data was collected using a questionnaire, an observation schedule and an Insha test. Simple random sampling was used to select one school that was sampled for the pilot study. The Test-retest technique of reliability testing was used whereby the pilot questionnaires were administered twice to the respondents, with a one week interval, to allow for reliability testing. The scores were then correlated using Pearson Product-Moment Correlation formula to determine the reliability coefficient. In order to check content validity the researcher sought expert opinions where the instruments were discussed in line with the objectives. The ambiguous questions were discarded and the ones which were not in line with the objectives were also discarded. The target population was Kiswahili teachers teaching class seven and their class seven pupils in Garissa County. The questionnaire was administered to class seven Kiswahili teachers. It had both structured and unstructured questions. An Insha test was administered to class seven pupils. This was important in finding out the reality of the problem. An observation schedule was used to collect data through observation of actual Insha lessons. Collected quantitative data was analyzed by use of descriptive statistics, which involved frequencies, percentages and the mean while the qualitative data was thematically analyzed. Findings of this study are expected to improve teachers’ pedagogical aspects. This is expected to address the perennial poor performance in Insha in Garissa county and North Eastern region.
CHAPTER ONE
INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope and limitations, assumptions theoretical and conceptual framework.

1.1 Background to the Study

The Swahili language is spoken by various communities inhabiting the African Great Lakes Region including Kenya, Tanzania, Uganda, Rwanda, Burundi Mozambique and Democratic Republic of Congo (Ogechi, 2002). Although only around five million people speak Swahili as their mother tongue, it is used as a lingua franca in much of the southern half of East Africa. Ogechi (2002) approximates the total number of Swahili speakers in the world at 150 million. Kiswahili is one of the official languages of the African Union. It serves as a national language or official language of four nations: Democratic Republic of Congo, Uganda, Tanzania and Kenya.

Kiswahili is offered as a subject in various institutions worldwide. Mwansoko as cited in Ogechi (2002), states that by 1977, 49 institutions were teaching and conducting research in Kiswahili worldwide. Of these, 24 were in Europe, 18 in the United States of America, two in Asia and five in Africa (Ogechi, 2002). Germany had more than 10 universities offering Kiswahili by 1977. Kiswahili is offered as a Foreign Language subject in approximately 100 universities across the
USA. In Britain, the University of London and York University offer Kiswahili subject to both home and overseas students. London and Cambridge Universities have a long history of interest in Kiswahili and have for years been offering examinations at General Certificate of Education (G.C.E.) to local and overseas students at both ordinary and advanced levels. Other countries whose universities offer Kiswahili as a foreign language include Germany, South Korea, Ghana and Japan. These universities conduct annual in-country programmes of intensive study of Kiswahili in East Africa (Ogechi, 2002). In Africa, Kiswahili is offered as a subject in most East African countries. In October 2010, 27 Kenyan Kiswahili teachers left for Libya to introduce Kiswahili as a subject (Siringi, 2010).

The language is used in both electronic and print media in British Broadcasting Co-operation (BBC), Deutchewelle, Voice of America (VOA), India, Pakistan, Radio Moscow Idhaa ya Kiswahili and Beijing China. Urusi Leo, (Russia), Sauti ya Urafiki (Germany), China-Gazeti la Picha (China) are examples of international print media. In Africa Kenya Broadcasting Co-operation (KBC), Radio Tanzania Dar-es -Salaam (RTD), Radio Rwanda, Voice of Uganda, Radio South Africa (RSA), and Channel Africa broadcast in either Kiswahili or have Kiswahili programmes.

In 1990, Ugandan President Yoweri Museveni emphasized the importance of a common language that could easily be spoken by all the people in the East-African
region in the exercise of integration. According to him, English, French and Portuguese, which were being used, were not good enough. He proposed Kiswahili saying that it is a language that is ‘spoken’ the way it is ‘written.’ This implies that there are deliberate efforts to teach and develop the use of Kiswahili language in Uganda (Ogechi, 2002).

In Kenya and Tanzania, Kiswahili is a compulsory subject in primary and secondary schools. It is the Medium of Instruction in primary schools in Tanzania. In the Kenya Constitution 2010, Kiswahili has been recognized as both the national and co-official language alongside English. Modern technology has also embraced Kiswahili which is now recognized by Microsoft. Ominde (1964) recommended that Kiswahili be made a compulsory subject in primary schools for its unifying national influence and as a means of Pan-African communication. According to the Kenya Institute of Education (2002), Kiswahili has the capacity to nurture and develop national unity and patriotism.

Kiswahili is taught as a second language to Kenyan learners. Even native swahili speakers, find the subject (standardized from Kiunguja-a dialect spoken in Zanzibar) different from their local dialects depending on their location. Mainly Somali L₁ speakers occupy Garissa County. Given linguistic differences between Somali and Kiswahili languages there is bound to be negative transfer in SLA (Mutugu, 2001 citing Selinker). Tucker and Byan cited in Mutugu (2001) state that
/v/, /z/, /ð/, /θ/, /ç/, /g/, /nd/, /mb/ are problematic to Somali L\textsubscript{1} speakers. These sounds are problematic because they do not exist in the Somali language. A Kiswahili teacher in Garissa County will need to develop appropriate teaching strategies that will address these and other L\textsubscript{1} challenges among his learners.

Class texts and teachers’ guides used in primary schools do not offer any sufficient guide on Insha writing tempting teachers to throw Insha to students to keep them busy while the teacher is away or not feeling like teaching (Jupp and Milne, cited in (Omondi, 2005). As early as class four, a pupil is expected to write a discussion such as “Je, unakubaliana au unapinga wazo la kuwa na vazi moja rasmi nchini? Andika hoja zako.”(Bakhressa, 2005). This is just one of the many examples of expectations of class texts authors from ill-prepared pupils. Lack of appropriate reading materials to compliment the shallow class-texts worsens the situation. Reading is important in that the teaching of writing depends fundamentally on the learners’ proficiency in reading (Kabaji, 2011). An effective reader knows how to use punctuation marks, words, proverbs, paragraphing and correct sentence structures. (Buhere, 2001) states that writers are ardent readers moved to imitation. He wonders how we would expect our students to write functionally when they have never seen the best models or specimen of real, good writing. One Riwaya (The Novel), one Tamthilia (The Play) and one Hadithi Fupi (The Short Stories) examined for over five years cannot be said to be enough exposure in an exam-oriented system. Buhere (2011), states that pupils lack suitable reading materials in
Kiswahili. The ones, who get them, have little inclination in reading the available material with the tenacity and enthusiasm required. Kiswahili books with too many factual mistakes (Ryanga, 2002) worsen this situation by exposing learners to unsuitable materials. There is need for Insha teachers to use strategies that encourage reading. The current study observed that Insha teachers did not advise learners on intensive and extensive reading to enhance their Insha writing abilities. The Insha teacher needs to employ strategies that will prepare the learner systematically in analyzing the topic, developing relevant ideas and organising them logically.

The Kiswahili syllabus only highlights types of Insha to be taught. This leaves teachers to use their own creativity and experience to come up with different strategies to prepare students for the same examination. There is need for the syllabus, K.I.E approved texts and their guides to adequately provide strategies to guide teachers in teaching various types of Insha.

An observation of Insha lessons in primary schools in Garissa County indicate that teachers have stuck to the product approach of Insha teaching. They focus on production of neat, grammatically correct pieces of writing. There is need to approach writing as a process that has distinct stages that enable learners to express themselves effectively.
Despite the importance of Kiswahili language universally, the performance of Kiswahili Insha in national examinations has remained below average over the years. This consequently affects the quality of the overall Kiswahili mark. The following table summarizes national Kiswahili K.C.P.E performance from year 2004 to 2007.

Table 1.1

<table>
<thead>
<tr>
<th>Year</th>
<th>Wastani</th>
<th>Wengi</th>
<th>Juu</th>
<th>Wastani</th>
<th>Wengi</th>
<th>Juu</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>23.88</td>
<td>24</td>
<td>50</td>
<td>15.85</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>2005</td>
<td>30.23</td>
<td>32</td>
<td>50</td>
<td>18.06</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>2006</td>
<td>29.89</td>
<td>33</td>
<td>50</td>
<td>18.32</td>
<td>18</td>
<td>39</td>
</tr>
<tr>
<td>2007</td>
<td>25.51</td>
<td>26</td>
<td>49</td>
<td>16.99</td>
<td>16</td>
<td>39</td>
</tr>
</tbody>
</table>


There are several factors that determine learners’ performance in examinations. Most of these factors have been addressed in previous studies yet the performance in Kiswahili has not improved. The researcher is not aware of any study that has addressed teachers’ strategies as a possible cause for poor Insha performance. This necessitated the need for the current study on strategies used by teachers, their merits and demerits and recommends the way forward.

Releasing the 2010 K.C.P.E. results, the Kenyan Education minister lamented on Kiswahili’s poor performance. Given its dominance in the Kenya constitution 2010, he directed the Education Secretary to launch investigations. If the national
K.C.P.E performance is bad then it is worse in Garissa County. This study sought to investigate whether strategies used by teachers would be contributing to this poor performance.

Several scholars have given their views on why Kiswahili was performed poorly in 2010 K.C.P.E. Buhere (2011) cited Kiswahili scholars Kitula King’ei and Kimani Njogu attributing poor performance to the overbearing influence of sheng. Kimeu (2011) agrees with them that the jiggers of sheng are lodged in the feet of Kiswahili to the extent that the language is limping with severe wounds and sores. Buhere (2011) exonerates sheng stating that there is need to face reality that pupils who use sheng in formal contexts have not mastered any other form of language to use in communicating their ideas, thoughts and feelings. Mwangi (2011) states that sheng should not be used as a scapegoat for failure. According to him, English and Kiswahili started as languages like sheng. He does not see why sheng and not other languages (Dholuo, Kikuyu, Kalenjin, Kamba, and Somali) is blamed for poor performance. He sees the future of Kenya as a non-ethnic nation residing in sheng. Mwangi (2011) suggests that teachers should find ways of using sheng to teach English, Kiswahili and other subjects especially in lower primary classes where pupils have better mastery of sheng than English, Kiswahili or L1. Instead of blaming sheng, teachers need to come up with strategies that will utilize sheng in assisting learners acquire competence in Kiswahili. Mwangi’s views on sheng are misleading. Sheng is not a language but a manifestation of language
incompetence. His claims that Kiswahili and English started as languages like sheng have no basis in historical linguistics.

The study sought to investigate teachers’ strategies in teaching Insha, which is the worst, performed of the two KNEC examined Kiswahili papers. Table 1.2 below summarizes the 2009 Garissa district K.C.P.E. results.

Table 1.2
Garissa District 2009 K.C.P.E

<table>
<thead>
<tr>
<th>Subject</th>
<th>English</th>
<th>Kisw</th>
<th>Math</th>
<th>Sci</th>
<th>SSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>52.23</td>
<td>48.08</td>
<td>57.08</td>
<td>59.9</td>
<td>64.18</td>
</tr>
</tbody>
</table>

Source. District Education office, Garissa.

The poor performance in Insha does not seem to change as students move to secondary school as observed from their K.C.S.E Insha performance.

A report on Education Research (Siringi, 2010) confirms that low performance (at lower levels) may be affecting performance at higher levels. In K.C.S.E, Insha is tested as Kiswahili paper 1 (102/1). The writing skill is essential in answering questions in Paper 2- Ufahamu (Comprehension) and Ufupisho (Summary). The following table shows the structure of the national K.C.S.E Kiswahili Paper 2.
Table 1.3

*K.C.S.E Kiswahili Paper 2 Format*

<table>
<thead>
<tr>
<th>Section</th>
<th>Skill</th>
<th>Max Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ufahamu</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>ufupisho</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Matumizi ya lugha</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>Isimu jamii</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total mark</td>
<td>80</td>
</tr>
</tbody>
</table>


Writing skill is also required in tackling *Riwaya* (The Novel), *Tamthilia* (The Play), and *Hadithi Fupi* (The Short Stories) which require written essays for answers. Table 1.4 below shows mark distribution in the national K.C.S.E. Kiswahili Paper 3.

Table 1.4

*Kiswahili Paper 3 Mark Distribution*

<table>
<thead>
<tr>
<th>Question</th>
<th>Area</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Riwaya</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Ushairi</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tamthilia</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Hadithi fupi</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Fasihi simulizi</td>
<td></td>
</tr>
</tbody>
</table>


*Note.* A candidate is allowed to answer a maximum of four questions; one from each area. Any of the areas may be tested as a compulsory question.
This research observes that the writing skill is essential in answering various Kiswahili questions at K.C.S.E. A weak background in Insha therefore inhibits the candidate’s ability in exploiting his potential at this level. Poor performance in K.C.P.E. Insha would be hindering students from performing better than they are performing in the overall K.C.S.E. examination given the vitality of the writing skill. There is need therefore for the primary school Insha teacher to employ strategies that will develop the learner’s writing skill adequately. Such strategies should equip the learner with paragraphing and organizational skills. They should give room for critical thinking and logical flow of cohesive ideas.

As observed earlier, there is no much difference in performance between K.C.P.E and K.C.S.E Insha. Poor performance at K.C.S.E would be attributed to a weak Insha background at primary school. Poor performance at both levels calls for urgent measures to remedy the situation. Improvement in teachers’ pedagogical aspects proposed in this research may address the problem. Table 1.5 below shows national K.C.S.E. performance between years 2003-2007.

<table>
<thead>
<tr>
<th>Mwaka</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wastani</td>
<td>18.1</td>
<td>16.54</td>
<td>20.25</td>
<td>15.31</td>
<td>15.8</td>
</tr>
</tbody>
</table>

Source: KNEC 2008 Newsletter
Except in year 2005, candidates’ Insha performance has remained below average. The Kiswahili result in Garissa County is worse with the best candidates scoring grade B+ in the 2009 K.C.S.E. The best school in NE and Garissa County registered a mean score of 4.992 in Kiswahili. The overall county mean score was 3.098 (D Plain). The situation is not different in primary schools. Kiswahili has remained the worst performed subject at K.C.P.E. over the years. This would be attributed to teacher shortage, high teacher turnover, L1 influence and learners’ negative attitude towards Kiswahili. These challenges could be overcome by use of appropriate teaching strategies. There is need to employ strategies that will give equal emphasis to reading, listening, speaking and writing skills. Such strategies will enhance learners’ competence and performance in Kiswahili.

Although there are other factors influencing performance, poor performance in Insha may be indicative of inadequacy of instructional strategies. Performance was used in this study as a tool to evaluate the appropriacy of strategies used by teachers. Strategies used may be inadequate because performance has been dropping despite several studies in Kiswahili. Insha was selected because it is the worst performed of the two papers examined at K.C.P.E.

1.2 Statement of the Problem

Kiswahili is an international language. It is a lingua franca in East Africa. The language deserves more attention than it is currently receiving. Its performance in general and Insha in particular is alarming. Kiswahili has remained one of the
worst performed subjects at KCPE. Insha is taught as a writing skill in Kiswahili in Kenyan schools. The other language skills taught are: listening, reading and speaking. The Kiswahili syllabus has allocated one lesson out of five a week for Insha teaching.

Kenya National Examinations Council reports indicate that the performance of Insha in national examinations have remained below average over the years. Various scholars have also raised their concerns in newspaper articles lamenting on the poor performance in Insha. Poor performance in national examinations lowers the overall performance in Kiswahili subject at KCPE. Kiswahili was the worst performed subject in both 2010 and 2011 KCPE prompting the Minister for Education to direct the Education Secretary to investigate the poor performance.

Although there are other known factors that influence Insha performance, a study on strategies would give Insha teaching a new dimension. The study therefore focused on investigating teachers’ strategies and their influence on pupils’ performance to address the perennial problem.

1.3 Objectives of the Study

The objectives of this study were:

a) Investigate the preparations made by teachers in teaching Insha in class seven.

b) Investigate the methods and resources used by teachers in teaching Insha in class seven.
c) Assess the impact of the methods and resources used by Insha teachers on learners’ performance

d) Find out the assessment methods used by teachers in assessing Insha.

### 1.4 Research Questions

The study addressed the following research questions:

a) Which preparations do teachers make before Insha lessons?

b) Which teaching methods and resources do teachers use in teaching Insha?

c) What is the impact of the methods and resources used by Insha teachers on learners’ performance?

d) Which methods do teachers use in assessing Insha?

### 1.5 Significance of the Study

A research on teachers’ strategies sought to give an insight on the role played by teachers in the learners’ performance in Insha. It investigated their teaching and aimed at assisting them re-direct their efforts in seeking solutions to learners’ performance related problems suggested by this research and previous ones. Focusing on strategies would give Insha teaching the attention required to improve performance. It would give Insha the ‘subject’ status that it deserves. More teachers would be encouraged to start evaluating Insha in their internal examinations.

Use of appropriate strategies in Insha would lead to improvement in Insha performance. This would influence positively the overall performance of Kiswahili. Kiswahili being a compulsory subject, the overall K.C.P.E. and
K.C.S.E. grade would also improve. This would give Garissa County K.C.P.E. candidates equal chances of being admitted to schools of their choice nationally. The county’s K.C.S.E candidates would have equal opportunities of competing for degree programmes of their choice.

The study would benefit several education stakeholders. From recommendations of this research students may be taught in a better way. Teaching strategies that have been suggested may enable them learn better from their teachers. Teachers who have lost hope due to continuous poor performance in Insha may find new ways of handling Insha through this research. The Kenya National Examination Council (KNEC) has been insisting in its newsletters on giving learners ‘more practice’ to improve writing skills. The examination body may discover that there is more than practice to improving Insha writing. Its recommendations would not be ‘stagnant’ but more focused in addressing other emerging issues in improving Insha writing. Through this research, teacher trainers may come up with better methods of training language teachers with specific reference to Insha writing skills.

