

**TEACHERS' AND STUDENTS' PERCEPTIONS ON THE INFLUENCE OF
SELECTED FACTORS ON PERFORMANCE OF STUDENTS IN KISWAHILI
LANGUAGE AT KCSE IN SECONDARY SCHOOLS IN NJORO SUB-COUNTY,
NAKURU COUNTY, KENYA**

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**Thesis Submitted to the Graduate School in Partial Fulfillment of the Requirements for
the Award of Master of Education Degree (Curriculum and Instruction) of Egerton
University.**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented to this or any other university for the conferment of a degree.

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Recommendation

This Thesis has been submitted for Examination with our Approval as University Supervisors.

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DEDICATION

To my loving wife Margaret N. Kariuki and our children, Diana, Tabby, Judy, Teresia and Cecilia for their love, patience and support. I feel Indebted to you all.

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ABSTRACT

Kiswahili is one of the most widely used languages for communication in the world. It is a lingua franca for Eastern Africa and the neighbouring countries. In Kenya it is the national language of communication. It is also one of the core subjects taught in secondary schools' curriculum. However, the performance has not been good. The purpose of this study was to investigate teachers' perception on the influence of selected factors on students' performance in Kiswahili language at KCSE level in public secondary schools in Njoro Sub-county. The study adopted a descriptive survey research design. The target population of the study was 3256 students and 55 Kiswahili teachers while the accessible population comprised of 2340 students and 55 Kiswahili teachers from 19 public secondary schools in Njoro Sub-county. Probabilistic sampling formula by Krejcie & Morgan, (1970) was used to select a sample size of 330 students from the 19 secondary schools. All the Kiswahili teachers from the accessible population participated in the study through census method. Questionnaires were used to collect data from the sampled respondents. These instruments were validated by supervisors, professionals and research experts from the department of Curriculum and Instruction and Education Management of Egerton University. Cronbach's Alpha was used to measure the level of internal consistency of the items in the instruments to ascertain its reliability. The alpha coefficient for the teachers' questionnaire was 0.82 while that of students' questionnaire was 0.81 and therefore accepted for this descriptive study. Data was coded then analyzed with the help of Statistical Package for Social Sciences (SPSS) version 20. The results were presented using percentages, means and frequency distribution tables. The study found that there was a positive relationship between the teachers' workload and students' performance in Kiswahili language but not significant at the 0.05 significance level as indicated by a correlation coefficient of 0.053 and a p-value greater than 0.05. The study also reported a positive and significant relationship between instructional materials and students' performance in Kiswahili language as supported by correlation coefficient of 0.317 and a p-value less than 0.05. It was established that there was a positive and statistically significant influence of teachers' attitudes towards Kiswahili on the performance of students in the subject due to a correlation coefficient of 0.497 and a p-value less than 0.05. It was also revealed that students' attitude towards Kiswahili language positively and significantly influenced their performance in the subject as denoted by a correlation coefficient of 0.147 and a p-value of less than 0.05. This study may be beneficial to all education stakeholders in Nakuru County and Kenya at large as it is hoped to shed light on how selected factors influence Kiswahili performance at KCSE level. The findings in this study may be useful to the Ministry of Education and school administration to take a corrective measure in improving Kiswahili language performance. The study may contribute to the wider knowledge, both in research and academics since the findings of the study may help future researchers, as a basis for further studies on Kiswahili language.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASE	Affordable Secondary Education
BOM	Board of Management
SEO	Sub-county Education Officer
EFA	Education for All
GOK	Government of Kenya
HTIG	Head Teacher Interview Guide
KCSE	Kenya Certificate of Secondary School
KIE	Kenya Institute of Education
KNEC	Kenya National Examination Council
MOEST	Ministry of Education, Science and Technology
NGO	Non-governmental Organization.
OCR	Optical Character Recognition
SPSS	Statistical Package for Social Sciences
SQ	Students' Questionnaire
TQ	Teachers' questionnaire
TSC	Teachers Service Commission
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Fund

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Language is a systematic means of communication by use of words or symbols. It is the process of communicating thoughts and feelings through a system of arbitrary signals such as voice, sounds, gestures or written symbols (Fasold & Linton, 2006). Kiswahili is one of the languages used in many parts of the world (Mulokozi 2002). In Kenya, it is the official national language as well as a compulsory subject of study at primary, secondary schools and teacher training colleges. It is also taught in many universities in Kenya, Tanzania, Uganda, the Middle East, Europe, Japan, China and USA among others. This language is also used as one of the broadcasting languages in Kenya, Africa and many world broadcasting corporations at large. Kiswahili is also one of the four national languages used in Congo Kinshasa and is extensively used in Rwanda, Burundi, Zambia, Mozambique and Somalia. The language has made its presence felt in the world of art, music, theatre, movies and television programmes. Good performance in Kiswahili is so critical that its poor performance threatens the social-economic fabric in Kenya, not to mention the whole of East African region since is used at all its social-economic levels (Kimemia, 2001).

The promotion of Kiswahili language is not only in its use, but deliberate efforts are also being made throughout the world to include it in the curricula of higher institutions of learning (Akaka, 2011). Learners who acquire a good mastery of the subject are able to express themselves in Kiswahili and can even pursue it for further studies. According to the Ministry of Education secondary school syllabus, all students are expected to have acquired a good command of the Kiswahili language at the end of their four year secondary school education. This should be both in spoken and written forms to enable them communicate fluently, study Kiswahili text books and read for pleasure (K.I.E., 2002). Despite Kiswahili being a national and official language in Kenya, students' performance in the subject is still low. For example, a total of 521,159 students who sat for Kiswahili at KCSE in the year 2015 obtained a mean of 47.93. This poor performance threatens Kiswahili growth since it is a discipline itself.

The use of *sheng*' may have affected performance of Kiswahili negatively. In the recent past, Kiswahili like other languages has been hit by a wave of '*Sheng*' speakers who are mostly adolescents and young adults. *Sheng*' is an evolving hybrid language which exhibits immeasurable creativity, innovativeness and coinages in its lexicon (Makori 2011). Different

theories have been advanced by researchers as to the exact origin of *Sheng*' but they all agree at one point that the code started in the less affluent and slum areas of Eastlands of Nairobi (Ogechi 2005; Githiora, 2002; Abdulaziz & Osinde, 1997; Spyropoulos, 1987). Most of the *Sheng*' words are introduced into the various communities and schools, given the wide exposure by music artists who include them in their lyrics. As Kimemia (2001) puts it, *Sheng*' negatively influences the learning of Kiswahili and English, and therefore it should be discouraged. The best place to do this is in school.

Another challenge affecting Kiswahili language is the shortage of Kiswahili teachers. This has had some negative effects on the performance of students because teachers play a key role in the teaching/learning process and consequent performance of students. The Ministry of Education has failed to employ enough teachers thus leading to an acute teacher shortage in secondary schools. The student-teacher ratio for all subjects in secondary schools in Kenya including Kiswahili subject stood at 60:1 as at the year 2017 (Karega, 2017). Education Report of 2016 indicates that the country requires to employ 85,000 teachers in order to close the gap in various subjects including Kiswahili (Nyassy & Okwany, 2016). Lack of adequate time allocation for Kiswahili lessons is another challenge that affects its performance negatively. Time is an asset that should be utilized properly. Mutoro (2001) argues that the amount of time allocated to a particular subject influences the amount of learning that takes place in it, which in turn affects the performance of the students. The ministry of education has allocated Kiswahili six lessons in a week while English has eight lessons over the same period (Ministry of Education, Science and Technology, 2009). This lack of allocation of adequate time for Kiswahili learning is yet another challenge which may influence the students' performance negatively.

Teachers' experience has also been argued to influence students' performance in Kiswahili language. Adeyemi (2008) notes that teachers' experience plays a significant role on the level of understanding and achievement of learners. A World Bank Report (1997) observes that there is a significant positive relationship between the number of years a teacher has taught and the achievement of students. Olembo, Wanga and Karugu (1992) acknowledge that demand on teachers increases considerably with increase in their teaching experience. Shiundu and Omulando (1992) observe that given the vital role teachers play in curriculum implementation, they need appropriate, relevant and continuous training to update their skills.

The teacher being the implementer of change at the classroom level needs to be kept abreast with new trends in education, especially new pedagogies through regular in-service courses.

Lack of adequate teaching and learning resources is yet another likely cause of poor performance of students in Kiswahili language. The significance of teaching/learning resources in any subject cannot be underrated as confirmed by Seidel and Scheerens (2005) who argue that the availability of teaching/learning resources enhances the teaching/learning effectiveness that can bring about improvement in academic achievement. Eshiwani (2003) further notes that most schools perform poorly due to lack of teaching and learning resources that make learning interesting to the learners. Barasa (2005) stresses that learning materials enhance better grasping of ideas. He further argues that well established schools with better resources perform well. In addition, in this study he found out that these well performing schools were more aware of the use of the new resources for language learning and teaching.

Ayot and Patel (1992) supports the need for schools to be well equipped with teaching and learning resources by arguing that, when teaching aids are used properly, they help the students to perform concrete physical actions or acquire abstract symbolization skills more easily. They continue to argue that teaching aids make learning easier and enjoyable since they allow stimulus variation thereby avoiding boredom. An indispensable teaching resource is the textbook. The textbook may be described as the core of instruction and therefore, it should be made available to students to make it easier for them to learn Kiswahili effectively and with ease.

Teachers' attitudes towards Kiswahili language may also influence students' achievement in the subject. Ombui (2012) argues that Kiswahili teachers' attitude affects the students' performance in national examinations. Brown (2007) supports this by observing that attitude of teachers in a school system provides the most valuable indicator of the problems to be faced than any other source. Richards and Lockhart (1994) argue that what teachers do is a reflection of what they know and believe, and those teachers' knowledge and thinking provide an underlying framework which guides their classroom actions. William and Burden (2009) added to this by arguing that teachers' actions are highly influenced by their beliefs and attitudes even more than they are determined by their knowledge. Therefore, teachers need to have a positive attitude towards Kiswahili in order to promote better attitudes among their students.

Students' attitude is yet another challenge in Kiswahili language teaching. Positive students' attitude towards learning Kiswahili is expected to develop as they progress through school. Kiptui and Mbugua (2009) argue that attitudes of students towards a particular subject have an implication on their academic achievement. Learning occurs more easily, when the learner has a positive attitude towards the language and learning. Shiundu and Omulando (1992) observe that students go to school with certain predetermined targets and aspirations for themselves. The teachers' role is to encourage their students to develop a positive attitude in order to achieve them.

The number of lessons taught per week by Kiswahili teachers may influence his/her teaching effectiveness. Kamotho (2000) in a newspaper article argues that teaching load for Kiswahili teachers make it difficult for them to produce good results. He suggests that the workload of the Kiswahili teachers be therefore minimized so that they can handle the subject well and create interest in learners. This finding is also supported by Osagie and Okafor (2010) who argued that teachers workload is one of the factors that inhibited students' academic achievement. The finding points to the negative impact of increased Kiswahili teachers' workload on the teaching/learning process.

Lastly, Students' Kiswahili language performance may also be affected negatively by inappropriate teaching methods applied by their teachers. Mondoh (2002) argues that teaching methods used by teachers affect the effectiveness of students' understanding of the concepts taught in the classroom. The factors that guide the choice of a given method to be used in class by teachers are the objectives to be attained, the subject matter and learners' entry behaviour (Kanoya, 1992). While appropriate methods enhance learner achievement, inappropriate ones stifle knowledge retention and application (Kiptui & Mbugua, 2009).

In spite of the benefits of a good mastery of the Kiswahili language, which include providing opportunities for further studies, an entry point in the job market, enabling students to express themselves using the language among others, its performance at KCSE level has been poor for many years in Kenya and in Njoro sub-county in particular. Candidates in a number of schools have been scoring a mean score of C- and below (MOEST Njoro Sub-county, 2016). Table 1 shows the mean scores of the Kenya National Examination Council (KNEC) results for the year 2011 to 2016.

Table 1: KCSE Kiswahili performance in Njoro Sub- county 2011-2016

Year	Mean scores	Maximum Score	Mean grade	Maximum Grade
2011	5.42	12.00	C-	A
2012	5.02	12.00	C-	A
2013	5.05	12.00	C-	A
2014	5.64	12.00	C	A
2015	5.24	12.00	C-	A
2016	3.86	12.00	D+	A

Source: MOEST Njoro Sub-county KCSE results for the year 2011-2016

From Table 1, it can be seen that the performance of Kiswahili in Njoro sub-county is poor in the period of the five years. Most schools scored C- (5 points) out of a maximum of A which is equivalent to a score of 12 points. The performance of Kiswahili nationally in KCSE examinations was above that of Njoro Sub-county for the period of 2011-2015 and therefore Njoro Sub-county is poorly performing in Kiswahili. Compared to other Sub counties in Nakuru County, Njoro Sub-county performs poorest. For example, in the year 2016, the KCSE mean score for Njoro Sub-county was 3.86 while for Nakuru North Sub-county was 4.88, Molo Sub-county was 4.38 and Rongai Sub-county was 4.35. If this problem of poor performance among students is not addressed collectively by all education stakeholders, students' ambition to advance academically may become foreclosed. Many secondary students will continue to perform poorly in their national examinations and this may bar them from pursuing their career progression in Kiswahili. The study therefore investigated the teachers' perceptions on the influence of selected factors on the performance of Kiswahili language at KCSE in secondary schools in Njoro Sub-County.

1.2 Statement of the Problem

Kiswahili language is one of the most important languages in East and central Africa. In recent past, the language has been used internationally. In Kenya it is one of the official languages and also a lingua franca at most social-economic levels. Studies carried out in Kenya from 2011-2015 indicate that the performance of students in Kiswahili language at KCSE level has been poor. Similarly performance in this language in Njoro sub-county has for a number of years continued to decline and little has been done to analyse the factors that affect that have been the cause of this decline in performance. Nevertheless the impact of factors like lack of adequate Kiswahili teachers, lack of adequate Kiswahili teaching resources, over-loading of

teachers, overcrowded classrooms and teachers' and students' attitudes towards the subject, affect the performance in Kiswahili language and have hardly been investigated. If the issue of poor performance in Kiswahili language is not treated with the seriousness it deserves, the opportunities that would have otherwise been available for Kiswahili students to advance academically will become foreclosed. This, in the long run will make it difficult for Kenya to achieve mastery in this important language. Njoro sub-county is one of those areas where the performance in Kiswahili has been consistently poor. The reason behind this poor performance has not been documented. This study therefore investigated the teachers' perceptions on the influence of selected factors on the performance of Kiswahili in secondary schools in Njoro sub-county.

1.3 Purpose of the Study

The purpose of this study was to investigate the teachers' perceptions on the influence of selected factors on the performance of Kiswahili in secondary schools in Njoro sub-county.

1.4. Objectives of the Study

The objectives of the study were to:

- i) Determine teachers' perceptions on how their workload influences students' performance in Kiswahili in Njoro sub-county.
- ii) Determine teachers' perceptions on how the availability of Kiswahili language teaching resources influence students' performance in Kiswahili language in Njoro sub-county.
- iii) Determine teachers' perceptions on how the teachers' attitude influence students' performance in Kiswahili language in Njoro sub-county.
- iv) Determine students' perceptions on how students' attitude influences their performance in Kiswahili language in Njoro sub-county.

1.5 Research Hypothesis

In order to address the above objectives the following research hypotheses guided the study.

- Ho₁ : There is no statistically significant influence of teachers' workload on students' performance in Kiswahili language.
- Ho₂ : There is no statistically significant influence of availability of language teaching resources on students' performance in Kiswahili language.
- Ho₃ : There is no statistically significant influence of teachers' attitude towards Kiswahili language on students' performance in Kiswahili language.

Ho₄ : There is no statistically significant influence of students' attitude towards Kiswahili language on their performance in Kiswahili language.

1.6 Significance of the Study

This study may be beneficial to all education stakeholders in Nakuru County and Kenya at large as it is hoped to shed light on how selected factors influence Kiswahili performance at KCSE level. The study established the influence of instructional materials on performance of students in Kiswahili language which may enable the Ministry of Education Science and Technology officials (MOEST) to address Kiswahili language teaching resources issues. The study findings on the influence of teachers' workload on their performance may be used to guide the Ministry of Education Science and Technology (MOEST) in employing and transferring teachers. In addition to this, the study findings on the influence of attitudes towards Kiswahili language on the subject performance may enable teachers and students to improve on their attitudes towards Kiswahili with an aim of improving Kiswahili performance. The study may also contribute to the wider knowledge, both in research and academics since the findings of the study may help future researchers to form basis for further studies on Kiswahili language.

1.7 Scope of the Study

The study will be limited to one Sub-County in Nakuru County and public secondary schools only. The study focused on teachers' perceptions on how the selected factors influence the performance of Kiswahili in 19 public secondary schools in Njoro sub-county. These factors are teachers' workload, availability of Kiswahili language teaching resources, and teachers' and students' attitude towards Kiswahili language. The target population of this study was 55 Kiswahili language teachers and 2340 form three students. Form three students were preferred because by the time of this study they had been in secondary school for about three years and therefore had developed a defined attitude towards Kiswahili language. These students more than ever before are expected to be getting more serious with their studies.

1.8 Limitations of the Study

The following were the limitations of the study;

- i) Kiswahili teachers were hesitant to reveal any negative information in regard to availability of Kiswahili instructional materials, their attitudes towards Kiswahili and Kiswahili workload for fear of victimization by school heads. The researcher overcame this limitation by assuring the teachers of their confidentiality and also guaranteeing them anonymity, as

no identifying details were asked in the questionnaire. This was done to increase the reliability of the data collected.

- ii) Kiswahili teachers were be too busy delivering their duties in the school, a reason that could have made the study take longer time than scheduled. The researcher overcame this limitation by making arrangements for data collection prior to the actual data collection exercise.

1.9 Assumptions of the Study

The study was carried out under the following assumption;

- i) Kiswahili language teachers in Njoro Sub-County are trained in Kiswahili education.
- ii) Teachers' perception of Kiswahili teaching in Njoro Sub-County is similar to that of other parts of the country for generalization of the study findings.

1.10 Operational Definition of Terms

The following were the operational definitions of terms as used in this study;

Teachers' Attitude: This refers to emotions and feelings a teacher have towards the teaching of Kiswahili Language. It refers to the perceptions a teacher holds towards teaching Kiswahili language in secondary school.

Students' Attitude: This refers to emotions and feelings a student has towards the learning of Kiswahili Language. It refers to the perceptions a student holds towards learning Kiswahili language in secondary school.

Teachers' Perceptions: The thoughts or mental images teachers have about the influence of teachers' workload, availability of Kiswahili language teaching resources, and teachers' and students' attitude towards Kiswahili language on the performance of Kiswahili in secondary schools.

Students' Performance: This refers to the Kiswahili language score that is achieved by students in form three of secondary education.

Influence: Cause-effect of factors such as availability of learning resources and materials, teachers' and students' attitude towards Kiswahili and teachers workload on the performance of Kiswahili language by secondary school students.

Teaching Resources: Refers to the Kiswahili text books, radio, DVDs, video tapes, images, print, and content that covers the breadth and depth of a Kiswahili language. They are also defined as Kiswahili tools that help Kiswahili teachers teach and students learn.

Teachers' workload: This is the amount of work a Kiswahili teacher has in the school from curriculum to extra-curriculum engagements. It refers to the tasks a teacher has to perform in class and outside class over a specific period of time.

Public school: A school that is registered by the ministry of education and sponsored by the government of Kenya through provision of teachers and occasionally some financial allocation and educational materials.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature by presenting a historical development of Kiswahili language in Kenyan Schools. It also discusses selected factors that influence the teaching of Kiswahili language as a second language in many parts of the world including Kenya. The chapter ends with a theoretical and conceptual framework that guided the study.