Researchers studying writing and language would benefit from this research as they seek to address various challenges encountered in teaching and learning of a language. Following poor performance in K.C.P.E Kiswahili (2010 and 2011), the ministry of education would benefit from the study. This is because it investigated
the role of strategies in the poor performance. The research would open up Garissa County and the NE region to educationists who would be seeking answers to academic challenges facing the region. NE residents have complained about performance in the region over the years. In June 2010, the Ministry of Education led by the Education Minister toured the province to find out causes of poor performance. The research would assist stakeholders to understand why students in NE fail to compete favorably for the few university slots available. Kiswahili, one of the key determinants of university admission is the second poorest performed subject after Mathematics at K.C.S.E. in NE. It is the worst performed at K.C.P.E.

1.6 Scope and Limitations

The study was conducted in Garissa County in North Eastern region of Kenya. Garissa County covers Dujis, Ijara, Lagdera and Fafi constituencies. Only standard seven Kiswahili teachers and their pupils in Dujis constituency of Garissa County were involved. Private schools were not involved in this study. Garissa County has a total of 48 public primary schools. Dujis constituency has 19, Lagdera and Ijara 11 each and Fafi seven.

Poor infrastructure, insecurity and large county size made it difficult to cover the whole county. Due to the nomadic lifestyle of the main Garissa County residents, most schools are in Dujis constituency. Dujis serves as the headquarters of Garissa County and enjoys an urban lifestyle. Some public schools in Lagdera
constituency are serving refugee learners from war torn neighbouring countries. Fafi, Ijara and Lagdera have some ‘mobile’ schools which ‘migrate’ with pastoralists as they search for pasture. These challenges limited the study to Dujis constituency. Of the 19 public schools: Sambul, Korakora, Saka, Sankuri and Balambala primary schools were not involved due to factors ranging from insecurity to inaccessibility.

### 1.7 Assumptions

The research operated on the following assumptions:

- **a)** Insha teachers prepare to teach Insha
- **b)** Insha teachers use various methods and resources in teaching Insha
- **c)** The methods and resources used by Insha teachers have an impact on the learners’ Insha performance
- **d)** Insha teachers use various methods in assessing Insha

### 1.8 Theoretical Framework

This study was anchored on the theory of Educational Productivity advanced by Walberg (1984) as discussed by Grew (2003). The theory views educational process in terms of its power to produce outcomes. According to Walberg (1984) there are nine factors that are required to increase affective, behavioural, and cognitive learning. He asserted that these “potent, consistent, and widely generalizable” factors fall into three groups: student aptitude, instruction, and environment. Student aptitude includes ability or prior achievement as measured by the usual standardized tests, development as indexed by chronological age or
stage of maturation and motivation or self-concept as indicated by personality tests or the student’s willingness to persevere intensively on learning tasks. The Instructional factors include the amount of time students engage in learning and the quality of the instructional experience. This includes psychological and curricular aspects. The environmental factors such as the educationally stimulating, psychological climates of the home, the classroom and social group, the peer group outside the school, and use of out of school time (specifically leisure time television viewing).

Walberg states that the first five factors are well known in several educational models and each of these factors appears necessary for learning in school. None can be readily ignored. For Example, large amounts of unsuitable instruction will cause students to learn very little. While these five factors are important, they are only moderately alterable by educational leadership, since curricula and time allotments spent on various subjects and activities are partly determined by many and diverse economic, political, and social forces. Teachers must acknowledge the fact that they cannot raise student achievement by their efforts alone. Environmental factors have a strong influence on student achievement. Further, we must not assume that all influences on student learning outside school are working counter to school goals.
Grew (2003) states that the Educational Productivity theory has three main components namely: student aptitude, instruction and environment. Student aptitude component was useful in establishing the learners’ entry behaviour. This was important in enabling the teacher prepare appropriate teaching and learning material taking into consideration the level of the learners. The instruction component was essential in evaluating the whole process of teaching and learning from preparation to feedback from the learners. The environment component was used in evaluating the available resources and the effect of the environment on the teaching and learning process. This theory was suitable for the study because it embraced both students’ aspect and teacher’s aspect of teaching and learning.
1.9 Conceptual Framework

The study used the conceptual framework shown below

![Conceptual framework](image)

*Figure 1.1 Conceptual framework researcher’s own (2013)*

Figure 1.1 above explains the factors affecting pupils, performance in Insha. It shows how teachers’ Insha teaching strategies (independent variable) affect the performance (dependent variable) of pupils in Insha. The results depend on how the Insha teacher manages the strategies.
1.10 Operational Definition of Key Terms

**Bantu:** A group of languages spoken in East, Central and Southern Africa linguistically related to Kiswahili.

**Competence:** The ability to use the Kiswahili language successfully and efficiently.

**Composition:** The process of combining words, sentences and paragraphs to form a whole that attempts to answer a specific question.

**Essay:** A short piece of writing on a particular subject.

**Instruction:** The process of facilitating learning in an orderly way.

**Lingua franca:** A language that is adopted as a common language between speakers whose native languages are different.

**Medium of Instruction:** A language used in teaching other subjects or disciplines other than itself.

**Mother tongue:** The language that a person has grown up speaking from early childhood.

**Pedagogy:** The method and practice of teaching.

**Teaching strategy:** A plan or program that is extensively used to ensure that a certain message or lesson is passed from the teacher to the learner.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Several studies have been conducted on composition writing. The studies have not given teacher instruction strategies attention. This review will examine those studies and views of other scholars on writing. It is divided into: theoretical formations on writing, research on Insha writing, the process of Insha writing, the Insha lesson and assessing Insha.

2.2 Theoretical Formations on Writing

Language scholars trace the history of writing to the 1950s. Writing has since undergone several stages namely: Controlled Composition, Traditional Rhetoric, The Process Approach (PA) and English for Academic Purposes (EAP). Controlled composition championed by Fries (1945), Erasmus (1960) and Briere (1966) cited in Margaret (2008) was the dominant writing instruction theory of the 1950s and 1960s. It held the view that language use, especially writing, consists of imitation and manipulation of fixed sentence patterns. The emphasis was on formal accuracy, correctness of grammar and avoidance of error. The quality of ideas or expression was secondary and the teacher acted as the editor or proof-reader interested in linguistic features. The written text is a mere collection of sentence patterns and vocabulary items; a vehicle for language practice. The
formal and rigid aspects of controlled composition may have disappeared but it is still very much alive in classrooms covertly.

Writing scholars advise that controlled composition should be used at lower levels in primary schools to nurture and develop the writing skill. Controlled compositions limit the writer’s freedom of composition and expression. It does not allow the writer to develop his own ideas; the ideas used in writing belong to someone else. These and other weaknesses gave way to Traditional Rhetoric in the late sixties. In it there was more to writing than constructing grammatical sentences. The emphasis was shifted from the composing process to the composed process. Discourse was analyzed into words, sentences and paragraphs and classified into description, narration and argument. There was strong concern for syntax, spelling and punctuation (described as usage), clarity and emphasis (described as style). Classroom teaching centered on the paragraph, its elements, (such as topic sentences) supporting sentences and transitions. It also focused on the various ways through which it could be developed such as through illustration, exemplification, definition and causal analysis. Learners were taught that the whole essay was an extrapolation of paragraph principles. They were drilled in writing all composition types: narration, description, exposition, and argumentation. Classroom activities included analyzing models of these types and applying structural knowledge gained to a parallel piece of original writing. Learning to write thus comprised becoming skilled in internalizing and exciting
prescribed sentence patterns into prescribed paragraph forms with self-generated content.

Although it persists in writing textbooks today, it was criticized for its linearity and prescriptivism thinking and writing. From those critics emerged the Process Approach (PA). Its proponents: Taylor (1981), Zamal (1982) and Raines (1983) cited in Margaret (2008) state that writing is a non-linear exploratory and generative process of discovery and reformulating ideas in the attempt to approximate meaning. Guidance and intervention during the process of writing is preferable. Content and the need to communicate determine form. Composing is expressing ideas or conveying meaning. In the classroom, the teacher’s role is to help students work out strategies for finding topics, generating ideas and information, focusing, planning structure and procedure. Students should also be guided to write multiple drafts each of which is an improvement on the preceding one; adding, deleting, modifying and reorganizing ideas and attending to vocabulary, sentence structure, grammar and mechanics. This being a learner-centered approach it was used in Insha lesson observations. It guided the current study in investigating teaching-learning activities and Insha tasks given to learners.

Dissatisfied scholars stated that Process Approach (PA) failed to allow for variations in writing tasks and situations, specific schemata for academic discourse, language proficiency and different levels of cognitive development. The principal weakness of the PA was that it did not realistically cater for academic
work. The classroom situation it creates bears little resemblance to situations in which the writing of students will be exercised in academic tasks like essay examinations. It over-emphasizes the individual’s psychological functioning at the expense of the social-cultural context. According to critics, PA operates in a social-cultural vacuum.

Because of these criticisms, English for Academic Purposes (EAP) emerged. Its proponents argue that writing instruction must socialize the student into the academic context. The student’s writing must not be alienated from writing behaviour dictated by the academic community. EAP instruction methods focus on recreating conditions under which university writing tasks are done. Writing instruction in EAP involves close examination of academic discourse formats and writing task specifications namely: the selection and intensive study of source materials for a given subject or question, the evaluation, screening, synthesis and organization of data obtained from these sources and the presentation of data in English of high proficiency levels.

It is important to note that each of the four views has strengths and weaknesses. The composition-writing teacher will need to develop clear instruction strategies from the four. The current research evaluated teachers’ instruction programmes and investigated how they blend the four approaches to develop effective Insha writing lessons.
2.3 Research on Composition Writing

This sub-section will review various studies carried out on composition writing. It will consider the methods used, findings, suggestions and how they relate with this research.

2.3.1 Learners’ Challenges in Insha

Insha is the Kiswahili word for essay. For the purpose of this research, the word will represent the concepts of composition (Mtungo) and essay (Insha). Buhere (2001) defines composition as the art of clear thinking in speech and writing. It is an act of making decision about content, style and organization (Freedman, 2010). It is important that children are introduced to each of these aspects, taught the strategies needed to undertake each stage and given time to undertake each part of the process by their teachers. There are several stages of composition writing: prewriting, drafting, revising, editing and publication. A learner cannot go through these stages effectively without the help of a teacher. The Kenya National Examination Council K.C.P.E. Reports of 2005, 2006 and 2007 indicate that pupils have many problems in expressing their ideas in writing due to lack of language competence and inability to manipulate it. The examination body notes that pupils lack originality are poor in spelling, paragraphing, and presentation of ideas, have grammatical and punctuation errors and are unable to write the required length of composition (KNEC, 2007). The study sought to investigate teachers’ strategies in helping learners out of these challenges. These weaknesses call for a lot of effort and hard work from both teachers and pupils. More time
needs to be allocated in guiding learners through the process of composition writing.

Njuguna (2012) blames some examiners for the challenges facing K.C.P.E. composition candidates. To him the examiners who do not teach language and yet they take part in the exercise of marking are to blame. He blames KNEC setters for giving candidates one question only in examination and therefore denying candidates a wide range of choice. In most cases, this topic is guided forcing candidates to write using somebody’s ideas. On marking, Omondi (2005) supports Njuguna (2012) that there is a problem. He says that in the first of the three-week annual marking session, everything is done to get the scores exact; but when the end of the session is approaching, scripts are given a rather rapid attention hence compromising standards. Given that KNEC provides a standard marking scheme, Omondi (2005) did not substantiate his views.

Most schools lack Kiswahili books that can assist learners in developing their reading skills. There is need to source for the right class readers and avail them to learners to assist them build a proper foundation for writing. The Insha teacher needs to guide learners on how to use the carefully selected texts. This may also solve the problem of narrow vocabulary and inconsistency in tense use raised by KNEC (2007).
In addition to the government language policy in education, individual schools have their own policies. In most schools, the language policy took a form of a system of monitoring the language of children and imposing penalties for speaking a language other than English. Kenyans have been treating English as a prestigious language. Speaking English gives the speaker a higher status. English is also the Medium of Instruction hence the emphasis in the language.

Mogambi (2011) sees the media influence as the other challenge Kiswahili teachers and learners are facing. He states that broadcasters in most radio stations have a poor grasp of Kiswahili and are deficient in grammatical usage. According to him, such broadcasters use colloquial Kiswahili, which is popular with listeners. Unfortunately, that is not the standard Kiswahili, which is taught and examined in schools.

Thirty-five minutes are allocated each of the five Kiswahili lessons a week in upper primary. Most of these minutes are spend by the teachers lecturing with students getting little or no time to express themselves. Unlike English, which is the Medium of Instruction (MOI), the learner has no other time to practice Kiswahili in a school, which emphasizes English speaking. Speaking, reading and writing are closely related skills that reinforce each other. Davis (2011) observes that when children start learning a language they spend a lot of time mastering spoken language before they do any reading or writing. It is essential therefore for
schools to adopt a policy that will expose learners to the four skills of language: Listening, Speaking, Reading and Writing. This exposure will enable the learners to express themselves naturally in either spoken or written language.

Buhere (2001) sums up Kiswahili learners’ challenges as disinterested teachers, lack of model speakers, lack of exposure to artistic accomplishments such as poetry, prose and excellent public speeches. Teachers should therefore employ instructional strategies that will expose students to extremely polished Kiswahili that captures humanity’s noblest heritage. These challenges call for creativity among teachers in developing Insha teaching programmes. The Insha teacher needs to adopt appropriate strategies that will expose learners to skill integration. Learners should be encouraged to actively participate in Kiswahili debating sessions, write down events happening in school and report them to their peers. Learners’ challenges guided the current study in investigating teacher preparations and classroom processes. This was aimed at establishing the specific learner challenges that the Insha teacher sought to address.

2.3.2 Mistakes in Insha Writing

Various studies have been carried out on causes and types of mistakes in Insha writing. Githui (2010) investigated ‘Learners’ problems in learning English language grammar and their effect in written work.’ She supports KNEC 2007 and 2008 K.C.P.E. newsletters that pupils’ errors include lack of originality, poor spelling, paragraphing and presentation of ideas, grammatical and punctuation
errors and inability to write the required length of composition. She however did not suggest what teachers should do to overcome these challenges. The current study investigated strategies in order to suggest the best ways of eliminating errors from learners’ compositions.

Ryanga (2006) discussed ‘Taathira ya vilugha darasani’ She confirmed that the learners’ first language (L1) and other emerging ‘languages’ influenced their grammar, vocabulary, spelling, sentence structures and tempted them to use direct translation from their L1 to Kiswahili. According to her, these mistakes resulting from L1 and other ‘languages’ used by learners affected learners’ competence in Insha writing. Mutugu (2001) investigated ‘Makosa ya Kileksia Katika Insha na Chanzo Chake.’ She found out that lexical errors in Insha writing emanate from L1 influence, wrong application of grammatical rules, inappropriate translation (English to Kiswahili), vocabulary shortage and poor vocabulary teaching strategies. She suggested that teaching vocabulary should involve teaching meaning. The Insha teacher should come up with strategies that will guide learners in proper vocabulary use. Such strategies should also include presentation of lexical concepts in a real context.

Githui (2010), Ryanga (2006) and Mutugu (2001) looked into possible causes of errors in learners’ written compositions. The current study benefited from the scholars in analyzing Insha tests.
2.3.3 Teacher Factors in Insha Achievement.

Okwara (2012) states that the teacher’s skill in composition writing is dependent on his proficiency in the language and his knowledge of and expertise in methods and techniques of teaching. Freedman (2010) lamented that teachers lacked a coherent theory of learning in respect to writing. According to him, language teachers did indeed have a substantial, though incomplete awareness of the problems pupils experience in the process of writing but even they had only a limited (and far from coherent) grasp of how learning the necessary skills might take place. He noted that pupils’ experience of writing in schools was such that the demands made, the performance expected and the help provided varied haphazardly.

Freedman (2010) listed four teacher-factors that determine achievement in composition writing namely: length and type of professional training, length of relevant teaching experience, teaching strategies employed in teaching writing and the teacher’s academic qualifications. Buhere (2013) supports Freedman stating that teachers should be well educated to be able to interpret and implement the curriculum. The current research focused on teacher strategies. The other factors raised may have been addressed by development in teacher training. Most primary school teachers are Primary Teacher 1 (P1) graduates hence no disparity in professional training. Gathumbi (2010) identified teacher qualification and experience, teaching methods and evaluation procedure, methods of correcting
pupils’ errors, teaching and learning resources and teacher’s attitude towards teaching as teacher-factors causing poor performance. Owuondo (2010) found out that teachers preferred teaching grammar and literature to composition writing. She noted that teachers did not give written assignments, and that those who gave did not mark. According to her, the few who marked sprinkled a few ticks over the text. Others gave comments which were all virtually negative and vague such as write legibly, avoid spelling mistakes, improve on grammar, nothing interesting and sketchy ideas. Search feedback does not give the learner any guidance on correcting his work and only serves to discourage him from writing tasks. Citing inconsistent assessment, Ogalo (2010) suggests that teachers should be trained in assessing composition writing to assist them guide students effectively. The current study operated on the assumption that all teachers are trained to teach Kiswahili. It however used the suggested guidelines on assessment to investigate the feedback teachers gave to learners.

2.4.1 The Process of Insha Writing

Class texts used for teaching in primary schools are divided into chapters or units with content covered under: *Kusikiliza na Kuongea* (Listening and Speaking), *Kusoma* (Reading), *Sarufi* (Grammar) and *Kuandika* (Writing). It is up to the teacher to plan how well to teach this content in order to achieve skills in: listening, speaking, reading and writing. One of the most crucial factors of achieving this through classroom teaching is preparation. Effective teaching is influenced by how well a teacher has prepared for the lesson before teaching starts.
(Nasibi, 2003). It starts with one’s interaction with the syllabus and its interpretation, the ability to make good schemes of work and lesson plans. The current study investigated preparations made before Insha lessons and the strategies used in teaching the Insha writing lessons.