2.2 Development of Kiswahili Language in Kenyan Schools

Kiswahili is a Bantu language and therefore spoken by many communities that inhabit the Great Lakes region, that is, Tanzania, Kenya, Uganda, Rwanda, Democratic Republic of Congo and Burundi. It is the national and official language of Kenya and Tanzania. Kiswahili is also one of the working languages of the African Union and officially recognised as a lingua franca of the East African Community. It has become a second language spoken by tens of millions in three African Great Lakes countries (Tanzania, Kenya, and the DRC) where it is either an official or national language. In 2016, Kiswahili was made a compulsory subject in all Kenyan schools (Wanambisi, 2016).

Kiswahili and closely related languages are spoken by relatively small numbers of people in Burundi, the Comoros, Rwanda, Malawi, Mozambique, and northern Zambia. The language was still understood in the southern ports of the Red Sea and along the coasts of southern Arabia and the Persian Gulf in the 20th century. Some 80 percent of approximately 49 million Tanzanians speak Kiswahili in addition to their first languages (Adriaan, 1961). The five eastern provinces of the DRC are Kiswahili-speaking. Nearly half the 66 million Congolese reportedly speak it (Kambale, 2004). The language speakers may number 120 to 150 million in total (Kharusi, 2012).

The action of elevating Kiswahili to the continental level is partly attributed to the relentless efforts lobbying and sensitization undertaken by linguists and great scholars in Africa who see the irony of not having the use of an African language at the continental forum (Moshi, 2006). It is important as a lingua franca and is recognized by foreign media organization such as British Broadcasting Corporation (BBC) which broadcast radio programmes in Kiswahili. Voice of America and Deutsche Welle have adopted similar tactics in their attempt to appeal to listeners on the African continent (Peter, 2010).

In addition Kiswahili has been identified by Microsoft (a computer manufacturing and software development American company) for the development of an OCR (Optical Character Recognition) scanner that would identify Kiswahili text (Hammarström, Forkel, & Haspelmath 2017). The growing interest to incorporate Kiswahili with technology is also demonstrated in the move by mobile phone companies to regularly place advertisements in newspapers in both English and Kiswahili to advertise their services. These companies have seen the wisdom of reaching to all categories of the public since the buying power or usage does not reside in the affluent only. There is also growing Kiswahili literature including language textbooks and computer assisted programs for teaching language and literature (Moshi & Alwiya, 2003). Several scholars including Chuwa and Albina (2003) have developed manuals in Kiswahili that are intended to facilitate the understanding of how the computer works and how other writing programs such as Word Perfect could be utilized in Kiswahili.

The growth of Kiswahili language in many parts of the world and Kenya in particular, cannot be addressed without taking a historical perspective. Kiswahili has its original speakers in the coastal region of East Africa. The teaching of the Kiswahili language is rooted in the colonial language policy following the scramble for Africa by European powers which took place towards the end of the 19th century after which Kenya became a British protectorate (Mazrui, & Mazrui, 1996). There were several issues that the British had to consider in order to facilitate their rule in the colonies. Among these were the language and educational policies (Mbaabu, 1991). The language evolved and gained recognition during the colonial rule where it was taught to Africans in order to provide low class of employees to serve in the colonial administration (Mazrui & Mazrui, 1999). The interests of the colonialists were always changing and unclear. The colonial language policy remained eclectic depending on the colonizer's interests at any particular time.

Under the colonial regime, Kiswahili became the language of the political and social organization. Urbanization also gave the language the chance to grow in Kenya, because people coming from the rural areas spoke a variety of languages and therefore needed a common language of communication. It therefore became an important lingua franca as well as the language of horizontal communication, work place and of the common man in comparison to English. It later became the language of instruction in schools. The

missionaries considered it to be a vehicle for their message since it was associated with another monotheistic religion, namely Islam. Later in the 1950's Kiswahili was associated with the Mau Mau rebels and was therefore discouraged as medium of classroom instruction. Only after independence did the language slowly return to the classroom (Mazrui & Mazrui 1999).

Before 1984, the teaching of Kiswahili in pre-primary schools was haphazard. According to Mbaabu (1996) the government took a keen interest in streamlining pre-primary education from the year 1984. For the first time, the Kenya Institute of Education (KIE) produced a Kiswahili curriculum for this level of education by providing guidelines to be followed in its instruction. It was recommended that the language be taught through activity based learning at this level in order to enhance communication and develop interactive skills among the learners. However, emphasis varied depending on whether the language was the medium of instruction or a subject of study. In terms of using the language as a medium of instruction, this was an outcome of the Gachathi Report (Republic of Kenya, 1976). On the basis of this report, Kiswahili was to be used as a medium of instruction for learners in urban and rural areas where the population was cosmopolitan. The problem with this was that the variety of Kiswahili used by people who interacted with learners in these environments was not the standard form. More often than not, it was *Sheng*' (Chimerah, 2000).

In primary school education prior to the Mackay Report, (Republic of Kenya, 1981) Kiswahili was taught using a recommended syllabus. Following the recommendation of Mackay Report, the Government declared Kiswahili as a compulsory and examinable subject at this level, thus changing its status (Chimera, 2000). This change in status influenced the language in two important ways. First, the implementation of the language policy as recommended by the Gachathi report facilitated Kiswahili being used as a medium of instruction from Standard One to Three in urban schools and ethnically heterogeneous rural areas (Republic of Kenya, 1976). The number of lessons on the timetable per week was also increased. Secondly, the introduction of a syllabus in 1985 which clearly indicated the objectives of teaching Kiswahili language served to promote the teaching and the learning of the subject even more (KIE, 1985).

Broadly speaking, the Kiswahili language curriculum included the four language skills of listening, speaking, reading and writing. The curriculum was revised several times, but

minimal changes were effected. However, major changes were implemented in 2003 when the curriculum underwent a major revision and rationalization which entailed the off-loading of some content. The changes made involved reducing content and increasing the number of lessons in Form 3 and 4 to six lessons per week. The same syllabus was reversed again in 2002. This time, major changes were effected with an introduction of detailed advice for teachers on how to use interactive methods of teaching. An analysis of the syllabus reveals that the five specific areas of content listed above were covered at different levels of complexity in ascending order at primary school level (KIE, 2002). Among the major changes of the current syllabus was the spiral nature of the curriculum where content was revised at each subsequent level, but at each time a broader and deeper perspective for enhanced understanding was introduced (KIE, 2002).

At secondary school level, Kiswahili language was for a long time studied as an elective. However, its status was enhanced when it was made compulsory and examinable in 1984, after the introduction of 8:4:4 of system of education. According to Chimerah (2000) the new status was phenomenal as Kiswahili started playing a role in the future of the student as a pre-requisite for entry into some programmes at the university such as B.A (Theatre) and B.Ed (Kiswahili). Despite these government efforts to promote the learning of Kiswahili language, student performance on the subject is still low. Again, Kiswahili language is yet to acquire full acceptance in Kenya as it considered as a language of the common and uneducated man. At the same time Kiswahili is put in the same category as other mother tongues, when they are all referred to as national languages (1984-1988 Development Plan). The language still faces more challenges in its growth in Kenya as compared to the English language. Could the reason be teachers' workload or unavailability of teaching and learning resources or even teachers' and students' attitude towards Kiswahili language? Therefore this opened a research gap for this study to make an informed inquiry.

2.3 Factors influencing Performance of Kiswahili

There are many factors that are likely to affect students' performance in Kiswahili at KCSE level. These factors include but not limited to teachers' workload, Kiswahili language teaching resources, teachers' and students' attitude towards Kiswahili language, effect of sheng', number of lessons allocated for teaching it applied by Kiswahili language teachers time. However this study addressed workload, language teaching resources, students' and teachers' attitudes. The skills to be taught as recommended by Kenya Institute of Curriculum

Development (KICD) and other stakeholders comprise of listening, speaking, reading and writing. Mackey in Fasold and Linton, (2006) observes that these skills are being used in many classrooms all over the world. Every student learns and responds to information uniquely depending on skills used by their teachers (Chang, 2010).

2.3.1 Teachers workload

Teachers' workload is defined as the amount of work a Kiswahili teacher has in the school from curriculum to extra-curriculum engagements. It refers to learning related tasks a teacher has to perform in class and outside class. A report by United Nations Educational Scientific and Cultural Organization (UNESCO, 2005) on the Affordable Secondary Education (ASE) in Kenya observed that many schools did not have adequate facilities to accommodate the large number of students enrolled due to increased demand. Classrooms were congested and there was hardly any space for movement. Teachers also found it hard to control the students due to overcrowding. Some classes had no windows resulting into uncondusive teaching environment.

Teaching load and responsibility for the Kiswahili teachers and overcrowded classes also made it difficult for them to produce good results. This is because students require a lot of practice for mastery of the subject, which is not possible in such an environment. Teachers are also overloaded with too many lessons and this reduces their ability to teach various language skills adequately. Kandambari (2005) argues that, as the number of students increases or remains uncomfortably large, the temptation is overwhelming to forget about teaching and coin up baby-sitting techniques. UNESCO (2005) recommended that the teaching load for Kiswahili language teachers should be minimized so that they can handle the subject well. This may improve Kiswahili learners' motivation to learn the subject. UNESCO (2005) argued that a reduced workload for teachers will help them to concentrate on teaching and their own development and therefore boosting students' performance.

Many secondary schools are understaffed as a result of the introduction of Affordable Secondary Education programme. This does not augur well for the quality of education being delivered. According to UNESCO (2005) report, due to the understaffing by TSC, many Boards of Management (BOMs) are forced to employ teachers who may not be well trained. This makes the performance of the Kiswahili language as well as other subjects to go down.

According to the MOEST (2009), the number of teachers is less than the one required, due to the introduction of Affordable Secondary Education (ASE).

Teacher to student ratio was 1:62 against the recommended ratio of 1:30(Akaka, 2011).Successful teaching and learning heavily depends on the effort and dedication of a teacher. According (Akaka, 2011), there is a biting shortage of Kiswahili teachers since the education policy in Kenya seems to favour the English language teachers. The English language teachers handle English and literature only in their schools but Kiswahili teachers teach not only Kiswahili which combines both language and literature (fasihi) but in addition, other subjects like Geography, History, and Christian Religious Education (CRE). This may make them to have more work and even lack adequate time to prepare for the lessons or even to concentrate fully on the teaching of Kiswahili as their English language counterparts.

Mose (2007) in his study on factors affecting the implementation of Kiswahili curriculum reforms in public secondary schools in Ngong division, Kajiado District, Kenya recommended that Kiswahili grammar (Kiswahili lugha) be separated from Kiswahili literature (Fasihi) so that the two are treated as separate subjects to enable the teachers tackle their areas of specialization and hence reduce the teachers' workload. However his recommendation was not acted upon and therefore the problem still persists. Again, no study has previously been conducted to investigate whether there was a link between workload of Kiswahili language teachers with students' performance in the subject. This study endeavored to close this research gap by attempting to establish whether a link between these variables existed.

A study done by Majanga, Nasongo and Sylvia (2010) on the influence of class size on classroom interaction in the wake of Free Primary Education (FPE), they found that FPE created increased class sizes, shortage of teachers, heavy teachers' working load and lack of teacher motivation. They further found that teachers were demoralized due to heavy workload as a result of handling many lessons, large classes as well as working for long hours. Sirima and Poipoi (2010) also reported in a study in Busia District in Kenya that public secondary school teachers with high levels of job satisfaction tended to have high social and psychological atmosphere in the classroom that resulted into high productivity and effectiveness in job performance and willingness to stay longer.

Gwambombo (2013) carried out a study to establish the effect of teachers' workload on students' academic performance in community secondary schools in Mbeya city in Tanzania. The study established that 60% of teachers were teaching two subjects and 40% were teaching three subjects. The study further established that there was no stream with 45 or less than 45 students. All teachers (100%) taught more than 45 students in each stream. The respondents added that provision of internal tests was a difficult exercise because it involved several stages such as planning a test, constructing the test items, administering the test, scoring the test, analyzing the test scores and report the test, all of which contribute to teachers' workload. In regard to marking of exams, all teaches said that they bear heavy marking load. The heavy marking load forced teachers to suspend weekly and monthly tests just remaining with terminal and annual tests. Due to high teachers' workload, interviewed teachers cited that they had poor preparations of the lessons, this includes lesson plan, lesson notes and inadequate prior preparation before a teacher goes to class leads to poor performance of the students. Additionally, due to the workload, teachers were less motivated to teach and attend lessons as evidenced by high teachers' absenteeism in lessons. The other observation from the interview on the effects of teachers' workload in teaching is failure to finish the syllabus.

Waseka, Simatwa and Okwach (2016) carried out a study to establish the influence of teacher factors on students' academic performance in secondary school education in Kakamega County in Kenya. The study found out that the ratio of teachers to student was low and this resulted to high teachers' workload. The study established that there was a weak negative relationship between the teaching load a teacher had and Kenya Certificate of Secondary Education performance ($r=-.214$). This relationship was significant ($p<.05$). This implied that an increase in teachers' workload resulted into low performance and vice versa. Using regression analysis, the study concluded that teaching workload was not significant in influencing students' performance at Kenya Certificate of Secondary Education in Kakamega County in Kenya.

Musili (2015) carried out a study to establish the influence of teacher related factors on students' performance in Kenya certificate of secondary education in public secondary schools in Kibwezi Sub-County in Kenya. Majority of principals (66.7%) strongly agreed that teachers' workload was high while 16.7% of them agreeing with the statement. However,

from teachers' perspective, the study established that only 9.3% of teachers strongly agreed that they had a lot of work which was burdening and 31.4% agreeing with the same statement. It was further revealed that 82.3% of teachers surveyed cited that heavy workload leads to low motivation of teachers in carrying out their duties. Due to heavy workload, teachers preferred to quit teaching into other profession if opportunity arises as cited by 63.7% of the teachers.

Atancha (2012) carried out a study to examine the effectiveness of teaching methods on students' acquisition of Kiswahili language skills in public secondary schools in Manga Division, Kenya. The study found out that 40% of teachers taught between 19-24 lessons per week. This is within the stipulated number of lessons per week of a maximum of 26 lessons. It was however noted that some teachers indicated that they were in class for increasingly long hours, coupled with larger class sizes and other school engagements which in the long run become major de-motivators amongst teachers. The study further established that teachers' workload influenced how the teachers taught in class and also students' academic performance.

Ombui (2012) did a study to investigate on institution based factors influencing students' performance in Kiswahili at KCSE in public schools in Sameta Division Kisii County Kenya. The study found out that on average a Kiswahili teacher handles 19 lessons per week and an average of 9 lessons in the second teaching subject making a total of 28 lessons both in Kiswahili and the second subject in addition to other administrative chores like Heads of departments. The study further established that some schools had a class size of between 51 and 60 students which was way beyond the ministry guidelines of a maximum of 45 students. This increased the teachers' workload in Kiswahili. There was therefore a need to examine how their workload influenced students' performance in Kiswahili language at KCSE in Njoro sub-county.

2.3.2 Availability of Instructional Materials

Another factor that may influence the performance in Kiswahili language is lack of learning resources. Learning resources such as textbooks, auidial visual materials such as video and computer software for language teaching that teachers use to assist students to meet the expectations for learning are critical for effective learning of any language. This makes the acquisition of the Kiswahili language skills rather difficult. Instructional materials have been

known to contribute significantly to students' achievement in Kiswahili Language. It means their absence or inadequacy in schools might hamper effective learning which eventually results into poor achievement. Their availability and adequacy could enhance effective learning and better performance in Kiswahili by the students. Teaching and learning materials are regarded as very important in enhancing learning in schools (Yeya, 2002).

A survey conducted by Education Insight (2005) in Kenya revealed that inadequate learning facilities and especially textbooks are a common feature in many schools. Yeya (2002) observed that schools with adequate facilities performed better in national examinations especially in core subjects such as mathematics and English. Bitamazire (2005) commenting on this added that apart from availability of teaching - learning materials, their use should be coordinated properly for effective teaching /learning to take place. These materials include audio - visual materials (diagrams, flipcharts, computer monitors, LCD projection systems, slides, pictures and printed materials (handouts, textbooks, study guides etc.). He also reported that availability of textbooks and other instructional materials have a positive correlation with students' performance because they facilitate understanding of abstract concepts and direct attention, guide thinking, provide feedback and help in class control. However in his research, he discovered that many types of different teaching aids supplied by the government were never utilized.

Ndwiga (2006) in his study on factors influencing the performance of Kiswahili at the Kenya Certificate of Secondary Education in Embu district noted a serious shortage of Kiswahili textbooks and other teaching resources. He argued that inadequate teaching resources inhibited good performance. Further, Mutua (2007) in his study on factors influencing the performance of Kiswahili at the Kenya Certificate of Secondary Examination level in Moyale sub-county confirmed that majority of schools had inadequate teaching learning resources to the extent that learners lacked language course books. Some schools did not even have libraries, a situation that is similar to what is happening in Njoro Sub-county schools.

Shiundu and Omulando (1992) argued that the managerial role of the principal is important in a school. The principal is responsible for the proper execution of the school curriculum by providing the necessary teaching and learning resources, motivating teachers, supervising formative evaluation and ensuring that the curriculum is well-implemented. This is supported by Ombui (2012) who noted that teaching and learning resources were inadequate in most

schools especially those that fell in the sub-county school category. These schools lacked the necessary textbooks like Kiswahili language course books. Sixty four per cent (64%) of the Principals and seventy three percent (73%) of HODs admitted that their schools did not have enough teaching and learning resources since their schools had limited funds. The few that were available had to be shared in a ratio of one book to three students. These learning resources pose a challenge to the teaching of Kiswahili by teachers in Kenya. In investigating the challenges facing teachers and students in the process of teaching and learning Kiswahili in public secondary schools in Kiambu District in Kiambu County, Kamau (2013) established that 75% of teachers cited that they proper teaching aids. From the study, the respondents suggested that teachers should use appropriate teaching aids that would help them in understanding Kiswahili concepts taught in class.

Karimi (2014) carried out a study to examine the factors influencing implementation of Kiswahili curriculum in public primary schools in Igoji Division, Meru County in Kenya. The study established that Majority of the Kiswahili teachers (46.6%) agreed that their schools have adequate Kiswahili books. However 22.4% indicated that they have Kiswahili books but not all times while 5.2% said that they don't have any books at all. The study further established that 72.4% of the respondents indicated Kiswahili teachers were not using resource persons in the teaching of the subject and wholly depended on what they knew. The study established from 49.3% of the pupils that the libraries did not always have the required materials used in teaching and learning of Kiswahili subject. It was further revealed that 15.5% of the respondents indicated that their schools had no libraries and while others had no Kiswahili materials.

Omollo (2016) carried out a study on assessment of the availability of Kiswahili instructional resources in Kapseret Division in Uasin Gishu County. The study established that Kiswahili course books were available (as cited by 23.3%), available but in poor conditions (as cited 46.7%) and not available (as cited 30%) respectively. Further, 80% of the teachers stated that chalkboard was available for teachers' use. It was also established that 80% of the teachers stated that teacher made notes were available. From students perspective, 26.7% of students cited that instructional resources were available but 55.3% of the students cited that the course books were available but in poor conditions. It also noted that 18% of the students cited that there were no course books for students.

Ngugi (2017) carried out a study to examine the use of instructional materials in teaching and learning Kiswahili in selected public secondary schools in Laikipia County. The study found that lesson observation schedules were available and these instructional materials were by the teachers in a classroom lesson. The study also observed that text books were the most common instructional materials in Kiswahili lessons. Visual materials such as pictures/photographs, audio visual cassettes, charts and newspapers and magazines were available in a few schools. Other kinds of instructional materials in Kiswahili such as radios, Televisions and computers were not available in any of the observed schools. The study established that some students were not exposed to electrical appliances such as the television, films/slides or radios due to their unavailability in their schools.