The writing process is complex and needs to be handled with high level of seriousness. It involves three important elements: composition, transcription and review. Composition deals with careful organization of thoughts. It is at this stage that the writer decides on what to write and the order. Transcription is the actual act of writing. This occurs after composing. The temptation of composition and transcription occurring simultaneously that is writing as one composes should be avoided. Review involves reading through the written text. Learners should be encouraged to read their work after writing it. This will help them correct many spelling mistakes and appreciate their own work. These views were used as a guide in investigating the steps that Insha teachers take their pupils through in Insha writing.

The process of Insha writing starts at preparation stage. The current study assessed the preparations made by Insha teachers in making schemes of work, lesson plans, lesson notes and preparing teaching and learning resources. It also investigated how teachers accommodated the teaching of the four skills of
language in their teaching plans. The role of the teacher through the process of writing: composing, transcription and review was also evaluated.

2.4.2 Process Approach to Writing

Approaches used to teach writing may be classified into either product or process. Product approach is a traditional approach in which students are encouraged to mimic a model text which is usually presented and analyzed at an early stage. It focuses on the product: production of neat, grammatically correct pieces of writing. Process approach is an approach to teaching writing that places more emphasis on the stages of the writing process than on the final product. According to its proponents, the writing process should go through brainstorming, organizing ideas, writing, revising and editing drafts.

Prewriting allows the writer to gather information and play with ideas. The writer decides on a topic, considers his audience, brainstorms ideas about the subject and conducts research about the topic. The drafting stage gives the writer an opportunity to focus on the content. The writer puts researched information in his own words, writes sentences and paragraphs, reads the written work and makes judgement and shows the work to others seeking their opinion on the work. Revising aims at making the draft better. It should include input from teachers and fellow students. The proofreading or editing is to polish the draft. The final stage is publishing. The writer thinks about his audience which should be larger than his teacher.
Angelo (2010) states that writing is a process which involves several identifiable steps. It is a complex cognitive behaviour and a non-linear process of discovery. According to him the teacher’s role in the process model is to facilitate the writing process rather than to provide direct instruction. The teacher gives students considerable freedom within the task. He encourages students to communicate their own messages. Communication is paramount and therefore the developing but inaccurate attempts at handwriting, spelling and grammar are accepted.

In this approach, writing is seen as predominantly to do with linguistic skills, such as planning and drafting. There is much less emphasis on linguistics knowledge such as knowledge about grammar and text structure. The process approach treats all writing as a creative act which requires time and positive feedback to be done well. The teacher here moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. Focusing on language errors improves neither grammatical accuracy nor writing fluency. Paying attention to what the students say will show an improvement in writing. Feedback is more useful between drafts not when it is done at end of the task after students hand in their composition to be marked. Corrections written on compositions seem to do little to improve student writing.
The Insha teacher needs to move away from being a marker to a reader responding to the content of student writing more than form. Students should be encouraged to think about the audience. They need to realize that what they put down on paper can be changed. Things can be deleted, added, restructured and reorganized. The teacher’s role in the process approach is to facilitate the writing process rather than to provide direct instruction. Whereas the product approach focuses on writing tasks in which the learner imitates, copies and transforms teacher supplied models, the process approach focuses on the steps involved in creating a piece of work. The primary goal of product writing is an error free coherent text. Process writing allows for the fact that no text can be perfect but that a writer will get closer to perfection by producing, reflecting on, discussing and reworking on successive drafts of a text. The study sought to find out which approach is preferred by Insha teachers. It further intended to propose the use of process approach to all Insha teachers because research on writing indicates that it is a better approach.

2.5.1 The Insha Lesson

Several scholars have suggested considerations that need to be made in preparing and delivering an Insha lesson. These efforts should also take into account the selection of relevant teaching resources and Insha writing tasks given to learners during and after the lesson. Freedman (2010) suggests that instruction in writing should take into account: careful selection of topics to be taught, teachers’ idea of what a composition is and how it should be taught, method of giving writing assignments, selection of materials to use in teaching writing and the criteria for
judging a good composition. According to him, a good composition should present information according to rules of grammar, spelling and punctuation, communicate fluently, have aesthetic value and have cognitive content.

Kenya National Examination Council (2007) K.C.P.E newsletter state that in a good composition candidates are required to write adequately and relevantly on a subject, arrange their material effectively and use a reasonable variety of structures and range of vocabulary. It adds that candidates should present their ideas or arguments logically and coherently, demonstrate mastery of syntax and ability to construct correct sentences, use appropriate vocabulary as required by the topic, use correct spelling, punctuation, sequence of tenses and correct idioms. Awino (2011) suggests that a good composition should have a topic and relevant content written in legible handwriting. Its outline or plan must be clear in the introduction, body and conclusion. The sentences and the paragraphs used should have completeness, emphasis, economy variety, unity and coherence. It must demonstrate correct usage of grammar, punctuation and spelling. She concludes that the style used should depict uniqueness. Views of Freedman (2010), Awino (2011) and KNEC 2007 were used in assessing the appropriateness of Insha teachers’ strategies through lesson observations.

Composition writing is a skill that is distinct from the other language skills with its own complexities that can be resolved by using special methods. It is a technical
skill that cannot be acquired by chance or by some innate ability (Freedman, 2010). It has to be taught. Its teaching entails the use of special instructional methods, teaching strategies and materials that only a trained teacher can handle. Writing is not a mere formation of sentences but it is the use of language in its written form. If it was understood to be that, it would be understood to have purposes and functions which are to record, to convey and to create.

The Kenyan system of education lays a lot of emphasis on examination performance. Kabaji (2011) states that our system overburdens pupils with a heavy syllabus that they hardly complete before sitting the K.C.P.E examination. To beat this weakness, teachers have devised retrogressive approaches to making children attain good grades. He observes that much of what goes on in primary schools is rote learning. According to him, private schools are therefore able to perform well because they have fewer students to drill. The most bizarre of all rote-learning methods involves composition writing where children are made to memorize a whole composition and simply write it during the examination.

Most teachers in Kenya teach Insha for examination purposes. This reduces Insha lessons to examination ‘drills.’ If teachers understood the primary function of writing to be that of communication, then the methods of teaching it would be different from mere drills for examination purposes. They would understand that writing is part of the learning process. Teachers should appreciate the need for
children to be encouraged to articulate their feelings, ideas and thought in their writing and not expect them to write the way the teacher wants. In a situation where a teacher understands the needs and purposes of teaching writing, he will have a well-structured writing programme that will take into account the needs of the pupil, both in school and outside. The programme will also include activities that would make writing enjoyable, functional and meaningful to pupils. It must be sufficiently broad-based so that the pupil perceives writing as a necessary facility in his life in school and at home.

Mbuia (2000) adds that the instruction programme must provide for individual differences because pupils learn how to write at different speeds. According to her, it must include a form of management that monitors what individuals do which prescribes specific guidance to aid and which matches students with choice of appropriate assignments from a wide selection. Margaret (2008) suggests that the writing instruction programme should provide for learning how to punctuate and spell correctly in a consistent manner. The activities in the programme must be varied, to make the writing activity motivating, stimulating and interesting to do.

Writing assignments should preferably be preceded by a session of discussion of the topic or topics (Freedman, 2010). According to him, this prepares pupils for the task and helps them gather ideas and what vocabulary items to use for that particular task. Learners should then be helped to plan and organize the text.
Awino (2011) supports Freedman’s assertion that learners should be guided in arranging writing ideas in a logical order before asked to start the first draft. He suggests that the level of the learners determines the sentence structures to be used. Poor learners should be encouraged to use short sentences.

Awino (2011) suggests that teaching strategies used currently must drastically be changed to conform to emerging challenges. This is particularly true due to large classes resulting from the implementation of the Free Primary Education (FPE) programme. According to her, it is unrealistic to stick to the same old methods of training teachers. She wonders the benefit of using the same methods and strategies to train a teacher who was supposed to teach 25 pupils and the one who has over 70 pupils. To effectively teach these large classes, teachers must have a different outlook to their role in the classroom.

In teaching Insha writing, Freedman (2010), Margaret (2008) and Awino (2011) suggest that teachers must prepare adequately, have a purpose of writing, provide the right help to learners and guide them during the writing process. This research was guided by suggestions raised by these scholars in lesson observations. It further investigated the teaching methods, class activities (teacher and learner) and teacher innovativeness that was not done by the mentioned scholars.
For a successful Insha lesson, there is need to select appropriate teaching resources. Okwara (2012) underscores the fact that resources are not an adjunct, but an integral part of the learning situation. Their availability offers opportunities to the teacher. The lack of them imposes restriction that may mean that his pupils cannot be taught by the methods that would otherwise be the most suitable. Okwara (2012) found that the most popular material used for teaching writing in our schools is a ‘topic’ or a ‘title.’ According to him, other stimuli like a beginning, or ending of a sentence, pictures and poems are used very seldom or never used at all. This study did not consider these as teaching resources. It investigated the use of resources such as class readers, class-texts, newspapers, magazines and photographs among others.

Ryanga (2002) emphasizes the importance of reading. She states that for learners to be able to write well, they should be expected to do much reading. Reading helps in familiarizing learners with the conventions governing various kinds of texts and in general improves learners’ language. Awino (2011) agrees stating that the teaching of writing depends very fundamentally on the learner’s proficiency in reading. She states that an effective reader knows how to use punctuation marks, words, proverbs paragraphs and correct sentence structures. Research conducted in schools indicates that there is little or no reading among learners. Ryanga (2002) states that scarcity of Kiswahili books causes poor performance in Insha writing.
The current research sought to establish whether learners have access to reading materials. The effectiveness and appropriacy of those materials was looked into. Efforts made by the Insha teacher to encourage reading and diversify teaching resources in composition writing were the main difference between the current study and previous ones. It also investigated the strategies teachers use to encourage learners read the available books and how they blend what learners read with their Insha lessons. In addition to resources Insha tasks given to learners should be evaluated carefully to develop the writing skill adequately. Okwara (2012) found that the kind of writing tasks given to learners hamper the teaching and learning of writing. He suggested that tasks given must relate to school life and learners’ experiences. The tasks must be frequent to give the learner enough practice on writing. They should include an account of what learners learn every day, every day’s happiest or saddest moments, letters to friends and parents, dorm incidents and day’s happenings in schools. To formulate a composition writing task, learners should be given an opportunity to brainstorm and come up with ideas.

Awino (2011) suggests that writing activities should derive naturally from a conversation, something read or visual material. Freedman (2010) supports Awino (2011) lamenting that in schools children are often asked to write on very hypothetical situations and thus making composition writing very difficult to the
children. He suggests proper selection of (relevant) tasks before any writing task is tackled. According to him, writing just like all other language activities is a social activity. Writing tasks therefore must evoke a genuine desire in pupils to communicate with someone. The two researchers suggested appropriate writing tasks. Unlike the two, the current study sought to determine the types of tasks teachers gave learners for Insha writing. Suggestions given by Awino (2011) and Freedman (2010) were used to evaluate the appropriacy of the tasks given.

2.5.2 Teaching Insha

Teaching is a process of telling or showing someone how to do something through talking, explaining, showing, illustrating or demonstrating (Twoli, et al. 2007). Teaching has also been defined as both an art and a science. As an art it calls for inspiration, intuition, talent and creativity. Nasibi (2003) describes teaching as an instrumental or practical art which requires improvisation, spontaneity and style among others. As a science, teaching requires one to have knowledge and skills on how to teach, how to select and apply the correct formula for each classroom situation.

Nasibi (2003) states that as a science teaching involves a repertoire of techniques, procedures, and skills that can be systematically studied and described and therefore transmitted and improved. As an art, teaching calls for reflective thinking about the content, methodology and resources (Nasibi, 2003). It calls for one to be dynamic and ready to adapt to changes taking place in the curriculum in the
methodology of teaching, in research and in the field of science and technology. It involves knowing where to get new knowledge, how to get it and how to help learners understand it. For effective teaching to occur therefore, planning, solving problems creating instruction and making decisions become key elements in reflective teaching. The current study assessed the teachers’ efforts in adhering to the suggested art and science of teaching. Various teaching and learning activities prepared to conform to the artistic and scientific nature of teaching were evaluated.

Concerns from previous studies indicate that Insha has not been receiving the art and science of teaching as defined. As an art, Njuguna (2012) found out that the style used by composition teachers in teaching composition was not effective. On teaching resources Awino (2011) laments on lack of improvisation among teachers. The scientific nature of Insha teaching is described by the systematic way of delivering the Insha lesson. Awino (2011) suggests steps that would yield positive results starting from topic selection, methods of teaching and assessing and teaching resources selection. Most teachers do not give adequate preparation for writing that is by not giving the right kind of help to show exactly how the students can improve in writing. Mogambi (2011) suggests that the teaching of Kiswahili needs to be approached from a practical position rather than as a theory. He states that as part of our heritage, the subject is supposed to be practised and not merely taught in class and regurgitated in examinations.
Freedman (2010), states that many teachers have the wrong idea about written work in English. The pattern the lesson often follows is for the teacher to teach something orally with the help of the blackboard. Then he gives written work to test the pupils to see if they have learnt correctly, what they have already been taught. To alleviate this, most written work should be considered as forming just as much apart of learning process as the oral work. Written work should be looked upon as practice. It is practice aimed at implanting a certain new linguistic habit more firmly in the mind of the pupil.

Generations of Kenyan students have written compositions in partial fulfilment of language examinations without having systematically and adequately prepared for it (Buhere, 2001). The skill to effectively reflect orally or in writing can not be secured by giving students a topic which they are called upon to exercise their skill of composition without having been taken through the purely organic process of idea conception and its development be it in speech or in writing. One would expect that students of composition writing should be taught such central rhetorical strategies as comparison, contrast definition, analysis, analogy, dialogue, allegory, metaphor and a host of others which leading rhetoricians have taught their students (Buhere, 2001).

Nearly all masters of prose agree that the best way of moulding students into excellent writers or speakers is by exposing them to the best writers or speakers
contemporary and ancient. Indeed a quaint textbook writer argues that grammar is nothing but the speech habits of accomplished speakers and writers. Citing Ben Johnson (English Playwright) Buhere (2001) says for men to write well there are required three necessities: to read the best authors, observe the best speaker and much exercise of his style. Herbert Spencer (English Philosopher) cited in Buhere (2001) supports Ben Johnson’s views saying that he who hears and reads well-framed sentences will naturally more or less tend to use similar ones. David Henry Thoreau (American Philosopher) cited in Buhere (2001) states that ‘‘nothing goes by luck in composition. It allows no tricks. The best you can write will be the best you are. Every sentence is a result of a long probation. The writer’s character is read from page to page.’’

The situation in Garissa County is different. Most primary school graduates have not read any Kiswahili novel, play or short story. This calls for an urgent investigation on teachers’ strategies in promoting reading at primary school level and suggest remedial measures. The study also evaluated the relevance and appropriacy of class readers used by pupils in Garissa County.

Margaret (2008) suggests five ways of teaching composition. The teacher may ask students to suggest the topic they are interested in. The teacher then writes the suggested topics so that they form a basis for composition writing say for a whole term. Teachers may choose their own topics according to certain criteria such as
the ability of students and their progress. Some teachers may decide to follow the
course book especially if the book is structured in a way that it takes care of
composition writing. During the actual writing of composition, some teachers may
limit pupils to some topic while others will give pupils a wide range of topics to
choose from. Pupils may sometimes be told to write in groups or individually.

Asking students to suggest topics makes them feel part of the learning process and
motivates them to take up composition writing tasks. Most class texts do not
address composition writing effectively. Teachers should therefore be creative
enough to come up with ways of guiding learners through composition writing. As
much as possible, learners should be given a number of topics to choose a task
from. As noted earlier, (Khalfan, cited in Awino (2011) limiting learners to one
topic is one of the factors contributing to poor performance in Insha writing.
Views suggested by Awino (2011) aided the current research in establishing how
teachers taught Insha through the actual lesson observations. They were necessary
in evaluating the innovativeness of Insha teachers.

Freedman (2010) asserts that composing is a complex process since it involves
inter-related aspects of graphic, linguistic, cognitive and social features. Writing is
a productive skill; a productive use of language that comes out of a person.
Language teachers must understand the ways in which this skill is taught and
learnt in order to achieve the Primary Education syllabus objectives on writing.
The objectives state that the learners should express themselves efficiently in Kiswahili in writing, compose literary work according to their level, appreciate and develop Kiswahili language in communication and to appreciate and develop standard Kiswahili.

The Kiswahili teacher must provide conducive conditions for developing the four inter-related skills of language: listening, speaking, reading, and writing. Unless conditions are very favourable, learners pick up wrong habits and it is possible that many of the wrong habits lead later on to errors in written work.

2.5.3 Insha Teaching Strategies

Nasibi (2003) defines a teaching strategy as a learning experience. Twoli et al. (2007) adds that it is a way and means of carrying out teaching. It is the overall way in which the process of instruction is organized and executed. In the current study a strategy is all that the Insha teacher does to effectively execute the Insha lesson.

Margaret (2008) suggested four strategies to help second language learners perfect their writing skills. Insha teachers should create a topic board. They should use sticky notes to record topics students talk about during the day. The teacher then posts the notes where they can be easily seen and accessed. Insha lessons should provide for peer to peer and student to teacher discussion prior to writing. Learners need to be encouraged to illustrate their ideas. They should also be guided to think
about their stories sequentially. These suggestions were helpful in investigating Insha teachers’ preparations before teaching. They guided the current study in identifying the methods used during Insha lessons. The identified methods were evaluated to find out which ones work best.

Arimi (2009) suggests that the Insha teacher should go through the power strategy. In it, he should take learners through planning what to write. After planning, the material should be organized in a logical manner through the guide of the teacher. This step is followed by writing in which the composition must clearly show the introduction, body and conclusion. The teacher guides the learner through the editing process. The last step is revising the work. Here the teacher guides the learner in rearranging ideas to suit the topic and improve presentation. These views were used in investigating the strategies teachers use in Insha teaching. During actual lesson observations Arimi’s views were used as a guide.