Gakii (2017) carried out a study to examine the school factors influencing instruction of Kiswahili grammar in public secondary schools in Baringo Central Sub-County in Kenya. The study found out that 93% of teachers considered instructional resources as a major factor responsible for good performance. Majority of students (72.5%) cited that their schools lacked enough instructional resources, while 27.5% of the students were of the view that their schools had enough teaching and learning resources. Majority of students (59%) indicated that one Kiswahili course book was shared among four students, 22.3% shared one book between three, while 18.7% students shared one book among two students.

Ouma (2015) did a study to examine performance of students in Kiswahili language in Kenya Certificate of Secondary Education examination in Winam Division in Kisumu County. The study found out that text books for Kiswahili language were no enough and students had to share. In this regard, the study found out that the ratio of Kiswahili textbooks sharing given by majority of the teacher informants 50% was 4:1 followed by other ratios which included 5: 1 and 6: 1 as cited by 20% of the respondents. The study noted that 32% of the students were comfortable with the book ratio sharing whereas majority of them 68% were not comfortable with the student book ratio for Kiswahili textbooks in their schools.

The Ministry of Education recommendation is that every Kiswahili text book should be shared by two students (KIE, 2002). However, according to Njoro sub-county education office (2015), the ratio of textbook in many schools is 1:3 or more against 1:2 recommendations by the Ministry of Education (MOE). Elliott and Corrie (2015) and Fredriksen, Brar and Trucano (2015) recommended getting textbooks to every student in Sub-Saharan Africa and also gave

strategies for addressing the high cost and low availability problem. The ratio of 1:3 may hinder the learning/teaching effectiveness because the students may take a longer time to complete exercises given by Kiswahili teachers. It was found that shortage of teaching and learning resources negatively affected students' performance in this study (Ombui, 2012). Since the above studies were carried outside the area of study of this research, it was therefore necessary to find out whether availability of Kiswahili learning resources influenced student performance in Kiswahili in Njoro Sub-County.

2.3.3 Teachers' Attitude towards Kiswahili Language

Teachers' attitude refers to emotions and feelings a teacher has towards the teaching of Kiswahili Language. It refers to the perceptions a teacher holds towards teaching Kiswahili language in secondary school. Teachers have a role in influencing students' attitudes towards a subject of study because of the attitudes they hold towards the subject themselves. They help motivate students to appreciate the subject in their daily life. Brown (2007) argues that the judgment and attitude of teachers in a school system provide the most valuable information about the problem to be faced than any other source. According to Bishay (1996), the working environment of teachers also determines the attitude and behaviour of teachers towards their work. He indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners.

Topper (2009) maintains that teachers' attitudes and beliefs shape the sense they make of any educational innovation, and play a crucial role in how they behave in the classroom situation. The teacher plays a key role in the making of the classroom climate. He is an agent who imparts instructions, monitors the performance and modifies the behavior. Savington (2004) contributing in relation to the importance of teachers' attitude and beliefs argues that in the quest for the improvement of language teaching, the language teacher has been overlooked. Further, he postulates that exploration of teachers' perceptions of what they do and why they do it, holds promise for understanding the frequently observed discrepancies between theoretical understanding of second language acquisition and classroom practice.

Negative teachers' attitude is perceived to be determined by different factors such as work environment and the rewards for teachers. According to Jackson (1997), negative teachers' attitude towards teaching among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of

additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Machakos District, found that factors affecting teachers morale included: dissatisfaction with school authorities, constant shortage of teaching and learning resources, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behaviour of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school.

Nyakundi (2012) carried out a study on factors that determined the level of motivation of teachers in Thika West district. The study established that teachers who had attended the trainings on special education programs organized by KISE were motivated. As a result of the training, their attitude towards teaching changed and they could handle the students better. It was also found out that trainings on better teaching methods helped in curriculum delivery in that it gave the teachers opportunity to become better equipped and competent.

Mugera (2015) carried out a study on the influence of sociolinguistics teachers' and students' attributes on KCSE performance in Kiswahili in Likuyani Sub-County in Kakamega in Kenya. The study established that 50% of teachers were willing to drop teaching Isimujamii given an option for they had a perception that Isimujamii is a confusing topic to students as well as teachers. The study further established that female teachers were more prepared to teach Sociolinguistics in Kiswahili than their male counterparts. In this regard, the study established 57.14% of female were highly prepared as compared to 42.86% of male.

Ombui (2012) did a study to investigate on institution based factors influencing students' performance in Kiswahili at KCSE in public schools in Sameta Division Kisii County Kenya. The study revealed that some teachers like teaching Kiswahili (75.0%), appreciate the role of Kiswahili in life (73.4%), motivate learners to work hard in Kiswahili (66.7%) and attend many Kiswahili seminars (55.0%). Majority of teachers had a negative attitude towards Kiswahili. In this regard, teachers cited that teaching Kiswahili is tiresome (88.1%), Kiswahili syllabus is too broad (77.5%), they prefer teaching the second language rather than

Kiswahili (53.8%) and that marking the three Kiswahili examination papers is tedious (64.0%). To a moderate extent 50% teachers indicated that they advise their student to take a career in Kiswahili.

Busienei and Suter (2013) did a study on the attitude of teachers and students in the teaching and learning of Kiswahili in Marakwet District. They established that Kiswahili teachers did not have a favourable attitude towards the teaching and learning of the subject due to high workload since the subject was taught alongside with another subject. Teachers' negative attitude towards Kiswahili affected students' attitude towards the subject also. Attitudes are integral component in learning of any language (Haitema, 2002) especially a second language like Kiswahili. A positive attitude enhances the teaching of relevant language skills. There is limited literature of teachers' attitude to Kiswahili both globally and on Kenyan soil that warrants this current study. Again, the available literature does not establish the level of teachers' influence on student performance, an element that this study considered.

2.3.4 Students' Attitude towards Learning Kiswahili

Students' attitude can be defined as the emotions and feelings a student has towards the learning of Kiswahili Language. It refers to the perceptions a student holds towards learning Kiswahili language in secondary school. Meenakshi (2008) argues that an individual's perceptions of the class teacher, peer group, syllabus and their awareness of their future needs affect their attitude towards learning a language. Chamber (1999) agrees that students attitude is an integral part of learning and that its consideration should therefore become an essential component of second language learning. In his study Ndwiga (2006) supports this by arguing that negative attitude by learners inhibits good performance in Kiswahili at KCSE. A learner's outcomes in a subject of study are influenced by their interpretation of teachers' interpersonal behavior as well. If learners believe that the teacher is concerned about them and their learning achievement empathizes with them and understands their problems, they react positively towards the subject, a factor that contributes to improved motivational level in the classroom.

Akey (2006) carried a longitudinal study among high school students of grade 9-11 to ascertain if there existed any relationship between school context, student attitudes, behavior and academic achievement. The findings of the study indicated that a perceived academic competence (attitude) had a positive influence on reading achievement among high school

students. Those students who had a positive attitude towards reading had a higher achievement than those who had negative attitude. Other research studies suggest that attitudes of students towards a particular subject have an implication on their academic achievement (Kiptui & Mbugua, 2009). Further, study findings reinforce this finding by arguing that there is a positive relationship between affective characteristics and language achievement (Haitema, 2002).

Students' negative attitude inhibits the teachers' ability to motivate them. For successful acclimatization of students to learn a second language, flexibility in attitudes, perceptions and a review students' knowledge is important. With an open mind and a proper preparation for encountering the language, attitudes can change and enable students to apprehend it. Sunnarborg (2002) observes that in order to change attitudes, teachers must present materials which will cause the students to have a negative dissonance. Ideally, as the students resolve the conflict of information they acquire in class with their current understandings, their effective responses to the object and their behaviour will change and motivation to learn the second language will improve. Kathuri and Pals (1993) assert that a significant relationship between students' attitudes towards a subject and academic achievement is a function of their personal attitude rather than external factors, which may influence them.

Kamau (2013) investigated the challenges facing teachers and students in the process of teaching and learning Kiswahili in public secondary schools in Kiambu District in Kiambu County, Kenya. The study established that 91% of HODs and 54% of principals felt that their students had a low attitude towards Kiswahili. This impacted negatively to the teaching and learning of Kiswahili. A study by Karimi (2014) to examine the factors influencing implementation of Kiswahili curriculum in public primary schools in Igoji Division in Meru County found out that 72.5% of students enjoyed learning Kiswahili. However 27.5% disagreed that Kiswahili was interesting. The study further established from 66.9% of the students were on the opinion that Kiswahili was a difficult subject; while 22.6% disagreed with the study and 10.6% were Undecided.

Mugera (2015) carried out a study on the influence of sociolinguistics teachers' and students' attributes on KCSE performance in Kiswahili in Likuyani Sub-County in Kakamega in Kenya. The study established that majority of the student participants (71.58%) had a negative attitude toward Kiswahili sociolinguistics. Few student participants representing, 52,

(28.42%) had a positive attitude toward learning Kiswahili sociolinguistics. Atancha (2012) carried out a study to examine the effectiveness of teaching methods on students' acquisition of Kiswahili language skills in public secondary schools in Manga Division, Kenya. The study established that 95.8% of students liked Kiswahili due to teachers' approach to teaching and the methods they use. Students indicated that teachers enabled them to plan their revision, inducted them into discussion groups and guided them through student centred learning approach. Those who disliked Kiswahili stated that the teachers do not use appealing methods of teaching such as dictation and minimal student participation.

Ombui (2012) did a study to investigate on institution based factors influencing students' performance in Kiswahili at KCSE in public schools in Sameta Division Kisii County Kenya. The study revealed that 66.2% of students strongly agreed and 25.1% agreed that they have a positive attitude towards Kiswahili. The student cited that they enjoy learning Kiswahili, are happy with their Kiswahili performance, Kiswahili is easy subject to study and that they were attentive during Kiswahili lessons. Majority of students (76.4%) cited that they liked Kiswahili grammar (lughu), Kiswahili literature (fasihi) and Kiswahili composition (insha). It was further established that 65% of the student cited that Kiswahili was useful in life and they would take a carrier in Kiswahili in future. It was also noted that 94% of the students liked reading Kiswahili articles.

Munialo (2009) did a study to find out what attitudes student had towards learning Kiswahili and how teachers could implement strategies to effect change in their students' attitudes in Rachuonyo District. The results of the study indicated that students in Rachuonyo district had negative attitudes towards learning Kiswahili which influenced their performance in the language. Secondly, the boys tend to have a slightly more negative attitude towards learning Kiswahili than girls. The study recommended that teachers engage students in Kiswahili clubs and programmes in teaching and learning and intensification of inspection of teaching of Kiswahili. There is need for further research on attitudes towards learning Kiswahili at primary, teacher training and university levels and the role of mother tongue in the learning and teaching of Kiswahili. Of the reviewed studies, none was conducted in the area of study of this research and since students' attitude is a function of learning environment, there was a need to make inquiry on students' attitude towards Kiswahili Language in Njoro Sub-County. This current study aimed at establishing the causal relationship between student's attitude and Performance of Kiswahili.

2.4 Theoretical Framework

The theoretical framework for this study was adopted from the Functional Theory of Education as illustrated by Blackledy and Hunt (1985). The proponents of the theory state that the essential functions of education are socialization where individual persons are trained to perform adult roles in the society, as well as being transformed from unsocial beings into a social ones. The theory postulates that the functions of the school are the development of individuals' commitment and capacity to perform allocated roles within the society. Thus the process of education is the sharing of common values by the family and the school which are the two agencies involved. In secondary school, students are gradually differentiated into high achievers and low achievers and are further classified according to their academic and social successes, which are the values of achievement shared by the family, school and the community. It can therefore be noted that those students who miss out on education, stand to lose the gains of schooling which include socialization and selection process at higher levels of education and also at universities.

Although students gains by schooling in terms socialization and selection process higher levels of education, the school-based factors that include overcrowding in classes, lack of enough teachers and inadequate text books makes the problem of poor performance in Kiswahili language worse. These factors make the school to deny the students the socialization and selection process which are acquired through schooling. Due to the lack of socialization, the attitudes of the student towards schooling are to a large extent affected. A negative attitude influence results in students failing to benefit from the functions of education. Therefore Functional Theory of Education will be relevant in guiding the study in regard to the influence of teachers' workload, availability of Kiswahili language teaching resources and teachers' and students' attitude towards Kiswahili language on students' performance in Kiswahili language at KCSE in Njoro sub-county.

2.5 Conceptual framework

From the literature cited above, various variables have been identified that are likely to influence separately and or jointly, the performance of secondary school students in examinations, especially in Kiswahili language. The teachers' workload, availability of teaching resources, students and teachers attitudes form the independent variables that could affect in one way or another student performance in Kiswahili language which is the dependent variable. The teachers' experience, financial assistance to the school by

government, donors etc. and the school administrative policies are the intervening variables as they may influence the quality of teaching and resources available for teaching Kiswahili language in secondary schools. Figure 1 is a summary of the conceptual framework of variables illustrating the interaction of the variables of the study.

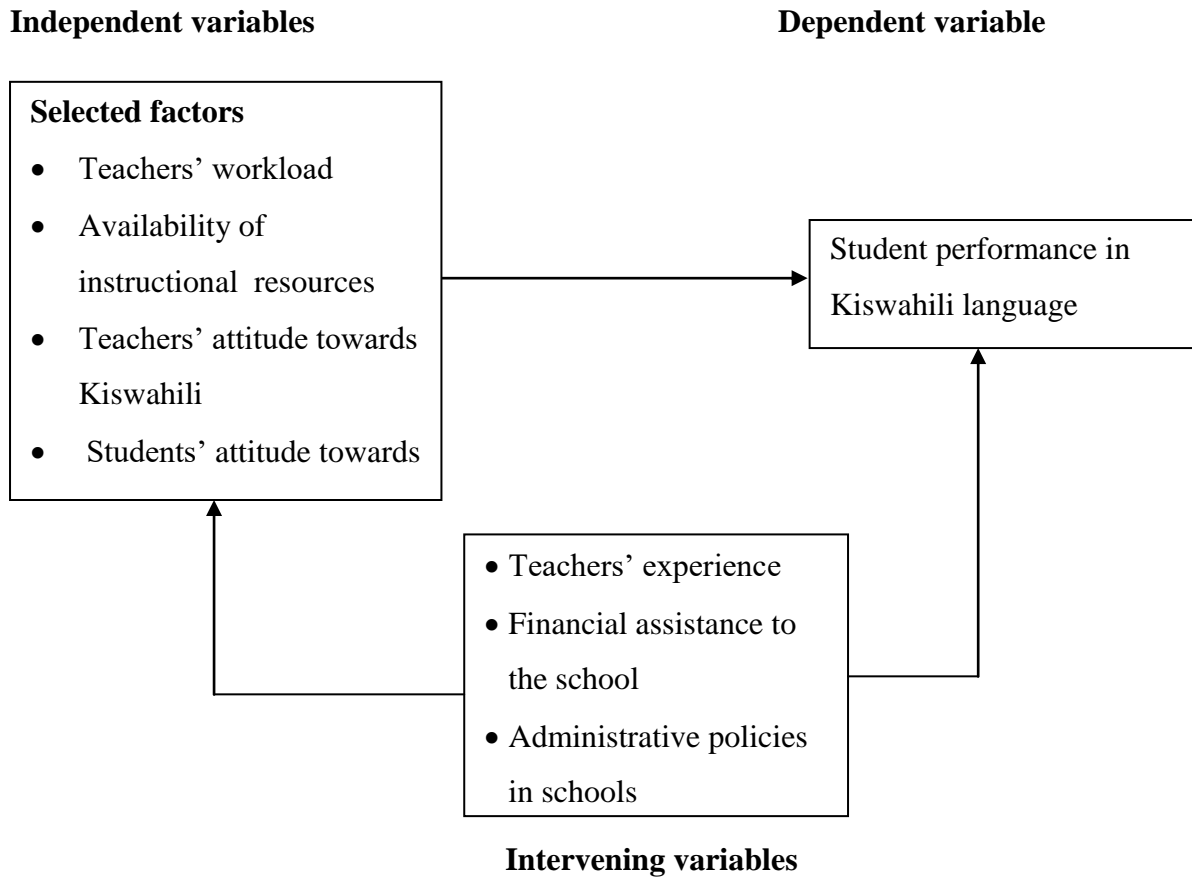


Figure 1: Conceptual framework illustrating the interaction of the variables of the study

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology which was used to investigate the variables of the study. It describes the research design, location and population of this study, sampling procedures and sample size. It also describes instrumentation, validity and reliability of research instruments, data collection and data analysis procedures.

3.2 Research Design

The descriptive survey design was adopted for this study. Kumar, (2011) explains a descriptive study as one that attempts to describe systematically a situation, a problem, a phenomenon, service or programme or provides information about the living condition of a community, or describes attitude towards an issue, values and characteristics. According to Mugenda and Mugenda (2003), the selected design is suitable for collecting information related to a phenomenon under study and then, conclusions are reached from the facts discovered. The descriptive survey design gives the researcher a lot of information gotten even from a large sample of respondents (Fraenkel & Wallen, 2009). Using this design, the researcher was able to obtain information on the influence of selected educational factors on performance of Kiswahili language in secondary school in Njoro Sub-county.

3.3 Location of the Study

The study was carried out in Njoro Sub-county in Nakuru County. This sub-county borders Rongai Sub-county to the north, Nakuru and Naivasha Sub-counties to the east, Narok County to the south and Molo and Kuresoi Sub-counties to the west. Njoro Sub-county has 19 secondary schools. Teacher to student ratio in secondary schools in this Sub-county is 1:56 which is far above the recommended ratio of 1:40. Again, compared to other Sub counties in Nakuru County, Njoro Sub-county performs the poorest in Kiswahili language at KCSE. For example, in the year 2016, the KCSE mean score for Njoro Sub-county was 3.86 while for Nakuru North Sub-county was 4.88, Molo Sub-county was 4.38 and Rongai Sub-county was 4.35 against a means score of 3.86 in Njoro Sub-county in the same year (Njoro Sub-county Education Office, 2017). It is due to this problem that Njoro Sub-county was selected as the study area.

3.4 Population of the Study

The population of the study was the teachers and students from all the public secondary schools in Njoro Sub-county. The teachers comprised those who are employed by the Teachers' Service Commission (TSC) and those employed by the Board of Management of the respective schools. The target population of the study was 3256 Form Three students and 55 Kiswahili teachers while the accessible population comprised of 2340 Form Three students and 55 Kiswahili teachers, from 19 public secondary schools in Njoro Sub-county. The choice of the schools was based on the fact that they had presented Form Four candidates in the national examinations for the year 2011-2015, which was one of the criteria for inclusion in the study. Form Three students were preferred because by the time of this study they had been in secondary school for about three years and had developed a defined attitude towards Kiswahili language. These students more than ever before were expected to be getting more serious with their studies. Form Four students could not be selected since they are expected to be busy doing their final preparation towards KCSE examination and therefore posed a challenge of availability to participate in the study. According to statistics obtained from Njoro Sub-county Education Office in the year 2015, there was a total of 3256 (1322 boys and 1934 girls) Form Three students in Njoro Sub-county.

3.5 Sampling Procedures and Sample Size

The study used census to select all the nineteen (19) public secondary schools and 55 Kiswahili language teachers. Therefore, the sample size for Kiswahili teachers was 55. Since the accessible student population is finite, the study used probabilistic sampling method to determine the sample size of the study. The following formula by Krejcie and Morgan (1970) was used to determine the sample size of students. The formula is also recommended by Kenya Projects Organization (KENPRO), (2014) as a perfect formula for finite target population.