2.6.1 Assessing Insha

Assessment is the process of gathering and providing information on the learner’s performance on a learning task through observing, recording and evaluating performance (Nasibi, 2003). Measurement, evaluation and assessment are related in that while evaluation involves making judgments in relation to set goals; measurement is its base because judgment made is centered on the data collected through measurement. Thus, measurement is dependent on evaluation. Assessment is the overall process comprising the activities of evaluation and measurement.
Twoli et al. (2007) defines assessment as all ways used to measure learning in all forms. There are several methods of evaluation which, Twoli groups into three main categories: baseline, formative and summative. Baseline assessment is an assessment of children’s capabilities on entry to school. It can be used by new teachers to establish the level of learners. It is essential for secondary school teachers teaching Kiswahili language in form one. Results of baseline assessment would give them a basis of their teaching that will take care of individual learners’ differences. Formative assessment refers to monitoring which takes place everyday when teachers respond to the writing that children are doing or have completed. Summative assessment is a summary of what a child can do, knows and understands that is usually made at transition point such as entry to school, change of class and at the end of a key stage. Assessment in writing should involve composition, transcription and attitudes. Under composition, the teacher should look at planning, drafting and content. Transcription entails spelling, handwriting and punctuation. Assessing attitudes includes checking whether learners are motivated interested in writing or making deliberate effort to improve.

Some teachers do not correct their students’ Insha as expected. They attribute this to heavy workload. It is important for such teachers to know that writing exercises are very important in assisting the learners nurture and develop their competence in language use. Without practice and proper teacher guidance, the learners will not achieve these objectives. Teachers teaching many classes should give them
equal attention in teaching writing skills. Lower classes form a foundation required in the upper classes. Upper classes need proper and special guidance to prepare them for examinations. Except for examination purposes, assessing Insha should be treated as normal exercises. If we regard most written work as practice, marks are not so important. If we practice the exercises carefully before hand, we can expect most children to get everything right. In assessing writing, teachers should aim at what the child has learnt or failed to learn and the progress that the child has made.

A page of work full of red marks showing mistakes is not only discouraging to the pupils but also to the teacher. To alleviate this, teachers should encourage students to correct one another before going through their work correcting the main weaknesses in class. Teachers should give learners a chance to list their mistakes and correct them. They should then correct them immediately when students can still remember what they wrote. Learners’ mistakes should be grouped in a systematic order to ease their correction that is Ngeli, (Noun classes) Msamiati (Vocabulary) and Maendelezo (Spelling).

Awarding students marks especially low marks continuously is very demotivating. Njuguna (2012) suggests four ways of evaluating learners’ compositions. After reading the work, the teacher can assign a number, letter grade or give judgment (good, fair) without any comments. The teacher may assign separate numbers,
grades or judgments to several categories such as content, spelling and punctuation. Giving general comments at the end of the composition in two or three lines is another way of assessing writing. Finally the teacher may give detailed comments in all different weak areas or spots. These suggestions will assist teachers who rely on either numbers or grades. Some students score the same marks over a period and this does not seem to encourage them in writing. Suggestions on assessment guided the current study in investigating the assessment methods teachers used in assessing Insha. They also guided the researcher in making appropriate recommendations on assessment.

2.6.2 Feedback

Hounsell (2008) defines feedback as the return of information about a result of a process or activity. It is information about a person’s performance used as a basis for improvement. Feedback is commonly divided into two types – usually termed positive and negative. Effective feedback should be timely, regular and specific. Feedback on performance when effective is widely considered to be integral to learning (Ogalo, 2010). Learners learn faster and more deeply if they know what the strengths and weaknesses of their performance are and most importantly how to improve future performance.

One of the most valuable aspects of effective feedback is its ability to foster learner autonomy. Students tend to become self regulated learners when they are provided with detailed feedback on performance as well as guidance for future
improvement. Feedback which specifically identifies weaknesses in aspects of student writing such as structural and language issues and then offers guidance in addressing these can better equip the student to proofread and self-correct in future (Hounsell, 2008). When explicitly linked to assessment tasks, learning outcomes and marking schemes, feedback functions to create and maintain meaning for teachers and students alike through a reinforcement of the purpose of assessment and how it relates to the learning outcomes. Feedback affects self-esteem and motivation of students (Hounsell, 2008). Poorly worded or overly judgemental comments on assessments as stated in Okwara (2012) can easily damage student’s confidence.

The sought to find out how teachers provide feedback their learners’ Insha. The impact of this feedback was essential in determining future learners’ performance.
CHAPTER 3
METHODOLOGY

3.1 Introduction
This chapter deals with the description of the methods that were applied in carrying out the research study. It is organized under the following sections: research design, location of the study, target population, the sample and sampling procedure, research instruments, pilot study, data collection procedures, data analysis and logical and ethical considerations.

3.2 Research Design
This study used the survey research design. There are two main types of survey research designs: cross-sectional and longitudinal. The current study used cross-sectional survey research design. Cross-sectional survey was selected because it is used to gather information on a population at a single point in time. Saunders (2009) use the term survey for a wide range of studies that involve observation of a situation as it is without setting up experimental conditions or allocating groups to different treatments. Saunders (2009), states that questionnaires, face to face and mail are the methods used in collecting data in survey designs.

In a survey, research instruments are administered to all subjects under similar conditions; for this research teachers and learners in schools. The information obtained is codified for it to be analyzed and reported quantitatively. The survey design is appropriate for the current study because according to Saunders (2009) it
can be used to explore relationships between two or more variables. This research sought to explore the influence teachers’ strategies have on pupils’ performance in Insha writing. Face to face method includes interviews and observations. This research used questionnaires and observation schedules used in surveys for data collection.

3.3 Location of the Study

The study was carried out in Garissa County in North Eastern region of Kenya. Purposive sampling was used to select North Eastern as the study site because of her perpetual poor performance in national exams. The region has remained at position eight (out of eight regions) occasionally beating Coast region to take position seven.

Garissa County is the NE headquarters and has the highest number of primary schools. Unlike Mandera and Wajir counties, Garissa does not have serious teacher shortage. Schools in town occasionally benefit from the services of Garissa Teachers’ Training College teacher-trainees. Data collected therefore was not affected by teacher shortage. Garissa County was selected because Kiswahili, the area of study was the poorest performed subject in the county as indicated from her K.C.P.E results.
3.4 Target Population

Garissa County has four constituencies namely: Dujis, Ijara, Lagdera, and Fafi. The study targeted public primary schools in Dujis constituency of Garissa County. It involved Kiswahili teachers in those schools and their class seven pupils. Table 3.1 below shows the number of public schools in Garissa County.

Table 3.1
Number of Public Primary Schools in Garissa County

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Number of public primary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dujis</td>
<td>19</td>
</tr>
<tr>
<td>Lagdera</td>
<td>11</td>
</tr>
<tr>
<td>Ijara</td>
<td>11</td>
</tr>
<tr>
<td>Fafi</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
</tr>
</tbody>
</table>

Source. District Education office, Garrisa.

The Somali people, the main residents of Garissa County are nomads. A number of schools in Lagdera, Ijara and Fafi are mobile schools whose teachers and learners migrate with parents when need arises in such of pasture. The three constituencies have a very poor road network and consequently there is no reliable transport in any of them. Factors ranging from inaccessibility, insecurity and the nature of schools (mobile) made it difficult to include schools from Lagdera, Ijara and Fafi in the sample.

Dujis constituency situated in the county headquarters enjoys an urban life-style. It was selected because of its accessibility. Teachers in Dujis constituency serve all
residents in the county. Being the county headquarters, the constituency is the most developed in terms of infrastructure and has more business opportunities hence attracting residents from all over the county. The study findings can therefore be replicated in the other three constituencies given that teachers are working in same locality serving pupils with the same background.

Dujis constituency has a total of 31 primary schools: 19 public and 12 private. This study involved public primary schools only because their performance is worse than private ones in K.C.P.E and they are more representative of the study population. Five of the 19 public primary schools (Sambul, Korakora, Saka, Sankuri and Balambala) were not involved due to inaccessibility and insecurity.

The study subjects were teachers teaching Kiswahili in standard seven and their pupils from the 14 schools. Class seven Kiswahili teachers were selected because they were the ones teaching the subject. They were therefore in a better position to give information about the teaching of Kiswahili. Standard seven pupils were selected because they were expected to have covered enough work to answer a K.C.P.E Insha examination question. Unlike class eight pupils who were either sitting for mock examinations or revising the same, class seven pupils were learning normally in second term during the period of the current study. At this level (second term), class seven teachers and their pupils were expected to have
started focusing on national examinations. This examination focus would make the learners to take the given Insha test seriously. These learners were involved in collecting information on how they were taught, methods used by their teachers and teaching resources. Their feedback on Insha teachers was expected to be more accurate than any other class. Table 3.2 below shows the target population and study pupils’ sample.

Table 3.2

<table>
<thead>
<tr>
<th>Type of sch</th>
<th>Total sch</th>
<th>Sampled sch</th>
<th>Sample %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private (mixed)</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Public (mixed)</td>
<td>16</td>
<td>11</td>
<td>35.48</td>
</tr>
<tr>
<td>Public (girls)</td>
<td>3</td>
<td>3</td>
<td>9.68</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>14</td>
<td>45.16</td>
</tr>
</tbody>
</table>

The role of pupils in the study was to give information on teachers and teaching. The 12 private and the five inaccessible public schools were not involved in this study.

3.5 The Sample and Sampling Procedure

Dujis constituency has a total of 31 primary schools: 19 public and 12 private. Of the 19 public primary schools, targeted for the study, only 14 were accessible. Five schools could not be involved due to insecurity and inaccessibility resulting from poor infrastructure. Consecutive sampling, a non-probability sampling technique
was used to determine the 14 schools. The technique was appropriate because it included all accessible subjects in this case 14 public primary schools.

All the 23 Kiswahili teachers in the 14 schools were involved in the study. This was necessary because of their small number which eliminated the need for sampling. The total number of class seven pupils in the 14 schools was approximated at 1280. The sample size of 340 was arrived at by use of the sample size calculator; a Creative Research System Survey Software. This was appropriate because the software is designed to give the most representative sample from a given population.

The 2007, 2008 and 2009 K.C.P.E results indicate consistent poor performance of public schools in Garissa County. Most schools retained the same mean grade within that period. In 2009 four schools from the study sample scored a mean grade of C plain, four C minus and five D plus. This result is similar to the 2007 and 2008 K.C.P.E. It was therefore necessary to stratify the schools using their K.C.P.E performance. Performance was preferred over other methods because it provided an opportunity of comparing strategies used in various schools in the sample against their known performance. Schools with the same grades were stratified together to find out whether there was any correlation in the strategies used in those schools.
After grouping the schools into three strata, the sample size (exact number of schools for the study) was determined. The Creative Research Systems Survey Software (Appendix E) was used to calculate the appropriate sample size. Using a Confidence Level of 99%, a Confidence Interval of six was chosen to be appropriate for a population of standard seven pupils approximated at 1280. The sample size of 340 was arrived at. The 340 sample size was then used to approximate the number of required schools for the study by calculating the number of pupils required from each school. The number of pupils involved in the study from each school was determined using:

\[ \frac{S \times P}{T} = N \]

where \( S \) is the sample size 340, \( T \) the approximate number of class seven pupils in the sampled schools (1280), \( P \) the population of class seven pupils in every school that was involved in the study. Using the above formula the number of pupils involved from every school was approximated as shown in Table 3.3 below. The formula gives different numbers because of the different numbers of pupils in schools ranging from 40 to 160. This ensured that the representation is proportional to the population sizes of schools. A Confidence Interval of six was preferred to five because it gave a smaller deviation of two (342 instead of the required 340). A Confidence Interval of five gave a deviation of 11 (411 instead of 438) hence a bigger error margin.
Table 3.3

*Number of Pupils Involved in the Study*

<table>
<thead>
<tr>
<th>School</th>
<th>Aprox. No.of pupils</th>
<th>No. C.I of 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>80</td>
<td>21</td>
</tr>
<tr>
<td>B</td>
<td>80</td>
<td>21</td>
</tr>
<tr>
<td>C</td>
<td>80</td>
<td>11</td>
</tr>
<tr>
<td>D</td>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>E</td>
<td>160</td>
<td>43</td>
</tr>
<tr>
<td>F</td>
<td>160</td>
<td>11</td>
</tr>
<tr>
<td>G</td>
<td>40</td>
<td>21</td>
</tr>
<tr>
<td>H</td>
<td>80</td>
<td>21</td>
</tr>
<tr>
<td>I</td>
<td>80</td>
<td>43</td>
</tr>
<tr>
<td>J</td>
<td>160</td>
<td>11</td>
</tr>
<tr>
<td>K</td>
<td>40</td>
<td>11</td>
</tr>
<tr>
<td>L</td>
<td>40</td>
<td>21</td>
</tr>
<tr>
<td>M</td>
<td>80</td>
<td>43</td>
</tr>
<tr>
<td>N</td>
<td>160</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>1280</td>
<td>342</td>
</tr>
</tbody>
</table>

*Note.* C.I is the appropriate confidence interval chosen

The number of students (342) was used to approximate the number of schools that were involved in the study. Because of the few schools available, all the 14 schools were involved. The sample size 342 pupils is closer to 340 and was arrived at by calculation and rounding off. The number of Kiswahili teachers teaching class seven in the 14 schools was 23. All the 23 teachers were involved in the study because of their small number. The number of pupils involved in the study from every school was calculated and shown on Table 3.3 above. In schools with more than one stream, the number of pupils obtained from calculation was divided by the number of streams to establish the required number from each stream.
Gender balance was considered in identifying participants to ensure proper representation in the study.

Saunders (2009), state that if data can be collected from the entire population, there is no need of sampling. In such cases non-probability sampling techniques are used. These are techniques that do not involve random selection. They include accidental, purposive and consecutive sampling. The study used the consecutive sampling technique. The technique seeks to include all accessible subjects as part of the sample. It was appropriate because all the 23 Kiswahili teachers and 342 pupils in all the 14 accessible public primary schools were involved in this study.

3.6 Research Instruments

This study used a questionnaire, an observation schedule and an Insha test to collect data. The questionnaire was administered to 23 standard seven Kiswahili teachers from the sampled schools. Kombo & Tromp (2006) define a questionnaire as a form of interview on paper. It is preferred to other instruments because of its economy in cost, time and labour. Unlike other instruments, it is interpersonal because subjects give their answers anonymously.

The questionnaire (Appendix A) was used to investigate teachers’ methods in Insha, assessment methods used by teachers and types of writing tasks given to pupils. It was also used to investigate the teachers’ preparations before teaching Insha and teaching and learning materials teachers use in Insha teaching.
Golafsheni (2005) classifies observation into participant and non-participant observation. This research used non-participant observation discussed in Golafsheni (2005). In non-participant observation, the researcher observed actual Insha lessons without taking part in the teaching and learning process. It allowed the teacher to execute his lesson without interference from the researcher. This type of observation was appropriate because it gave the researcher an opportunity to concentrate on the teaching which was the main interest of the study. The observation schedule that was used for this research was adapted from Fermi lab Lincl Programme (Appendix D). This observation schedule acted as a guide or reminder. It was used to investigate the preparations made by teachers before teaching Insha, the teaching methods and the teaching and learning materials used. It was also used as a guide in evaluating the whole Insha teaching and learning process. An observation schedule was preferred because it provided first hand information for the study. It further provided data for approving or disapproving responses given in the questionnaire.

The Insha test (Appendix B) was essential in identifying some of the strategies Insha teachers use in teaching Insha. The test was useful in identifying the mistakes pupils make in Insha writing. The Insha test was adopted from the KNEC 2008 K.C.P.E examination. This was appropriate because K.C.P.E examinations are standardized. The study was conducted on Kiswahili teachers and class seven pupils in second term.
3.7.1 Pilot Study

Saunders (2009) defines pilot study as a smaller version or trial run of a larger study that is conducted in preparation for the study. It can involve pre-testing or trying out a research tool such as a data collecting form. For this research the questionnaire, an observation schedule and the Insha test were tried out. Simple random sampling was used to select one school that was sampled for the pilot study. A questionnaire, an observation schedule and an Insha test were then administered to the subjects in the selected school. The questionnaire was administered to the same subjects at two different times within a span of 10 days. Opinion from teachers and clarification sort by the respondents were used to modify the questionnaire. Questions that attracted different answers on the two occasions were modified accordingly. The Insha test was adopted from a past KNEC K.C.P.E 2008 Insha examination. This being a standard paper, the piloting stage was used to check whether pupils were able to take the examination. From the pilot study, the need to improve the content of the questionnaire and the observation schedule arose. Knowledge on how to administer research instruments successfully for the current study was acquired. It was noted that waiting for teachers to complete questionnaires would achieve better results than allowing them indefinite time. This saved the current study time during the actual research. On the Insha test, there was need to announce when to take it to the learners, involve the class teacher and the school administration. These would save time,
have more pupils available; accord the test the necessary seriousness hence credible results for the study.

Questions in the questionnaire that were not clear during the pilot study were modified accordingly. The modification was aimed at attracting specific answers from respondents for easy analysis. In the process of teaching and completing questionnaires at the piloting stage, teachers made several grammatical mistakes covertly which were not expected of them. These mistakes pointed at the quality of the Kiswahili teacher. A question on teacher Kiswahili grades at PTE and K.C.S.E was added to the questionnaire. This question was important in establishing the quality of the Kiswahili teacher as it was essential in influencing his attitude, innovativeness and choice of appropriate strategies.