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where:

S = Required Sample size

X = Z value (e.g. 1.96 for 95% confidence level)

N = Population Size

P = Population proportion (expressed as decimal) (assumed to be 0.5 (50%))

d = Degree of accuracy (5%), expressed as a proportion (.05); It is margin of error

Using the above formula;

$$S = [1.96^2 \times 2340 \times 0.5(1-0.5)] / [0.05^2(2340-1) + 1.96^2 \times 0.5(1-0.5)]$$

$$S = 330.1070815$$

and therefore the required sample size is 330 students

These 330 students were drawn from form three students. In order to select the 330 students to participate in the study, the researcher employed simple random sampling technique. Simple random sampling gives every member from the target population an equal chance of being selected for the study (Kumar, 2011). Using simple random sampling, the researcher obtain a list of all the form three students from the 19 schools and then using Microsoft Excel software, randomly selected 330 students by applying the function “=RAND()”. Simple random sampling ensures that there is no biasness in the sampling process and therefore the choice of the sampling procedure (Fraenkel & Wallen, 2009). Table 2 gives a summary of the sample size distribution.

Table 2: Sample Size Distribution

Respondents	Target population	Accessible population	Sample
Students	3256	2340	330
Kiswahili Teachers	76	55	55
Total	3332	2395	385

3.6 Instrumentation

Two questionnaires were used to gather data for this study namely, Teachers’ Questionnaire and Students’ Questionnaires. The use of questionnaire is preferred because it is time saving because it takes a shorter time to collect data than other types of instruments and it allows for the collection of data from a relative large number of respondents. Questionnaires are less costly and easy to quantify and summarize the results.

3.6.1 Teachers’ Questionnaire

This instrument was designed to collect data on Kiswahili textbook/student ratio, library materials, teachers’ attitude, and teachers’ workload. Teachers were required to respond to

each item appropriately. The instrument was intended to establish teachers' perceptions on how the selected factors influenced the performance of Kiswahili language in Njoro Sub-county. This instrument comprised of twenty-seven items based on a Five-Point Likert Scale.

3.6.2 Students' Questionnaire

The use of this instrument was meant to collect information from students in secondary schools in the study area. The students' questionnaire had three questions on section A and twenty-six questions in section B. The items were closed ended on a Five-Point Likert Scale. This Instrument was designed to collect data on students' attitude towards Kiswahili language and availability of teaching resources.

3.7 Validity and Reliability

3.7.1 Validity

Fraenkel and Wallen (2009) define validity as the appropriateness, meaningfulness and usefulness of the specific inferences researchers make based on the data they have collected. This depends upon the instruments used. To ensure content validity the research instruments, the researcher constructed the instruments in line with the research objectives of this study. Additionally, the researcher also consulted research supervisors, professionals and experts in the field of research and those from the Department of Curriculum and Instruction and Educational Management, to draw out a representative sample of indicators from the major concepts within the study. They assessed and provided feedback on the corrections required. The supervisors' input was used to improve ambiguity in questions, biases and wrong wordings.

3.7.2 Reliability

Reliability is the degree to which a test consistently gives similar results when administered on the same subjects repeatedly (Fraenkel & Wallen, 2009). To test for reliability of the research instruments, the researcher used Cronbach's Alpha to measure the level of internal consistency of the items in the instruments. Internal consistency describes the extent to which all the items in a research tool are consistent in reporting almost similar findings over repeated trails. According to Mugenda and Mugenda (2003), Cronbach's alpha coefficient of 0.7 and above confirms reliability of a measuring tool. This study obtained Cronbach's alpha coefficient of 0.82 from teachers' questionnaire and 0.81 from students' questionnaire that confirmed reliability of the research instruments.

3.8 Data Collection Procedures

In preparation for collecting data, the researcher obtained a letter of introduction and permission from the School of Postgraduate Studies of Egerton University and then applied for a permit from National Commission for Science, Technology & Innovation (NCSTI) to conduct the study in Njoro Sub-county. After making this arrangement, the two questionnaires; one for students and the other for teachers were administered to the sampled schools. The researcher administered the instruments to all the respondents namely teachers and students. Respondents were assured that their responses were to be treated confidentially. Adequate time of two weeks was given for them to give their responses to the instruments effectively.

3.9 Data Analysis

Once the filled questionnaires were received from the schools, the data collected was thoroughly examined by the researcher for completeness and data cleaning purposes. The responses were then tabulated, coded and then entered into computer for analysis. Statistical package for social sciences (SPSS) version 20 was used. Matin and Acuna (2002) says the software has the capacity to analyze complex data collected from the field. Both descriptive and inferential statistics were used in analyzing the data. Descriptive analysis, means scores and standard deviations were used. Mean scores were used to indicate the tendency of respondents on average in rating different statements in the questionnaire. Standard deviations were used to show the spread of responses by the respondents and the level of consensus of the respondents in responding to the study questions. For inferential statistics, the study used Pearson correlation to establish the relationship between the independent variables and dependent variables. Pearson correlation coefficient was also used to test the hypothesis of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The study investigated the influence of teachers' workload, instructional materials, teachers and students attitudes towards Kiswahili on students' performance in the subject in public secondary schools in Njoro Sub-County. The chapter presents and discusses the results of the study. Quantitative data was summarized and described using frequencies, percentages, means and standard deviations while hypotheses were tested using the Pearson's correlation coefficient. The chapter has six sections; an introduction, characteristics of the respondents and influence of teachers' workload on students' performance in Kiswahili language. The subsequent sections are on the influence of instructional materials, teachers and students attitudes towards Kiswahili language on the performance in the subject.

4.2 Characteristics of the Respondents

The study examined the characteristics of the Kiswahili teachers and students because this information was deemed necessary as it provides a foundation for a more detailed discussion of the results. The profiles of the teachers examined were gender, school type, highest level of education and experience. A summary of the characteristics of the teachers is given in Table 3.

Table 3: Characteristics of the Sampled Teachers

Scale	Characteristic (N = 55)	Frequency	Percentage
Gender of teachers	Male	32	58.2
	Female	23	41.8
School type	Girls	4	7.3
	Boys	4	7.3
	Mixed	47	85.5
Highest education level	Form 4(Untrained teacher)	1	1.8
	Undergraduate Degree	51	92.7
	Diploma	3	5.5
Teaching experience in years	Less than 5 years	22	40.0
	6 - 10 years	9	16.4
	11 - 15 years	10	18.2
	Above 15 years	14	25.4

The results on Table 3 show that more than half (58.2%) of the sampled teachers were male. This implies that teaching Kiswahili has attracted more males than females in Njoro Sub-County. The results contradict those of Otieno and Ndayambaj (2015) who established that females were the majority in programmes which were historically viewed as feminine in nature such as humanities and languages. The results on school type revealed that majority (85.5%) of the Kiswahili teachers were from mixed schools. This is due to the fact that most schools in Njoro Sub-County are mixed-day schools. According to the Njoro Sub-county Education Office in the year 2015, out of the 19 public secondary schools in the Sub-County 14 are mixed day schools.

The study also examined the highest academic qualifications of the Kiswahili teachers. The results on Table 3 indicate that nearly all (92.7%) the Kiswahili teachers were university degree holders while a few (5.5%) had diploma in education certification. These results indicate that the level of education of the Kiswahili teachers meets the requirements set by the Ministry of Education. According to the Teacher Service Commission (2011), the minimum qualifications for a secondary school teacher is either a degree or a diploma. The effectiveness of teaching Kiswahili in secondary schools is dependent on availability of qualified and experienced teachers. Several scholars have observed that teacher qualification is a significant predictor of academic achievement (Adeyemi, 2008). Birgen (2005) asserts that academic and professional qualifications are a major asset when handling teaching tasks. Ademulegum (2001) observed that students taught by qualified teachers performed better than those taught by less qualified teachers because highly qualified teachers have a superior mastery of their subjects.

Data on experience of the Kiswahili teachers as measured by the number of years they had taught the subject was also sought. The results posted on Table 4 indicate that majority (60 %) of the teachers had teaching experience of 6 years and above. Work experience is important since skills are perfected through practice. Studies have shown that students taught by experienced teachers perform better than those taught by inexperienced ones (Muhia, 2015). Ogundare (2001) asserts that experience is important as it assists the teacher to select appropriate models of instruction. Goe (2007) adds that experienced teachers are generally knowledgeable as they have acquired a wide range of skills as a result of teaching for long periods of time. Consequently, teachers in Njoro Sub-County were qualified to handle the subject.

The profiles of the students who participated in this study were also examined with respect to their gender. The distribution of their sample by gender is given in Table 4.

Table 4: Distribution of the Students Sample by Gender

Gender	Frequency	Percentage
Male	134	40.6
Female	196	59.4

The results in Table 4 reveal that majority (59.4%) of the students who participated in the study were females. Given that Kiswahili language is one of the compulsory subjects, the results suggest that the number of female students in public secondary schools in Njoro Sub-County is higher than that of their male counterparts.

4.3 Influence of Teachers' Workload on Students' Performance in Kiswahili Language

The first hypothesis of the study stated that, there is no statistically significant influence of teachers' workload on students' performance in Kiswahili language. Data on teachers' workload was gathered using the Kiswahili teachers' questionnaire. The Kiswahili teachers' workload was measured using a set of 11 close-ended items that were constructed using a 1 (strongly disagree) to 5 (strongly agree) points Likert type scale based on the extent to which they agreed with the statements. The responses to the items were averaged and transformed into the workload index (overall mean). The item means, standard deviations and the workload index are given in Table 5.

Table 5: Mean of Teachers' Workload

Statement	N	Mean	SD
Time allocated for Kiswahili is inadequate	55	2.18	1.20
The number of lessons allocated for Kiswahili language are adequate to cover the syllabus	55	3.16	1.23
The number of lessons that I teach per week are more than 27	55	3.18	1.35
Marking all students scripts within the given deadline is impossible due to the large number of students	55	2.02	0.95
Teachers do not get enough time to prepare for lessons due to the large number of lessons	55	2.96	1.30
Teaching Kiswahili is a challenge due to extra responsibilities in teaching other subject(s)	55	3.20	1.47
Teaching Kiswahili is a challenge due to extra curricula responsibilities	55	3.60	1.23
The number of students that I teach in my classes is more than 40	55	1.82	1.12
I am occasionally required to make reports on exam analysis that consumes a substantial amount of my time	55	2.98	1.43
Constant meetings (e.g. staff meetings) in school results into a constraint of teaching time	55	3.22	1.38
I lack time to hold Kiswahili debates due to excess workload	55	2.55	1.14

There results in Table 5 show that the item means were in the 1.82 (SD = 1.12) to 3.60 (SD = 1.23) range. The item means were considered low given that they were out of a maximum of 5. The low workload index is an indication that the Kiswahili teachers' workload is manageable since no statement had a mean of 4 or above.