While observing Insha lessons using the observation schedule, need arose to include other learning activities and pupils’ observed behaviour during the Insha lesson. Other learning activities were important to the current study in capturing strategies that the teacher employed to achieve his objectives. Pupils’ behaviour assisted the study in identifying teaching strategies other than the ones indicated that teachers used to benefit the learners. Two of the three research instruments
(questionnaire and observation schedule) were then tested for reliability and validity.

3.7.2 Reliability
Golafsheni (2005) defines reliability as the extent to which results are consistent over time. In this case reliability is concerned with the extent to which the instrument yields the same results on repeated trial. The Test-retest technique of reliability testing was used whereby the pilot questionnaires were administered twice to the respondents, with a one week interval, to allow for reliability testing. Then the scores were correlated using Pearson Product-Moment Correlation formula to determine the reliability coefficient. A correlation coefficient of 0.7 was obtained. This was higher than the 0.05 Pearson’s product-moment correlation recommended by Saunders (2009).

3.7.3 Validity of the Instruments
Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Golafsheni, 2005). The validity of these instruments was improved through expert judgment. According to Saunders (2009), content validity of an instrument refers to whether an instrument provides adequate coverage of a topic. In order to check content validity the researcher sought expert opinions where the instruments were discussed in line with the objectives. The ambiguous questions were discarded and the ones which were not in line with the objectives were also discarded.
3.8 Data Collection Procedures

In primary data collection, the researcher collects data using methods such as interviews and questionnaires. The researcher collected data in person using a questionnaire, an observation schedule and an Insha test. The researcher visited all the fourteen schools before commencing data collection. Permission was sought from the schools’ managers. Appointments were made with the subjects and the necessary briefs given. Pupils and teachers in the sampled schools were briefed on the aims of the study and what was expected of them. Efforts were made to assure respondents that the Insha test would not affect their termly academic report. Teachers were also assured that the obtained information would not affect them professionally but would be used for study purposes only.

On the agreed dates, learners were then given one Insha test at different times in all the 14 schools. The researcher supervised the exercise, clarified unclear sections and collected the written compositions. The compositions were sorted out as per Table 3.3 above for marking. Table 3.3 (Number of pupils involved in the study) in each of the 14 schools was obtained by use of the sample size calculator and calculation. Marking was done by the researcher using a marking scheme adapted from the KNEC 2008 K.C.P.E Insha marking scheme (Appendix C). Teachers were given questionnaires to complete as the researcher waited. The waiting was meant to save time and ensure all targeted teachers returned their questionnaires.
The researcher visited each of the 14 sampled schools to observe four Insha writing lessons in each. The information gathered was recorded in the adapted observation schedule. Prior arrangements were made to get the time allocated for Insha writing lesson in each of the 14 schools. Although this would affect the behaviour of the teacher and learners in class, it was the only way of ensuring teachers were present and planned to teach Insha at the scheduled time.

3.9 Data Analysis

Fifty-six observation schedules, 23 teacher questionnaires and 342 pupils’ Insha tests from the 14 schools were used for this study. Each of the 14 schools had an approximate number for the study computed and shown on Table 3.3 using the Creative Research Systems Survey Software. This was computed to ensure proportional representation. The pupils were involved in collecting information about the impact of strategies used in teaching Insha. The research instruments were sorted out to eliminate unusable data, interpret ambiguous answers and verify contradictory data from related questions.

The next step was to serially number all the questionnaires before developing a code system for them. Each likely answer was coded. A code sheet was then developed from the code system. The SPSS program was loaded from the code-sheet. Using the programme, data analysis was carried out. Measures of central tendency (mean, mode and range) were used to derive statistical conclusions. The mean of Insha tests in the three strata was calculated and comparisons drawn.
Using the mode, popular strategies used by teachers were established. The range was essential in establishing the lowest and the highest score in the Insha test. This was important in assessing the influence of strategies in these scores. The presentation of data was done using statistical techniques. This included frequency tables, bar graphs and pie charts.

3.10 Logical and Ethical Considerations

Findings and interpretations of this research were honestly and objectively presented. Statistical procedures were applied without concern for a favourable outcome. Confidentiality was maintained throughout the research. The integrity of the teachers, pupils and schools involved was not revealed to unconcerned persons.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter addresses research findings on teachers’ qualifications, preparations made by teachers before teaching Insha, methods and resources used in teaching Insha and assessment methods teachers use in assessing Insha.

4.2 Teachers’ Qualifications and Experience

Teachers’ professional qualifications and experience are important factors in determining the quality of a teacher as stated by Gathumbi (2010). The ministry of education in Kenya has set P1 as the minimum qualification to teach in a primary school. However some schools in hardship areas still have P2 teachers a grade that has been phased out. To find out teachers’ professional qualifications 23 teachers recorded their qualifications in 23 questionnaires as shown in the following table.

Table 4.1

Teachers’ Academic Qualification in Percentage

<table>
<thead>
<tr>
<th>Qualification</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.ED</td>
<td>3</td>
<td>13.05</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
<td>17.39</td>
</tr>
<tr>
<td>P1</td>
<td>15</td>
<td>65.22</td>
</tr>
<tr>
<td>P2</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

The quality of teachers was further established from their KCSE and PTE performance. KCSE performance was important because it provided the required
background for professional training in college where Kiswahili is offered as a compulsory subject. PTE performance was considered because it may influence the teachers’ attitude towards teaching Kiswahili. Performance in PTE and KCSE was recorded in 23 questionnaires by 23 teachers and presented in the figures below.

Figure 4.1 Percentage of teachers’ PTE performance

Figure 4.2 Percentage of teachers’ KCSE performance
Further information on colleges where teachers trained was sought. This was important because trainees from Arid and Semi-Arid Lands (ASALs) gain admission to public colleges courtesy of affirmative action. This means that they join colleges with lower grades which may affect their final PTE performance. It was also important to establish the percentage of trainees who schooled in Garissa County and trained at Garissa teachers’ college. The performance of such trainees at PTE and later as teachers may be dependent on attitudes acquired from primary and secondary levels. Questionnaire responses showed that the colleges where the 23 teachers trained were as recorded in Table 4.2.

Table 4.2

*Percentage of Colleges where Teachers Trained*

<table>
<thead>
<tr>
<th>Teachers’ college</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garissa</td>
<td>13</td>
<td>56.51</td>
</tr>
<tr>
<td>Shanzu</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>Mosoriot</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Meru</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Egoji</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Islamic</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Kilimambogo</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Asumbi</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Kamagambo</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Experience is an important factor in teaching as asserted by Gathumbi (2010). More experienced teachers tend to perform better than their less experienced colleagues. Twenty three questionnaires were used to record the experience of 23 teachers as shown in Table 4.3.
Table 4.3

*Percentage Showing Teachers’ Teaching Experience*

<table>
<thead>
<tr>
<th>Experience in yrs</th>
<th>No. of teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>2</td>
<td>8.70</td>
</tr>
<tr>
<td>1-5</td>
<td>9</td>
<td>39.13</td>
</tr>
<tr>
<td>6-10</td>
<td>5</td>
<td>21.74</td>
</tr>
<tr>
<td>11-15</td>
<td>2</td>
<td>8.70</td>
</tr>
<tr>
<td>16-20</td>
<td>3</td>
<td>13.04</td>
</tr>
<tr>
<td>12-25</td>
<td>2</td>
<td>8.70</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

From Table 4.1 above, 95.65% of the teachers were qualified to teach primary school pupils. This implies that professional qualifications cannot be one of the factors contributing to poor performance in Insha in Garissa County. However, KCSE and PTE performance (see Fig.4.1 and 4.2 above) indicates that performance of most teachers was below average. Figure 4.1 show that 78.26% of teachers teaching Kiswahili had a pass in Kiswahili at PTE, 17.39% credit and 4.35% distinction. A pass is a grade that is attained by poor performers who include those who resit the paper after failing (8-9 points) the first attempt. Whereas a distinction is awarded 1-2 points, a pass is awarded 6-7 points. This confirms that the quality of the teacher tasked with implementing the curriculum is wanting as noted by Gathumbi (2010) and Mugambi (2011).

Figure 4.2 above indicates that 69.57% Kiswahili teachers had grade D in Kiswahili at KCSE, 21.74% C and 8.70% B. Twelve is the maximum scored by a student who attains grade A. Nine points are scored by a student who attains B, six
by the one who attains C and three by a D student. Kiswahili being a compulsory subject at PTE, teacher trainees have no option of choosing. This implies that some students who would have opted to drop Kiswahili end up training as Kiswahili teachers. This coupled with poor PTE and KCSE performance is unlikely to produce a quality teacher. This collaborates Freedman (2010)’s views that teachers lacked coherent theory of learning in respect to writing. It is therefore difficult to expect such teachers to produce good results in a subject they themselves did not perform well. Such teachers may encounter challenges in trying out various strategies that would better their teaching.

From Table 4.2 above, 56.52% of the teachers were trained at Garissa teachers’ college, 13.04% at Shanzu and the remaining seven in various colleges across the country. The questionnaire returned by 23 teachers further indicated that 36.09% of the 56.52% teachers had their primary and secondary education in Garissa County. As noted earlier, this 36.09% may be beneficiaries of affirmative action. Challenges on L₁ cited by Ryanga (2002) and Mutugu (2001), attitude and academic performance of the teachers would hinder the performance of these teachers. On academic performance, Buhere (2013) asserts that a teacher who performs poorly in his examinations will have problems interpreting and implementing the curriculum expected of him.
The Kenyan education system has witnessed several reviews over the years. These reviews affect language curriculum and its teaching. Language being dynamic, there is need for language teachers to continue refreshing themselves in both content and pedagogical aspects. From the questionnaires 10(43.48%) out of 23 had attended a Kiswahili language teaching workshop. The other 13(56.52%) had not. Gathumbi (2010) emphasizes the importance of regular workshops to assist language teachers cope with the many changes in teaching and learning language. Lack of regular language workshops would be affecting teachers’ performance. This consequently lowers the quality of pupils they produce.

On experience, Table 4.3 above shows that 69.57% of the 23 teachers have taught for less than 10 years. This is contrary to the views of Gathumbi (2010) and Freedman (2010) who aver that experience is essential in a teacher’s performance. It further indicates that 39.13% have less than five years teaching experience. Garissa County being a hardship zone is unable to retain experienced teachers who in most cases come from other parts of the country. Teachers’ inexperience would therefore be taken as one of the factors hindering teachers’ performance and hence causing poor performance in Insha in Garissa County.

4.3 Preparations Made by Insha Teachers

Effective teaching is influenced by how well a teacher has prepared for the lesson before teaching starts. The teacher needs a well drawn scheme of work derived from the syllabus, a lesson plan and lesson notes for every lesson (Twoli et al.
2007). An observation schedule (Appendix D) was used to establish Insha teachers’ preparations.

A total of 56 Insha lessons were observed; four in each of the 14 schools involved in the study. It was observed that all the 23 teachers schemed for Insha indicating that it would be taught once a week. However pupils Insha books indicated that teachers did not give their pupils Insha tasks on weekly basis as shall be discussed under 4.5 below. Further observation indicated that teachers did not strictly adhere to their schemes. They chose to teach letter writing (friendly or official), Insha za mdokezo, or Insha za Methali. Insha za madokezo are compositions with introductory or ending statements requiring the learners to write the missing section. Insha za methali are compositions written on given proverbs.

The choice of types of Insha during observations could be cases of teachers choosing topics they were comfortable handling for the ‘visitor’. Descriptive compositions, discussion, minutes and speeches were seldom taught although they had been schemed for. Table 4.4 below shows the distribution of types of Insha from the 56 observed lessons.
Table 4.4

*Percentage Distribution of Insha Topics in 56 Observed Lessons*

<table>
<thead>
<tr>
<th>Type of Insha</th>
<th>No. of lessons</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly letter</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Official letter</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Insha on proverbs</td>
<td>12</td>
<td>21.74</td>
</tr>
<tr>
<td>Introductory/ending</td>
<td>10</td>
<td>19.86</td>
</tr>
<tr>
<td>Descriptive</td>
<td>4</td>
<td>7.14</td>
</tr>
<tr>
<td>Discussion</td>
<td>2</td>
<td>3.57</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

From the 56 lessons, it was observed that Insha teachers had neither lesson plans nor lesson notes for the lessons they taught. This contradicted suggestions by Nasibi (2003) and Twoli et al (2007) who stated that lesson plans and lesson notes enhanced the quality of lessons delivered. Using the observation schedule, Table 4.5 below shows the various resources Insha teachers used in place of lesson plans.

Table 4.5

*Percentage of Resources used by Insha Teachers*

<table>
<thead>
<tr>
<th>Resources</th>
<th>No. of lessons</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class text/Insha bora</td>
<td>19</td>
<td>33.93</td>
</tr>
<tr>
<td>Teachers’ guides</td>
<td>21</td>
<td>37.5</td>
</tr>
<tr>
<td>Rough papers</td>
<td>10</td>
<td>17.86</td>
</tr>
<tr>
<td>Off head</td>
<td>6</td>
<td>10.71</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

*Insha bora* is a book that contains examples of various types of Insha. Teachers who used it read a composition for the learners and required them to re-write it. This confirmed the findings of Buhere (2001) and Kabaji (2011) on rote learning. Other class-texts were used as a guide on what was to be covered. They also
served as sources of Insha tasks. This was dangerous because some tasks were irrelevant to the learners. Others needed to be adapted to fit various situations.

Teachers’ guides were used as a source of teaching points in 37.5% of the observed lessons. They replaced lesson plans where they were used. Rough papers were used by teachers to copy introductory and ending statements in *Insha za mdokezo*. They were also used to copy proverbs, idioms and vocabulary that the teacher needed to emphasize to the learners.

Table 4.5 above shows that ‘off head,’ was used as a tool in 10.71% of the observed lessons. This was used to ‘carry’ Insha tasks that the teacher felt did not require reference. Topics such as *Siku ambayo sitaisahau* (The day I will never forget) and *Ndoto ya Ajabu* (Mysterious dream) that were given by teachers have been over-used and should either be replaced or rephrased.

Lack of lesson plans and accompanying lesson notes proposed by Nasibi (2003) and Twoli et al (2007) led to haphazard lesson delivery that could only make the already bad Insha situation worse. In one of the observed lessons, a teacher introduced one Insha, dropped it and started a second one to explain the use of proverbs. In the same lesson the teacher gave pupils a different Insha for their assignment. Such disorganization emanating from lack of planning was witnessed
in most lessons where teachers taught one Insha topic and gave pupils a totally unrelated one for their assignment.

From lesson observations made, it was clear that apart from scheming, teachers did not make necessary preparations as suggested by Margaret (2008), Mbua (2000) and Freedman (2010) to teach Insha. This lack of preparation hampered effective delivery and cannot be expected to produce any good results. It also narrowed the teachers’ options on choice of appropriate teaching strategies.

4.4 Methods Used by Insha Teachers

There are several teaching methods that a teacher may employ in his teaching. A questionnaire and an observation schedule were used to find out the methods teachers used in teaching Insha. The observation schedule (Appendix D) had a checklist of methods.

From 56 observed lessons and 23 returned questionnaires it was found out that teachers used six methods presented in the following figure.
Number of teachers and their preferred teaching methods

Lecture method was used to introduce a topic and state the requirements of the given task. Other teachers used it to explain the structure of Insha (Introduction, body and conclusion). It was also employed in explaining the meaning of idioms, vocabulary and proverbs. This explanation was done in a vacuum and it encouraged rote learning cited by Kabaji (2011) of idiomatic expressions, vocabulary and proverbs.

Narration was employed in narrating oral narratives and events. Pupils were then required to re-write the narrated task as accurately as possible. Using narration this way denied learners an opportunity to creatively explore writing as proposed by Mogambi (2011) hence leading to shallow learning.
Teachers used role-play to introduce story lines. They also employed it in developing conflict. Question-answer was used to get feedback from pupils. However chorus answers from learners in the observed lessons made the method ineffective. Teachers also half-answered most of the questions hence reversing the intentions of question-answer. Discussion and group-work were used to brainstorm on a topic and come up with relevant points. The two methods were briefly used during lessons with teachers citing lack of time in employing them effectively.

From Figure 4.3, lecture and question-answer were used by all the 23 teachers. This was recorded in the questionnaires and confirmed from the observed lessons. Reading method was used by 17 teachers. The returned questionnaires indicated that narration, role play and group-work were not commonly used. This was further confirmed from the 56 observed lessons. From the questionnaires, teachers cited lack of time, high pupil population, heavy teachers load as the main reasons for failure to use these methods.

The findings indicate that teachers did not give learners the required guidance to develop the writing skills. The instruction programme did not take into consideration individual differences as suggested by Mbua (2000). Learners were denied time to brainstorm and adventure on writing activities that concern them as proposed by Margaret (2008). By reading Insha examples to learners and narrating events for them to mimic, teachers limited their creativity options confirming
Kabaji (2011)’s assertion of use of retrogressive methods. That teachers employed wrong strategies in teaching Insha writing would be one of the reason why performance in Insha has remained below average.

From the 23 teachers’ questionnaires: reports, hot seating, project work and pictorial analysis are other methods that Insha teachers thought would enable them better their Insha teaching. Table 4.6 below shows the teachers’ preference of methods.

Table 4.6

*Number of Teachers and Their Preferred other Teaching Methods*

<table>
<thead>
<tr>
<th>Suitable teaching methods</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>15</td>
</tr>
<tr>
<td>Hot seating</td>
<td>12</td>
</tr>
<tr>
<td>Project work</td>
<td>7</td>
</tr>
<tr>
<td>Pictorial analysis</td>
<td>18</td>
</tr>
</tbody>
</table>

The teachers who suggested use of reports stated that reports given by students during assemblies and classes on school occurrences would improve learners’ oral skills. This would eventually influence individual writing skills positively. Teachers did not use this method because the same students were willing to give reports. To encourage more participants, there is need to organise more sessions with smaller audiences to boost the learners’ confidence.
Teachers who suggested hot seating method believed it could boost learners’ confidence in language use. The method would also give learners practice in using a variety of grammatical structures. Uncooperative learners discouraged Insha teachers from employing hot seating method. To encourage more learners to take the ‘hot seat’ teachers should involve learners in selecting tasks for hot seating. The selected tasks should be relevant to the learners’ day to day activities as suggested by Margaret (2008).

Project work would enrich learners’ vocabulary and develop their report writing skills according to teachers who suggested it. They however cited lack of support from school managers which discouraged them from employing the method. Teachers should start off with smaller projects that would not demand large amounts of money. Pictorial studies would enhance learners’ creativity; analytical skills and assist learners develop cohesive work. Teachers cited lack of appropriate pictures as a great hindrance to the application of the method. Teachers should be encouraged to get pictures or cartoons, from newspapers, employ services of artists or draw their own simple pictures to successfully employ the method. The methods suggested may complement the other general methods of teaching discussed earlier. Teachers however cited lack of enough time in using these methods.
Although there are two main strategies of teaching (expository and heuristic) most teachers involved in the current study preferred the expository strategy. The expository (transmission) strategy is largely direct instruction with the teacher mostly telling the learner while the learner passively listens and takes notes. It is teacher centered where the teacher is the centre of nearly all the activities in the classroom. Teachers using this strategy use lecture, storytelling, narratives, teacher demonstration, text reading, recitation, note taking and audio-visual presentation methods. In the current study all the 23 teachers used lecture method, 17 read Insha examples for learners to mimic and eight used narratives contrary to proposals by Angelo (2010).

The heuristic (discovery) strategy is indirect, with the teacher helping the learner to find out by posing questions, guiding, indicating sources of information and sharing ideas, problems and solutions which is in conformity with Angelo (2010)’s views. The strategy is described as learner-centered, since the learner is at the centre of most learning activities. The teacher’s role is minimal but vital. He takes up the role of facilitator guiding learners, providing suitable resources to ensure that the learner achieves set objectives. Project work, small group work, role-play, discussions and inquiry are some of the methods used in the heuristic strategy. In the current study, teachers cited group-work, role-play and discussion as other methods that would make their delivery more successful. Group-work was cited by 21.74%, role-play 8.70% and discussion 65%. They however blamed their failure
to use these heuristic strategies on lack of enough lesson time and unco-operative pupils.

The questionnaire was used to determine the type of tasks given, reasons for giving those tasks and sources of the tasks. Teachers stated that they gave their learners dictation, grammar, sentence construction and completing passages to improve Insha writing. Teachers gave dictation exercises to improve spelling, listening accuracy and writing speed. Grammatical exercises were given to improve grammatical competence especially on Subject Verb Agreement. Completing passages was meant to assist learners in developing cohesive and compact pieces of writing. It improved grammar by using the right words in the blank spaces. Sentence construction was aimed at understanding the context in which words were used. Table 4.7 below shows the tasks given by teachers to develop Insha writing.
Table 4.7

*Number of Teachers and Instructional Materials They Use*

<table>
<thead>
<tr>
<th>Instructional material</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalkboard</td>
<td>23</td>
</tr>
<tr>
<td>Reading materials</td>
<td>23</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>23</td>
</tr>
<tr>
<td>Charts</td>
<td>6</td>
</tr>
<tr>
<td>Photographs</td>
<td>5</td>
</tr>
<tr>
<td>Models</td>
<td>5</td>
</tr>
<tr>
<td>Newspapers</td>
<td>2</td>
</tr>
<tr>
<td>Class readers</td>
<td>1</td>
</tr>
</tbody>
</table>

Dictation and sentence construction exercises were picked from class-texts. Exercises on passages were from past papers and *Taswira ya Mtihani*. *Taswira ya Mtihani* is a revision book that has a wide range of KCPE revision exercises. The book was also the main source of grammar exercises given.

The given tasks must be relevant, relate to school life and learners’ experiences, learners must be involved in developing these tasks so that they can appreciate and own them as suggested by Margaret (2008). Dictation and grammar are remedial exercises given for correction purposes. Emphasis on vocabulary, proverbs and idiomatic expressions create a communication barrier when wrongly used as noted in the Insha test. Table 4.7 above indicates that dictation and grammar were the most preferred tasks given to Improve Insha writing. Dictation was aimed at correcting spelling mistakes among learners. Grammar being the backbone of
language, targeted construction of correct grammatical structures before they could be developed to prose.

Although completing passages can assist one in acquiring organizational skills, it mainly aims at perfecting the correct use of noun classes. The findings indicate that most tasks given were inadequate and irrelevant to the learners. Insha teachers need to creatively come up with specific tasks and exercises that develop Insha writing. Such tasks should derive naturally from a conversation, learners’ environment, something read or visual material that will prepare learners to tackle other Insha writing tasks.

4.5.1 Insha Guidance Given to Learners

Guiding a learner is essential in that it gives proper direction and motivation to undertake a task. Lack of the same causes frustration and discourages learners. Efforts by Insha teachers involved in the current study to guide learners were recorded in Figure 4.4 below.

![Figure. 4.4 Frequency of guidance given to Insha learners](image)

*Figure. 4.4 Frequency of guidance given to Insha learners*
Figure 4.4 above shows that 13.04% teachers always guided their learners through Insha tasks. These teachers taught all the tasks they wanted learners to undertake. Most teachers (43.48%) frequently guided their learners. This implies that there were occasions when learners were left on their own contrary to what Freedman (2010) states. Teachers in this group believe that not all Insha tasks require guidance from the teacher to accomplish. This is misleading because a teacher is a permanent guide in all learning activities. Freedman (2010) states that, the writing skill should be taught systematically. Angelo (2010) supports him saying the teacher should guide the learners through all stages of the writing process to achieve desirable results. At no time therefore should learners be left on their own as found out from the study. Another group of 30.44% guided their Insha learners once in a while. They aver that only difficult or complicated Insha tasks needed teachers’ guidance. The teachers’ rating of difficult tasks may be subjective. He should therefore ensure learners are properly guided at all times for successful results. The final group of 13.04% does not give any guidance to learners. These teachers believe that at this level (class seven) learners have received ‘enough’ guidance and they should just be writing.

4.5.2 Challenges Insha Teachers Face in Teaching Insha

Challenges can be frustrating if not handled properly. Figure 4.5 below shows challenges Insha teachers face.
Figure 4.5 above indicates that 18 Insha teachers lacked skills on how to teach various Insha topics. This underscores shortcomings in teacher training colleges and lack of regular in-service programmes for Insha teachers which are key to good performance according to Gathumbi (2010). Learners’ and school managers’ negative attitude towards Kiswahili was recorded by 23 teachers. School managers emphasized spoken English and in some cases set punitive measures for pupils who spoke Kiswahili in the school compound. This should be discouraged because Kiswahili is now a constitutionally recognised language in Kenya (since 2010) as both an official and a national language. This was worse when the Kiswahili teacher was supposed to punish his own pupils as a matter of school policy. Lack of appropriate Insha reference materials was reported by 14 teachers. This confirmed Okwara (2012), Ryanga (2002) and Buhere (2001) who underscored the
significance of teaching and learning resources. Teachers stated that there were no Insha references guiding them on topics, strategies and resources. This challenge was insurmountable to inexperienced teachers who found themselves in schools where they were expected to give guidance to their untrained colleagues.

Twenty teachers felt 35 minutes were not enough to teach an Insha task, assess it and give the learners feedback. This challenge was more critical in understaffed schools as it is the case in most schools in Garissa County. Eight teachers reported that their pupils were an impediment to their teaching. The learners were uncooperative and unwilling to work as hard as teachers expected. This would have resulted from lack of motivation from the teachers’ side. The eight teachers noted that the pupils did not have Insha exercise books. The learners may have used the Insha books for other subjects because of inconsistent Insha tasks given by the teacher. Insha assessment was another challenge reported by 10 teachers. These teachers were keen to know what KNEC looks for in an Insha examination. This knowledge according to Kabaji (2011) would be putting unnecessary emphasis on examinations at the expense of the actual teaching of writing. The fear of the unknown made the teachers feel that they could not confidently assess and advice their learners on what the KNEC examiner would be looking for.
4.6.1 Teaching Resources Used by Insha Teachers

The importance of teaching resources cannot be ignored in a teaching process. Resources offer opportunities for teachers to select suitable methods for Insha. Questionnaires returned by teachers indicated that chalkboard, reading materials, dictionaries, charts, photographs, models and newspapers were used in Insha teaching. Table 4.8 below shows the number of teachers and instructional materials they used as recorded in the questionnaires.

<table>
<thead>
<tr>
<th>Instructional material</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalkboard</td>
<td>23</td>
</tr>
<tr>
<td>Reading materials</td>
<td>23</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>23</td>
</tr>
<tr>
<td>Charts</td>
<td>6</td>
</tr>
<tr>
<td>Photographs</td>
<td>5</td>
</tr>
<tr>
<td>Models</td>
<td>5</td>
</tr>
<tr>
<td>Newspapers</td>
<td>2</td>
</tr>
<tr>
<td>Class readers</td>
<td>1</td>
</tr>
</tbody>
</table>

The observed lessons gave insight on how some instructional materials were used by Insha teachers. Chalkboard was used in writing Insha titles, relevant vocabulary and proverbs. Points to be used for introduction, body and conclusion were given by teachers on the chalkboard. Class-texts and teachers’ guides gave an outline of what was supposed to be taught. Insha tasks were also sought from them. *Insha bora* is a book that has examples of written compositions. The book was used by teachers who read compositions which were re-written by learners thus
encouraging rote learning discouraged by Kabaji (2011) and Buhere (2001). Teachers further used Insha bora to emphasize specific introductory and conclusion statements. This was confirmed from the Insha test where pupils from the same school had the same introduction or conclusion for the given Insha test.

Teachers used dictionaries to refer to meaning of words, idiomatic expressions and proverbs that they wanted learners to use in their Insha tasks. Although charts, photographs, models and newspapers were recorded in the questionnaires, no teacher used them in the observed lessons.

The main reading materials used by Insha teachers were class-texts, teachers’ guides and Insha bora. An observation at the class-texts indicated that the Insha section was brief with no directions on how Insha lessons should be conducted. Others had irrelevant tasks. In one of the observed lessons, Kiswahili sanifu kwa darasa la saba, required pupils to apply for a job in a certain firm in an official letter writing exercise. It is irrelevant because the target pupils are not preparing to join the job market.

*Kamusi ya Kiswahili Sanifu, Kamusi ya Methali* and *Kamusi ya Semi* are dictionaries that teachers advice their pupils to use to score high marks. This was observed by use of the observation schedule. Insha test indicated use of sayings and idiomatic expressions without necessarily communicating. Use of relevant
vocabulary is good. Teachers need to emphasize that the use of vocabulary should not be juxtaposed in a sentence but should enhance communication. Pupils should be discouraged from using proverbs, and idioms whose meaning and use they are not sure of.

It was observed that schools do not give pupils class readers. For learners to be able to write well, they should be expected to do much reading. Only one out of 14 schools gave pupils class readers. In this era of Free Primary Education (FPE) where teaching and learning materials are bought by the government this is a worrying trend. Findings indicate that teachers seldom use teaching resources in their Insha lessons. The three common resources (chalkboard, class-texts and other mentioned reading materials) were wrongly used. Lack of resources which conforms with views of Buhere (2001), Ryanga (2002) and Okwara (2012) restricted the choice of strategies on the teacher impacting negatively on his teaching.

4.6.2 Reference Materials

Reference materials are meant to supplement K.I.E approved class-texts. Lack of them narrows the teachers’ options in choice of strategies, resources and Insha tasks. Table 4.9 below shows references that teachers involved in the study used in preparing their lessons.
Table 4.9

*Number of Teachers and the Reference Materials They Use*

<table>
<thead>
<tr>
<th>Reference</th>
<th>Publisher</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kisw sanifu</td>
<td>Oxford</td>
<td>23</td>
</tr>
<tr>
<td>Kisw mufti</td>
<td>Longhorn</td>
<td>20</td>
</tr>
<tr>
<td>Insha bora</td>
<td>Top Achievers</td>
<td>23</td>
</tr>
<tr>
<td>Gateway</td>
<td>Longhorn</td>
<td>8</td>
</tr>
<tr>
<td>Golden tips</td>
<td>Macmillan</td>
<td>5</td>
</tr>
<tr>
<td>Uandishi wa Insha</td>
<td>Acacia</td>
<td>3</td>
</tr>
<tr>
<td>Mwongozo wa Mwanafunzi</td>
<td>Longhorn</td>
<td>1</td>
</tr>
<tr>
<td>K.C.P.E revision</td>
<td>Longhorn</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 4.7 above indicates that *Kiswahili Sanifu* (23), *Kiswahili Mufti* (20) and *Insha Bora* (23) were used by the highest number of teachers as references. *Kiswahili Sanifu* and *Kiswahili Mufti* are K.I.E approved class-texts that are readily available in most schools. To some teachers, these were the only ‘references’ they used. *Insha Bora* was preferred because of the many Insha examples that it contains. Most teachers read the examples to pupils and asked them to replicate the same without explaining how the examples came about. This teacher-centred strategy does not guide the learner through the process of developing his own text. Gateway, Golden Tips and K.C.P.E Revision were used by eight, five and seven teachers respectively. The three are designed for K.C.P.E examination revision purposes. This rote learning according to Kabaji (2011) cannot bring desired results in the teaching and learning of writing. It is therefore important to equip learners with the necessary Insha skills before exposing them to...
these texts something the teachers who were using them were not doing. These three books have written examples of Insha, a collection of proverbs and idiomatic expressions. K.C.P.E Revision has in addition examples of past K.C.P.E excellent and poor Insha samples.

The Insha teacher needs to come up with proper strategies as suggested by Okwara (2012) and Freedman (2010) that will guide learners through the process of comprehending the examples so that they can develop similar ones. Reading out Insha examples encourages rote learning which does not develop the creativity of the learner. Proverbs and idiomatic expressions should be used in their respective contexts. It is not enough for the learner to know them if he does not know their meaning and application in their right contexts. Uandishi wa Insha was used by three teachers and Mwongozo wa Wanafunzi one. The two texts have Insha examples like the other books discussed above. The teacher using Mwongozo wa Wanafunzi stated that it had more Insha tasks than the other books discussed above.

None of the books discussed above guides the teacher or the learner on how to come up with a quality Insha. Lack of comprehensive guidance on how to handle various Insha topics in the discussed texts was reported by 19 (82.61%) of the teachers. Only 4 (17.39%) were satisfied with the available Insha references. The texts that just start with examples end with examples. Failure by K.I.E to approve
Insha texts worsens the situation. As a matter of policy schools are not allowed to buy books that have not been approved by K.I.E.

4.7.1 Assessment Methods Used by Insha Teachers

To investigate the assessment methods, the study sought to establish the regularity of Insha tasks given to pupils, assessment methods used in assessing them, mistakes noted in compositions and how teachers rated their Insha learners. Questionnaires were used to establish the regularity of Insha tasks, assessment methods, and pupils’ mistakes. Pupils’ Insha exercise books were used to cross-check the questionnaire responses on the three aspects. Insha test was used to confirm pupils’ mistakes in Insha. Questionnaires were used to establish how teachers rated their pupils. Figure 4.6 shows the frequency of Insha tasks given to learners from returned questionnaires.

![Pie chart showing frequency of Insha tasks given to learners](image)

Figure. 4.6 Frequency of Insha tasks given to learners
Although 30.43% teachers said they gave Insha tasks weekly and 8.70% gave after every two weeks; this was not the case. An observation on pupils Insha books indicated that the highest tasks a teacher gave in a term were four. This conclusion was arrived at after carrying out an observation in all the 14 schools. Writing is a production skill that needs practice to perfect it. The tasks given must be frequent to give learners enough practice on writing as proposed by KNEC (2005) and (2008). It was noted that Insha tasks given were inadequate to perfect the skill.

The questionnaire was used to determine the assessment methods used by teachers. All the 23 teachers stated that they used the KNEC format in assessing Insha. The KNEC format recommends that marks be awarded for content, vocabulary, cohesion and style. The total of marks awarded in every category gives the final mark. However an observation of pupils marked work had few wrong words underlined and a final mark given. These arbitrary marks do not help the student. The Insha teacher should give comments for each category with the aim of assisting the learner to improve.

Insha test and the questionnaire were used to determine learners’ mistakes in Insha. From the questionnaires, the 23 teachers reported mistakes in punctuation, noun classes, spelling, tenses and inadequate length. Teachers seemed to agree that learners had problems in paragraphing, poor handwriting, wrong use of proverbs
and idiomatic expressions. The above mistakes were in agreement with the ones found in the Insha test.

Using the questionnaires, it was noted that 73.91% of the teachers said their learners were average. However the marked Insha test found all the 342 learners to be below average. This is further confirmed by KNEC K.C.P.E examination results discussed earlier. The questionnaire was used to find out teachers plan to remedy the situation. Teachers did not seem to have a clear plan on how to remedy the situation or rectify the learners’ mistakes. They suggested reduction of work load, increment of Kiswahili lessons, and motivating teachers. All these are matters at policy level and there is need for teachers to strategize on how to change from their own classrooms. Proper assessment that takes into account content, vocabulary structure, cohesion and style would assist learners and teachers to focus on mistakes in order to rectify them.

4.7.2 Mistakes in Learners’ Insha

There are several mistakes found in learners’ Insha. Learners are penalized for these mistakes hence lowering their final Insha mark. From questionnaires, teachers cited mistakes in noun classes, vocabulary, relevance, paragraphing, punctuation, and spelling. The knowledge of noun classes is fundamental in Kiswahili language. Teachers indicated that learners placed nouns in wrong noun classes. The most affected noun class was A-WA where learners placed nouns starting with *KI* such as *kijana, kwete* and *kipofu* in the KI-VI class. Teachers
suggested more exercises on noun classes to remedy the situation. It is important to note that the fact that there was no improvement indicates that the exercises were either inadequate or ineffective. Teachers need to identify problematic noun classes and handle them comprehensively one after the other.

On vocabulary, teachers reported that learners used idiomatic expressions and Kiswahili proverbs haphazardly. They also used vocabulary that was not relevant to the title of the given Insha task. To remedy the situation, teachers suggested intensive reading of story books. As discussed earlier, most schools had an acute shortage of class readers. Suggestions on specific relevant class readers would help learners and schools that intend to buy them. Teaching vocabulary should be contextual as much as possible. Here is need to encourage learners to use idiomatic expressions, proverbs and vocabulary that is relevant to the given task.

From questionnaires, teachers cited irrelevance as the other mistake in learners Insha. They proposed more Insha exercises to correct the situation. The current study notes that irrelevant compositions would be a result of rote learning where learners are advised to mimic examples of written ones. Teachers need to develop the writing skill in a process that will allow learners to create their own work that is relevant to given tasks.

Paragraphing was another challenge that that teachers cited. Students used paragraphs that were irregular in length. Teachers reported that learners did not
know when to start and end a paragraph. To arrest the situation teachers suggested that learners need to be taught paragraphing skills. This should be taught by use of short composition exercises tailored to develop paragraphing skills.

Punctuation was cited as a common mistake in learners Insha exercises. Learners had problems with use of capital letters, quotation marks and full stops. Teachers suggested that efforts should be made to teach initial, middle and end punctuation marks. Learners should also be taught the uses of various punctuation marks. Spelling mistakes were also reported by teachers. They proposed dictation exercises to correct the misspelt words. Some spelling mistakes emanate from learners negligence. Such mistakes could be corrected by encouraging learners to edit their work at all times after writing it.

4.7.3 Learners’ Mistakes in the Insha test

Although the learners were grouped into three strata, there was no uniqueness in the mistakes that were noted in their written compositions. This would be attributed to similar weaknesses as witnessed in their similar mean scores. The three groups attained mean scores of 27.78%, 26.88% and 28.82% respectively. The learners’ mistakes were analyzed on the basis of the adapted KNEC K.C.P.E 2008 Insha marking scheme (Appendix C). The marking scheme outlined 10 categories of assessing and awarding a KNEC Insha (see Appendix C). It further gave four categories of awarding a KNEC Insha paper. These categories were: content, vocabulary, style and structure and cohesiveness and compactness. Marks
on content, range from 0 to 20. The learners’ Insha should be relevant to the given
task. Vocabulary use also included penalties on grammatical mistakes. Marks in
this category ranged from 0 to 12. Under style and structure emphasis were laid on
the type of Insha, paragraphing and shapes of letters. In cohesiveness and
compactness, order and compactness of thoughts and flow of sentences were
assessed. It is these four categories proposed by Njuguna (2012) that formed the
basis of the given test’s analysis.

On content, the given Insha test (Appendix B) targeted a story that would reflect a
state of unawareness that would culminate to a sad ending. It was noted that some
learners had compositions in their minds which they waited to ‘paste’ in an
examination they thought matched their memorized work. This problem of
learners ‘pasting’ well rehearsed unrelated compositions was noted in a total of 62
learners from all the three strata. Of this 13.54% were from stratum A, 16.67%
stratum B and 21.33% stratum C. Most learners started the already started test
afresh disregarding the given introductory sentence. A group of learners wrote
celebrating the rain. This group was comprised of 15.63% from A, 12.5% B and
6.67% from stratum C. This would be attributed to the learners’ nomadic
background where rainfall is a big blessing. Learners however need to be
reminded that excess rainfall can be destructive.
Learners had a lot of problems in the vocabulary category. No single learner portrayed above average use of vocabulary. This is a pointer to the little reading reported earlier (section 4.4.1 above). To improve vocabulary reading of appropriate class readers and other relevant materials is inevitable. Proverbs, idiomatic expressions, similes and onomatopoeic words were juxtaposed carelessly. This was a direct result of teachers’ emphasis on them without explaining their contextual usages. This problem was observed in every script with varying intensity.

In grammar, problems were noted in subject verb agreement. *I-ZI* and *A-WA* noun classes were the most affected with learners writing *mbuzi zetu* instead of *mbuzi wetu* for example. Problems on the use of noun classes (*ngeli*) were noted in all compositions. Knowledge of noun classes and the rules governing each one of them is fundamental in Kiswahili. To alleviate this problem, carefully designed grammatical exercises on all noun classes should be given to learners.

The use of sheng was noted in 8.33% of A learners, 6.25% of B and 3.33% of stratum C. This negligible use of sheng would be attributed to lack of urban influence on language. Most residents in the county mainly converse in Somali language. Punctuation related mistakes were noted in all the scripts. The most common one was absence of an apostrophe in words such as *ng’ombe* and *ng’ambo*. This would be as a result of lack of /ng/ in the Somali language. Other
sounds that learners found challenging were /č/ where they wrote shai instead of
chai, /z/ (saa instead of zaa). Learners were unable to know when to use /b/ or /p/, /č/ or sound’ j’.

Learners did not have a problem with the Insha type. They all wrote in prose form. However, paragraphing was a great challenge to the learners. Most learners just indented their work to show the start of non-existent paragraphs. Non-existent because they lacked independence from preceding ones or did not convey fresh points. The worst scenario was where 18.75%, 17.71% and 20.66% learners from Strata A, B and C respectively wrote one paragraph only compositions. On style learners had problems with capital letters K, C, M, Z, S, W, I, O, P, X, V and M. A few learners, a total of 15 (4.39% of the total) had problems in shapes of E, g, f, y and z where they changed the standard shapes of the named letters. Another challenge in this category was learners changing their handwriting’s slant in the same composition. This was witnessed in 3.13% of A, 4.17% of B and 4% of stratum C.

Cohesiveness and compactness was a challenge to all the learners as witnessed in their below average mean scores. Learners were unable to arrange their thoughts and events in a clear sequence. The smooth flow of sentences was lacking. Thoughts were haphazardly arranged and unrelated.
Although there was no penalty indicated in the marking scheme for short compositions, it is worth noting that 23.96% of A 27.08% of B and 27.33% of C wrote compositions of one page length or less. In the marking scheme, learners were expected to write more than one and half pages. With less than one and a half pages the learner would not have answered the question effectively.

4.7.4 Performance in Insha

An Insha test was given to learners and marked to establish their performance in Insha. The test was adopted from KNEC K.C.P.E 2008 (Appendix B) Insha examination. It was appropriate because class seven pupils had covered enough (according to their syllabus) to tackle the Insha. The adapted KNEC 2008 Insha marking scheme (Appendix C) was used in marking the test.

Class seven pupils from the 14 schools were given the test. The tests were sorted according to initially determined strata. The 14 schools had been grouped into three strata based on their KCPE performance in Kiswahili. Stratum A had schools that had recorded a mean score of C plain, Stratum B had those that had a mean of C minus and Stratum C had ones that had recorded below D plus. The 342 marked compositions were grouped into their respective stratum as shown in Table 4.10 below.
Table 4.10

*Number of Scripts Used for the Study*

<table>
<thead>
<tr>
<th>Stratum</th>
<th>No. of scripts</th>
<th>Stratum mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stratum A</td>
<td>96</td>
<td>C</td>
</tr>
<tr>
<td>Stratum B</td>
<td>96</td>
<td>C-</td>
</tr>
<tr>
<td>Stratum C</td>
<td>150</td>
<td>D+</td>
</tr>
</tbody>
</table>

The number of scripts for each stratum was arrived at by use of the sample size calculator and calculation. The scripts were marked and scores recorded as seen in Tables 4.11, 4.12, 4.13 and 4.14 below.

Table 4.11

*Insha Test Mean Performance of Stratum A $\bar{X} = C$*

<table>
<thead>
<tr>
<th>Class</th>
<th>Mid-Point (x)</th>
<th>Frequency (f)</th>
<th>fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-9</td>
<td>7</td>
<td>48</td>
<td>336</td>
</tr>
<tr>
<td>10-14</td>
<td>12</td>
<td>25</td>
<td>300</td>
</tr>
<tr>
<td>15-19</td>
<td>17</td>
<td>15</td>
<td>255</td>
</tr>
<tr>
<td>20-24</td>
<td>22</td>
<td>8</td>
<td>176</td>
</tr>
<tr>
<td>Total</td>
<td>$\Sigma f=96$</td>
<td>$\Sigma fx$ 1067</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Average mark is 11.11
Table 4.12

**Insha Test Mean Performance of Stratum B X = C**

<table>
<thead>
<tr>
<th>Class</th>
<th>Mid-Point (x)</th>
<th>Frequency (f)</th>
<th>fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-9</td>
<td>7</td>
<td>45</td>
<td>315</td>
</tr>
<tr>
<td>10-14</td>
<td>12</td>
<td>33</td>
<td>396</td>
</tr>
<tr>
<td>15-19</td>
<td>17</td>
<td>15</td>
<td>255</td>
</tr>
<tr>
<td>20-24</td>
<td>22</td>
<td>3</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>Σf=96</td>
<td>Σfx 1032</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Average mark is 10.75

Table 4.13

**Insha Test Mean Performance of Stratum C X ≤ D**

<table>
<thead>
<tr>
<th>Class</th>
<th>Mid-Point (x)</th>
<th>Frequency (f)</th>
<th>fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-9</td>
<td>7</td>
<td>69</td>
<td>483</td>
</tr>
<tr>
<td>10-14</td>
<td>12</td>
<td>43</td>
<td>516</td>
</tr>
<tr>
<td>15-19</td>
<td>17</td>
<td>21</td>
<td>357</td>
</tr>
<tr>
<td>20-24</td>
<td>22</td>
<td>17</td>
<td>374</td>
</tr>
<tr>
<td>Total</td>
<td>Σf=150</td>
<td>Σfx=1730</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Average mark is 11.53
Table 4.14

**Insha Test Overall Mean Performance of All Pupils**

<table>
<thead>
<tr>
<th>Class</th>
<th>Mid-Point (x)</th>
<th>Frequency (f)</th>
<th>fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-9</td>
<td>7</td>
<td>162</td>
<td>1134</td>
</tr>
<tr>
<td>10-14</td>
<td>12</td>
<td>101</td>
<td>1212</td>
</tr>
<tr>
<td>15-19</td>
<td>17</td>
<td>51</td>
<td>867</td>
</tr>
<tr>
<td>20-24</td>
<td>22</td>
<td>28</td>
<td>616</td>
</tr>
<tr>
<td>Total</td>
<td>Σf=342</td>
<td>Σfx=3829</td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Average mark is 11.20

Table 4.11 above indicates that Stratum A learners’ average performance was 11.11(27.78%) with 91.67% pupils scoring less than 20 (50%) out of 40 marks. Stratum B (Table 4.12 above) recorded a mean of 10.75 (26.88%). The pupils who scored below 20 (50%) in this stratum were 96.88%. Pupils in Stratum C (Table 4.13 above) attained a mean score of 11.53(28.82%) with 88.67% of them scoring less than 20 (50%). Although the overall performance in the Insha test was wanting (Table 4.13 above), Stratum C pupils recorded a better result than A and B.

The mean scores in the three strata in percentage are 27.786%, 26.875% and 28.83% respectively. In a class size of five that is 25-29 the three mean scores fall in the same class size. The mean score of the three strata combined is 11.20 out of 40 which translates to 28% of the total Insha mark. The deviations of the percentage mean scores from the combined mean scores are 0.764%, 4.018% and
2.96% respectively. The mean of the three mean scores is 11.13 out of 40 which translates to 27.825%. The difference of this mean from the actual mean is 0.17. These analyses indicate that there is no significant difference in scores in the three strata. This further implies that there is no significant difference in the strategies Insha teachers employ in teaching Insha in schools in the three strata.

4.7.4 Learners’ Mistakes in the Insha test

Although the learners were grouped into three strata, there was no uniqueness in the mistakes that were noted in their written compositions. This would be attributed to similar weaknesses as witnessed in their similar mean scores. The three groups attained mean scores of 27.78%, 26.88% and 28.82% respectively. The learners’ mistakes were analyzed on the basis of the adapted KNEC K.C.P.E 2008 Insha marking scheme (Appendix C). The marking scheme outlined 10 categories of assessing and awarding a KNEC Insha (see Appendix C). It further gave four categories of awarding a KNEC Insha paper. These categories were: content, vocabulary, style and structure and cohesiveness and compactness. Marks on content, range from 0 to 20. The learners’ Insha should be relevant to the given task. Vocabulary use also included penalties on grammatical mistakes. Marks in this category ranged from 0 to 12. Under style and structure emphasis were laid on the type of Insha, paragraphing and shapes of letters. In cohesiveness and compactness, order and compactness of thoughts and flow of sentences were assessed. It is these four categories proposed by Njuguna (2012) that formed the basis of the given test’s analysis.
On content, the given Insha test (Appendix B) targeted a story that would reflect a state of unawareness that would culminate to a sad ending. It was noted that some learners had compositions in their minds which they waited to ‘paste’ in an examination they thought matched their memorized work. This problem of learners ‘pasting’ well rehearsed unrelated compositions was noted in a total of 62 learners from all the three strata. Of this 13.54% were from stratum A, 16.67% stratum B and 21.33% stratum C. Most learners started the already started test afresh disregarding the given introductory sentence. A group of learners wrote celebrating the rain. This group was comprised of 15.63% from A, 12.5% B and 6.67% from stratum C. This would be attributed to the learners’ nomadic background where rainfall is a big blessing. Learners however need to be reminded that excess rainfall can be destructive.

Learners had a lot of problems in the vocabulary category. No single learner portrayed above average use of vocabulary. This is a pointer to the little reading reported earlier (section 4.4.1 above). To improve vocabulary reading of appropriate class readers and other relevant materials is inevitable. Proverbs, idiomatic expressions, similes and onomatopoeic words were juxtaposed carelessly. This was a direct result of teachers’ emphasis on them without explaining their contextual usages. This problem was observed in every script with varying intensity.
In grammar, problems were noted in subject verb agreement. *I-ZI* and *A-WA* noun classes were the most affected with learners writing *mbuzi zetu* instead of *mbuzi wetu* for example. Problems on the use of noun classes (*ngeli*) were noted in all compositions. Knowledge of noun classes and the rules governing each one of them is fundamental in Kiswahili. To alleviate this problem, carefully designed grammatical exercises on all noun classes should be given to learners.

The use of sheng was noted in 8.33% of A learners, 6.25% of B and 3.33% of stratum C. This negligible use of sheng would be attributed to lack of urban influence on language. Most residents in the county mainly converse in Somali language. Punctuation related mistakes were noted in all the scripts. The most common one was absence of an apostrophe in words such as *ng’ombe* and *ng’ambo*. This would be as a result of lack of /ng/ in the Somali language. Other sounds that learners found challenging were /č/ where they wrote *shai* instead of *chai*, /z/ (saa instead of zaa). Learners were unable to know when to use /bl/ or /pl/, /č/ or sound’ j’.

Learners did not have a problem with the Insha type. They all wrote in prose form. However, paragraphing was a great challenge to the learners. Most learners just indented their work to show the start of non-existent paragraphs. Non-existent because they lacked independence from preceding ones or did not convey fresh
points. The worst scenario was where 18.75%, 17.71% and 20.66% learners from Strata A, B and C respectively wrote one paragraph only compositions. On style learners had problems with capital letters K, C, M, Z, S, W, I, O, P, X, V and M. A few learners, a total of 15 (4.39% of the total) had problems in shapes of E, g, f, y and z where they changed the standard shapes of the named letters. Another challenge in this category was learners changing their handwriting’s slant in the same composition. This was witnessed in 3.13% of A, 4.17% of B and 4% of stratum C.

Cohesiveness and compactness was a challenge to all the learners as witnessed in their below average mean scores. Learners were unable to arrange their thoughts and events in a clear sequence. The smooth flow of sentences was lacking. Thoughts were haphazardly arranged and unrelated.

Although there was no penalty indicated in the marking scheme for short compositions, it is worth noting that 23.96% of A 27.08% of B and 27.33% of C wrote compositions of one page length or less. In the marking scheme, learners were expected to write more than one and half pages. With less than one and a half pages the learner would not have answered the question effectively.
4.8 Summary

Findings indicate that all the teachers involved in the study were professionally qualified to teach class seven Kiswahili. Most teachers however performed poorly in both KCSE and PTE. It was noted that many of them had less than 10 years teaching experience. Thirteen, 56.52% of the teachers schooled in Garissa County from primary to college.

On preparation, teachers did not prepare lesson plans and lesson notes. This led to use of inappropriate methods and resources. The resources used were few and wrongly used. It was noted that Insha tasks given to learners were inadequate. The tasks and exercises given to develop Insha skills were irrelevant and teacher-centered. The Insha test given recorded a poor performance of 28%. This poor performance would be attributed to teacher-centred strategies employed by Insha teachers as observed in actual Insha lessons and recorded in teachers’ questionnaires. This was further confirmed in the Insha test. Most marked scripts had similar introductory paragraphs for pupils from the same school. This is a pointer to rote learning resulting from mimicking already written compositions read to them by their teachers. Irrelevant use of proverbs and idiomatic expressions points to the wrong strategies used in teaching meaning and use of the sayings.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter gives a summary of teachers’ qualifications and experience, preparations made by Insha teachers, methods used by Insha teachers, teaching resources used, and assessment methods used, types of tasks teachers give to develop Insha writing and pupils’ Insha performance. It also gives conclusions derived from the study, recommendations and suggestions for further research.

5.2 Summary of Findings

This sub-section gives a summary of study findings. It addresses teachers’ qualifications and experience, preparations made by Insha teachers, teaching methods and resources used, assessing methods, tasks to develop Insha writing and performance in Insha.

5.2.1 Teachers Qualifications and Experience

The study sought to establish the teachers training levels, teaching experience and the in service programmes they had attended. These factors affect the quality of teachers and their teaching. All the 23 teachers involved had the minimum qualifications to teach class seven pupils Kiswahili. One teacher had Primary Teacher II (P₂) qualification, 65.22% had P₁, 17.39% diploma and 13.04% were Bachelor of Education graduates.
Garissa Teachers’ Training College trained 13 (56.52%) of the teachers, Shanzu 4 (13.04%) and Meru, Mosoroit, Egoji, Islamic, Kilimambogo, Asumbi and Kamagambo trained one each. Six, (26.087%) of the 13 teachers trained at Garissa Teachers’ Training College, schooled in Garissa County from primary to college. Ten of the 23 teachers had attended at least one Kiswahili language teaching workshop. This implies that 56.52% had not been in- serviced since they graduated.

On experience, 16 (69.57%) teachers had taught for less than 10 years. of these 8.70% had taught for less than one year, 39.15% 1-5 years, and 21.74% 6-10 years. Seven of the 23 teachers had taught for more than 10 years. Two of them had taught for 11-15 years, 13.04%, 16-20 years and 8.70% for 21 -25.

5.2.2 Preparations made by Insha teachers.

Preparations made by Insha teachers were investigated because they impact on the teaching process. It was noted that all the 23 teachers had schemed for Insha lessons. However none of the teachers had a lesson plan or lesson notes for the 56 Insha lessons observed. Teachers relied on class-texts (33.93%), teachers’ guides (37.5%), rough papers (17.86%) and off-head (10.71%) to deliver their Insha lessons.
5.2.3 Teaching methods used by Insha teachers.

Expository was the main strategy used by the sampled teachers. The teachers did much of the talking transmitting instructions to learners. Lecture and question-answer methods were used by all the 23 teachers. Although discussion, role play, group work and narration were not clearly used in the observed lessons, 15(65.22%) said they used the discussion method, 8(24.78%) narration, 5(21.74%) group work and 2(8.70%) role play.

5.2.4 Teaching resources used by Insha teachers

The study sought to find out the teaching resources that Insha teachers use to enhance their lessons. Chalk board, reading materials (class-texts, teachers’ guides and dictionaries) were used by all the 23 teachers. Although teachers stated that they used charts, photographs and models, these were not evident in the observed lessons. Six teachers stated that they used charts, five photographs, five others models and two made use of newspapers.

Teachers emphasized the use of Kamusi ya Kiswahili Sanifu, Kamusi ya Methali and Kamusi ya Semi among their learners. Only one school gave learners class readers. The same school had Taifa Leo newspaper (Monday edition) available for the learners use.
5.2.5 Methods Teachers use in Assessing Insha

On assessment 17 (73.93%) teachers stated that their pupils were average in Insha while 6(26.09%) rated theirs below average. It was noted that 14(60.87%) teachers gave their learners Insha tasks once in a while. This meant that the tasks given were not regular. Seven (30.43%) teachers gave Insha tasks weekly and two (8.70%) gave after every two weeks.

Although not strictly adhered to, all the teachers assessed their learners using KNEC guidelines. Marks were awarded for content (maudhui) vocabulary (msamiati) cohesion and compactness (mtiririko na mshikamano) and style and structure (mtindo na muundo). Teachers did not show marks for these categories. They gave an overall mark which according to them was derived from the categories.

To improve Insha writing all the sampled teachers gave dictation and grammar exercises to their pupils. Sentence construction using new words, proverbs and idiomatic expressions was given by 21 teachers. The other task given by 15 teachers was filling blank spaces to complete a given passage.

5.2.6 Pupils’ Performance in Insha

Class seven pupils were given a standardized Insha test to test their performance. The total number of pupils tested was 342. The scores were: 162 pupils scored
17.5%, 101 scored 30%, 51 scored 42.5% and 28 scored 55%. The average performance of the pupils was 28%.

5.3 Conclusions

The main objective of this study was to investigate teachers’ instruction strategies in Insha and their impact on class seven pupils performance. The study was anchored on the Educational Productivity theory by Walberg (1984) as discussed by Grew (2003). It had a keen interest on: teaching methods and resources teachers use in Insha, impact of the methods used in learners’ performance, the preparations teachers make before teaching Insha lessons and methods teachers use in assessing Insha.

The study was important because Insha K.C.P.E performance has remained below average over the years according to KNEC reports and previous studies on Insha have not changed the situation. To address the research problem, the study used consecutive sampling of the non-probability sampling technique (Saunders, 2009) to select the 14 schools used in the study.

Based on the findings, it was established that all the involved teachers were qualified to teach class seven Kiswahili. One teacher had P2 qualification, 15(65.22%) P1, 4 (17.39%) diploma and 3(13.04%) bachelors’ degree. It was however noted that 78.26% of the teachers had a pass at PTE and 69.57% scored
grade D at KCSE. Of these teachers 13 (56.52 %) were trained at Garissa Teachers’ Training College.

The number of teachers who had attended a Kiswahili teaching workshop was 10(43.48%). Length of relevant teaching experience suggested by Awino (2011) lacked in most teachers with 16(69.57%) having taught for less than 10 years.

Although all Insha lessons were schemed for, lesson plans and lesson notes were not prepared for the same. A lesson plan shows clearly all activities that are going to take place during the lesson and the order in which they are going to follow. Nasibi (2003), states that lack of it interferes with the systematic management of how the lesson will be executed by the teacher from introduction to conclusion.

The study found that the expository strategy was the main strategy used by Insha teachers. Question-answer and lecture were the most common methods among teachers. According to Twoli et al (2007) the expository strategy is teacher-centered and tends to lead to shallow learning. The performance of the Insha test given was below average with schools in all the three strata scoring 11.11, 10.75 and 11.53 out of 40 respectively. These poor scores would be indicative of the poor strategies employed by Insha teachers.
On resources, Insha teachers lacked creativity in identifying, developing and using appropriate teaching resources. Chalkboard, class–texts, teachers’ guides and dictionaries were the main texts used by Insha teachers. Pupils were not exposed to relevant reading materials.

Insha tasks given to learners were inadequate and irregular. Only 7 (30.43%) teachers gave their pupils Insha tasks weekly. Teachers marked the assignments by awarding arbitrary marks without indicating the strength and weaknesses of their learners. This marking is contrary to KNEC guidelines that Insha marks should be awarded according to four categories namely: content, vocabulary, cohesion and compactness, style and structure.

Dictation, grammar, sentence construction and filling blank spaces to complete passages were the main tasks given by teachers to develop the Insha writing skill. Pupils were not involved in coming up with these tasks as suggested by Awino (2011), Ogalo (2010) and Margaret (2008). The tasks also contradicted the suggestions of the three scholars that such tasks should be relevant and relate to school life and learners’ experiences. They must evoke genuine desire in pupils to communicate with someone.
5.4 Recommendations

From the summary and conclusions concerning teachers’ instruction strategies in Insha the following recommendations need to be considered by Insha teachers, teacher trainers, teacher trainees, language scholars and other education stakeholders.

Regular Kiswahili language teaching workshops need to be organized for teachers to equip them with skills of coping with the demands of language teaching. Garissa County is categorized as a hardship zone by the Kenyan government. In such a zone, the rate at which teachers seek transfers is very high. Stakeholders in such zones need to improve teachers’ working conditions to attract and retain experienced teachers.

On preparations, teachers should be encouraged to prepare lesson plans and lesson notes for Insha lessons. This will improve their efficiency and effectiveness. Internal school inspection mechanisms should be established to ensure that this important work plan is prepared.

Insha teachers should be encouraged to use the process approach in teaching. This is a heuristic strategy in which the teacher plays the role of a facilitator. Through discovery, the strategy leads to ‘deep learning.’ To make this possible, Kiswahili lessons need to be increased from five to seven because the process approach will
need more time than the five lessons allocated. Insha teachers cited lack of enough allocated time in employing more appropriate teaching strategies. The two additional lessons should be a double lesson to give more time to develop Insha writing skill using the process approach.

Preparation and use of instructional materials by Insha teachers need to be encouraged through the syllabus and teachers’ guides. Suggestions on appropriate instructional materials are missing in the current syllabus and KIE approved class texts. The teachers should creatively select their materials from a variety of available resources. Efforts should be made to prepare resources that can be used over a period of time. School managers need to purchase relevant class readers for various levels of learners. This will enhance reading which will promote writing as suggested by Awino (2011) and Buhere (2001). Where there are Kiswahili newspapers, learners should be encouraged to read them. Letters to the editor in those newspapers can be adapted to enhance quality preparation of letter writing lessons. Cartoons and other pictures could be used to develop various story lines on issues that affect learners.

Writing is a production skill that requires practice to perfect it. Teachers should give short writing exercises on topics negotiated with pupils for practice. On assessment, Insha teachers need to use compositions to diagnose main areas of
weaknesses in order to address them. For teachers to be effective there is need to reduce their work-load to manageable levels.

In heuristic strategy, the teacher is a facilitator. Insha teachers need to be encouraged to involve their learners in coming up with Insha writing tasks. This will ensure that teachers guide learners in coming up with relevant tasks that affect them in their daily lives.

5.5 Suggestions for further research

In the course of this study very important issues emerged. These emerging gaps need to be addressed. That is why further research is necessary in the following areas:

- A study on strategies used in teaching Insha at secondary school level.
- A study on the relevance of the Kiswahili language curriculum used at teacher training colleges.
- A study on entry behaviour and attitudes of Kiswahili teacher trainees.
- A study on the efficiency and effectiveness of Ministry of Education Kiswahili Inspectors
- A study on the adequacy and appropriacy of texts used by teachers in teaching Insha.
- A study on the qualifications of Kiswahili College tutors and how their teaching impact on their trainees.
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APPENDICES
APPENDIX A: HOJAJI YA MWALIMU

Mwalimu,


A. HABARI ZA KITAALAMU

1. Kiwango chako cha juu cha elimu
   i) B.Ed
   ii) Diploma
   iii) P1
   iv) P2
   v) Kingine ________________________

2. Matookeo ya Kiswahili
   i) Katika PTE________________________
   ii) Katika KCSE________________________

3. Shule na vyuo nilivyosomea:
   i) Shule ya msingi ____________________
   ii) Shule ya Upili ____________________
iii) Chuo cha walimu____________________

iv) Vyuo vingine_______________________

4. Nimefunza tangu mwaka_______________

5. Aina ya shule unayofundisha ______________________________

6. Je, umewahi kuhudhuria warsha yoyote ya ufundishaji wa lugha?
   i) Ndio

   ii) Hapana

B. MASWALI YA UFUNDISHAJI

1. a) Unawakadiria vipi wanafunzi wako katika uandishi wa Insha
   i) Wazuri sana

   ii) Wazuri

   iii) Wastani

   iv) Chini ya wastani

   b) Toa sababu kwa jibu uliloteua katika (1)

2. a) Shule inawapa wanafunzi vitabu vya ziada vya kusoma
   i) Ndio

   ii) La

   b) Kama jibu lako ni ndio katika 2 (a) taja mifano
3. Ni matayarisho yapi unayofanya kabla ya kufunza somo la Insha?

4. Taja mifano ya mbinu unazotumia kufunza somo la Insha

5. a) Unafikiri mbinu unazotumia ni mwafaka? □
   i) Ndio □
   ii) La □
   b) Toa sababu za jibu lako katika 5 (a)

6. a) Ni mbinu zipi nyingine ambazo unafikiria zingekuwezesha kufunza masomo ya Insha vizuri zaidi?
   b) Mbona hutumii mbinu hizo?
7. Ninawapa wanafunzi mazoezi ya Insha
   i) Kila siku
   ii) Mara moja moja
   iii) Maelezo mengine_________________

8. Ni changamoto zipi unazokumbana nazo katika kufunza Insha?

9. a) Taja mifano ya makosa wanayofanya wanafunzi katika Insha.
   b) Eleza jinsi unavyojaribu kuyarekebisha makosa hayo.

10. Ni mbinu zipi unazotumia kutathmini Insha?

11. Taja vifaa unavyotumia kufundisha Insha

12. a) Toa mifano ya kazi za kuandika unazowapa wanafunzi ili kukuza ustadi wao katika Insha
b) Taja sababu za kuwapa wanafunzi kazi hizo

c) Unazipata wapi kazi hizo?

13. Unatumia vitabu vipi vya rejea kuandaa masomo ya Insha?

14. a) Unafikiri vitabu hivyo vinafaa?

   i) Ndio
   
   ii) Hapana

   b) Toa sababu za jibu lako katika 14

15. Unawaelekeza wanafunzi wako katika mchakato wa kuandika Insha

   i) Kila wakati
   
   ii) Mara kwa mara
   
   iii) Mara moja moja
   
   iv) Huwaelekezi

**AHSANTE**
APPENDIX B: MTIHANI WA INSHA

Andika Insha inayoanza kwa: Wingu kubwa jeusi lilitokea upande wa mashariki. Baadaye matone mazito mazito ....

Insha yako isipungue ukurasa mmoja u nusu wa karatasi ya majibu.

Source: KCPE 2008 Insha examination
APPENDIX C

MWONGOZO WA KUSAHIHISHA INSHA

- **Maudhui:** -Insha idhihirishe ghafla Fulani
  - Mwandishi aangazie madhara ya mvua
  - Uharibifu unaotokana na kutokuwa tayari uzungumziwe
  ✓ Aliyelenga maudhui vizuri - *alam* 20
  ✓ Aliyelenga kwa wastani - alama 10
  ✓ Aliyepotoka -alama 00
- **Msamiati:** -Matumizi ya maneno yasiyokuwa ya kawaida kwa ufasaha
  ✓ Kiwango cha juu - *alam* 12
  ✓ Kiwango cha wastani –alama 6
  ✓ Kiwango chini ya wastani – alama chini ya 6
    ➢ Sarufi na hijai – makosa 6 au zaidi; ondoa alama 3
      - Ondoa alama nusu kwa kila kosa
      - Aliyetuzwa alama 0 hadi 6 asiadhibiwe
- **Mtindo na muundo:** - Aina ya Insha izingatiwe –nathari
  - Iwe na mpangilio mzuri wa aya
  - Mvuto wa Insha kwa jumla
    ➢ Alama za juu zaidi- *alam* 5
- **Mtiririko na mshikamano:**- Mpangilio mzuri wa mawazo
  - Sentensi zitiririshwe vizuri
  - Mshikamano wa mawazo udhihirike
    ➢ Alama za juu zaidi – *alam* 3

Kukadiria Insha

- **Alama 37 -40** –Insha ya kiwango cha juu zaidi. Matumizi ya msamiati, sarufi, methali na fani za lugha huwa ya kiwango cha juu. Jumla ya makosa yasizidi sita
- **Alama 33-36** –Insha ya kiwango cha juu kimawazo na kilugha. Huwa na mtiririko wa kuvutia. Jumla ya makosa yasizidi manane.
- **Alama 29-32** – Insha inayovutia katika matumizi ya lugha kwa jumla. Makosa yasizidi kumi na mawili.
**Alama 21-24** – Ina urefu mwafaka. Matumizi ya msamiati ni juu ya wastani. Makosa yasizidi kumi na manane.

**Alama 17-20** – Mtiririko wa mawazo na maelezo ni wa wastani. Msamiati uliotumiwa ni wa kawaida.


**Alama 09 -12** – Makosa ya sarufi na hijai ni mengi lakini inaeleweka. Kuna athari za lugha ya kwanza.

**Alama 05 -08** – Insha haikuandikwa vyema. Haileweki ila kwa kukisia.

**Alama 01 -04** Kiwango cha chini zaidi. Kazi haileweki. Sarufi mbovu na msamiati duni.
**APPENDIX D**

**OBSERVATION SCHEDULE**

Date: ____________________________________________
School:__________________________________________
Class:___________________________________________
Subject:__________________________________________
Lesson:__________________________________________
Topic:____________________________________________
Preliminaries (Schemes, Lesson plan, Lesson
notes)____________________________________________

<table>
<thead>
<tr>
<th>Lesson stage</th>
<th>Observation: Teacher/pupil learning activities</th>
<th>Notes on teacher strategies</th>
</tr>
</thead>
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<tr>
<td><strong>Introduction:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Methods used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teaching resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Other learning activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Methods used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teaching resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Insha tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pupil behaviour</td>
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</tr>
<tr>
<td>- Other learning activities</td>
<td></td>
<td></td>
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<tr>
<td><strong>Conclusion</strong></td>
<td></td>
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</tr>
<tr>
<td>- Assessment</td>
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Adapted from Fermi Lab Linc Program.
APPENDIX E

SAMPLE SIZE CALCULATOR

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<th>Confidence Level</th>
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<th>99%</th>
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<td>Confidence Interval</td>
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<tr>
<td>Population</td>
<td>1280</td>
<td>340</td>
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Sample size needed: [Calculate]  [Clear]
## APPENDIX F

### SUBJECT: KISWAHILI

### 2009 KCPE RESULTS ANALYSIS - SUBJECT RANKING

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<th>SCHOOL CODE: NAME</th>
<th>STATUS</th>
<th>ENTRY</th>
<th>ENG</th>
<th>KISW</th>
<th>MATH</th>
<th>SCI</th>
<th>SSR</th>
<th>M/S 2009</th>
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<td>15</td>
<td>70.75</td>
<td>73.0833</td>
<td>71</td>
<td>69.667</td>
<td>68.1666</td>
<td>352.67</td>
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<tr>
<td>801127 MWANGAZA AC</td>
<td>PRIVATE</td>
<td>17</td>
<td>67.847</td>
<td>65.7647</td>
<td>67.1764</td>
<td>73.5294</td>
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<td>62.8</td>
<td>68.6486</td>
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135
APPENDIX G

GARISSA DISTRICT

KCSE 2009 SUBJECT ANALYSIS

KISWAHILI 102

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