Some of the statements that had a low score included "Time allocated for Kiswahili is inadequate" with a mean of 2.18(SD=1.20), "Marking all students scripts within the given deadline is impossible due to the large number of students" with a mean of 2.02(SD=0.95), "The number of students that I teach in my classes is more than 40 with the lowest mean of 1.82(SD=1.12) and "I lack time to hold Kiswahili debates due to excess workload with a mean of 2.55(SD=1.14). This means that time allocated for Kiswahili language was adequate even to allow for debates, teachers were able to mark all scripts within a given deadline and

class size was manageable. However, majority (Mean=3.20, SD=1.47) of teachers felt that teaching Kiswahili is a challenge due to extra responsibilities in teaching other subject(s), others that teaching Kiswahili is a challenge due to extra curricula responsibilities (Mean=3.60, SD=1.23) and yet others said that the constant meetings, for example, staff meetings in school results into a constraint of teaching time (Mean=3.22, SD=1.38).

The students' performance in Kiswahili language was measured using the performance in KCSE examinations. The teachers were requested to provide their schools' KCSE mean grades in Kiswahili for the years 2007 to 2011. The grades are tabulated on Table 6.

Table 6: Overall KCSE Mean grade for Years 2007 – 2011 in Njoro Sub-County

Year	N	Mean	SD
2007	47	4.68	1.15
2008	50	4.32	1.23
2009	53	4.88	1.43
2010	55	5.16	1.32
2011	55	5.58	1.64
General Mean	55	4.68	1.48

The results on Table 6 reveal that the overall mean grades for the five years ranged from 4.32 (SD = 1.23) to 5.58 (SD = 1.64). The year 2011 had the highest mean of 5.58 while the year 2008 had the lowest mean of 4.32. This might have been caused by post-election violence in 2008 in Kenya. The mean grades were fairly low given that they are measured out of a maximum of 12. The results are an indication that students generally do not perform well in Kiswahili language in the sub county.

The influence of the teachers' workload on and students' performance in Kiswahili language was determined using the Pearson Correlations test. The test is recommended when determining the associated between variables that are at ratio or interval scale (Mugenda, 2008). The results of the bivariate test between the teachers' workload and students overall KCSE mean grade for the years 2007 - 2011 are given on Table 7.

Table 7: Correlation between Teachers' Workload and Students' Performance in Kiswahili

Scale		Performance in Kiswahili
Teachers' workload	Pearson Correlation	0.053
	p-value	0.698
	N	55

The results on Table 7 show that the relationship between the teachers' workload and students' performance in Kiswahili language was positive but not significant at the 0.05 significance level, $r(53) = .053$, $p > .05$. This means that teachers' workload does not influence students' performance in the subject. The results support the first hypothesis which stated that there is no statistically significant influence of teachers' workload on students' performance in Kiswahili language. The hypothesis was thus accepted. The hypothesis test results revealed that relationship between teachers' workload and students' performance in Kiswahili language is not statistically significant. It thus does not influence students' performance in Kiswahili language in Njoro Sub-County.

This finding agrees with Ajayi (2001) whose study revealed that no statistically significant influence existed between teachers' workload and students' academic performance while Kolawole (2002) found that a negative relationship existed between the academic performance of students and teachers' workload. These results are inconsistent with those of Nwanekezi, (2006) who found that teachers' workload was one of the factors that inhibits students' academic achievement. These findings also significantly differ with those of Gekombe (2015) in a study of secondary schools in Wareng Sub-County Uasin Gishu County who found that Kiswahili teachers had a big workload which affected the performance of students negatively. The findings of this research are in disagreement with those by Mutahi, (2008) in secondary schools in West Pokot Sub-County, where a close link was observed between the academic performance of Kiswahili and teachers workload. This implies that the influence of workload is a factor of the local situation in an area.

Kamotho (2000) in a newspaper article asserts that the teaching load for Kiswahili teachers made it difficult for them to produce good results. Malcomson (2001) asserts that teachers' workload through spending more hours in a week preparing their lesson notes for teaching

and marking scripts may lead to poor performance of students. Teachers modify their teaching methods to enable them cope with the stress of the workload (Nwachukwu, 2009). When teachers are unable to accomplish the objectives of their teaching workload, students may be at the risk of failing. However this current study found that teachers had manageable workload and that the workload did not influence students' performance in Kiswahili in public secondary schools in Njoro Sub-County.

4.4 Influence of Availability of Instructional materials on Students' Performance in Kiswahili Language

The second hypothesis of this study stated that there was no statistically significant influence of availability of instructional materials on students' performance in Kiswahili language. Data on availability of teaching-learning materials was gathered using the Kiswahili teachers' questionnaire. The responses of the teachers to items in the questionnaire were averaged and transformed into availability of instructional materials index (overall mean) as shown in Table 8.

Table 8: Availability of Instructional Materials Index

Statement	N	Mean	SD
The school has adequate Kiswahili textbooks	55	2.71	1.40
The school has adequate Kiswahili charts	55	2.24	1.13
Daily Kiswahili Newspapers are made available to students especially ' <i>Taifa Leo</i> '	55	2.51	1.49
Torn Kiswahili text books are promptly repaired	55	3.04	1.18
Lost Kiswahili books are regularly replaced	55	3.05	1.21
The library has adequate reading space for all students	55	1.64	0.90
The school has adequate teaching/learning aids for teaching Kiswahili language	55	2.62	1.33
Availability of Instructional materials Index	55	2.54	1.23

The results on Table 8 show that the item means ranged from 1.64 (SD = 0.90) to 3.05 (SD = 1.21) while availability of instructional materials index was 2.54 (SD = 1.23). Most of the item means were below average given that they were measured out of a maximum of 5. This means that the respondents were not in agreement with the statements, an indication that there were inadequacies in availability of materials mentioned in the statements. An

examination of the information contained on Table 8 reveal that the standard deviations of the items were relatively high as they ranged from 0.90 to 1.49. The high standard deviation implies that there were wide variations in responses to the items. There were those who strongly agreed with the statements and those who strongly disagreed with them. This is an indication that there was unequal distribution of Kiswahili instructional materials in the sampled schools.

This study revealed that public schools in Njoro Sub-County did not have enough Kiswahili charts to aid learning, their libraries did not have enough space to accommodate all the students, daily Kiswahili newspapers were not made available to students and that the schools had inadequate teaching/learning aids for teaching Kiswahili language. However, most schools replaced lost Kiswahili textbooks and also repaired the torn ones for the benefit of students. The relationship between availability of teaching/learning materials and students' performance in Kiswahili language was determined using the Pearson correlations test. The availability of instructional materials index was correlated with the KCSE overall mean grade ($M = 4.68$, $SD = 1.48$) that had been determined in section 4.3. The results of the bivariate test is on Table 9.

Table 9: Correlations between Instructional materials and Performance

Scale		Performance in Kiswahili
Teaching-Learning material	Pearson Correlation (r)	0.317*
	p-value	0.018
	N	55

* Correlation is significant at the .05 level (2-tailed).

The results on Table 9 show that the relationship between instructional materials and students' performance in Kiswahili language was positive and significant at the .05 level, $r(53) = .317$, $p < .05$. This means that students in schools with adequate teaching-learning resources tended to perform better in examinations. It implies that instructional materials influence students' performance in Kiswahili language. These results contradict the second hypothesis which stated that there is no significant relationship between instructional materials and students' performance in Kiswahili language. The hypothesis was rejected as it was not supported by the results.

The results of the hypothesis test showed that instructional materials influence students' performance in Kiswahili language. The results are in line with those of Michaleowa (2001) who found that, the availability of textbooks had a significant and positive impact on learning outcomes. Likoko, Mutsotso and Nasongo's (2013) study in Bungoma South district, Kenya, established that lack of facilities like libraries and inadequate instructional materials have a negative influence on pupils' achievement. The results support the findings of a study conducted by Okoth (2012) in Ugunja and Ugenya districts and Kenya. The study found that use of instructional facilities provides appropriate introduction to and learning of new and complex concepts. The facilities also motivate students' learning thus increasing their participation and concentration.

Instructional materials are important in the teaching and learning process as they make learning pleasant and offer an experience, which stimulates self-activity and imagination on the part of the pupils (Schneider, 2003). According to Damole and Adebayo (2005) instructional materials increase the rate of pupils' learning; save the teachers' time and effort, increase students' interest and facilitates retention of what is learned. Isola (2010) asserts that the use of instructional materials in the teaching process makes the process less stressful for both the teacher and the students. Mbah (2013), observed that no matter how well trained a teacher may be, he/she may not be able to put his/her ideas into practice if the school lacks the equipment and materials necessary to translate competence into reality. Based on the foregoing, it is important that schools acquire adequate and appropriate instructional materials as this will assist in enhancing students' performance not only in Kiswahili but also in other subjects.

4.5 Influence of Teachers' Attitude towards Kiswahili Language on Students'

Performance in the Subject

The third hypothesis of the study stated that there was no statistically significant influence of teachers' attitude towards Kiswahili language on students' performance in the subject. Teachers' attitude towards Kiswahili language was measured using data collected using their questionnaire while students' performance in the subject was measured using their KCSE mean grade for the years 2011 to 2016.

Data on teachers' attitudes towards Kiswahili language was gathered using 5 close-ended items in their questionnaire. The close ended items were based on the extent to which the

respondents agreed with them. The responses to the items were averaged and then transformed into the teachers' attitudes towards Kiswahili language index (overall mean). The items means, standard deviations and the index are given on Table 10.

Table 10: Teachers' Attitudes towards Kiswahili Language Index

Statement N = 55	Mean	SD
Kiswahili is a useful subject for students to learn	4.65	0.93
I feel embarrassed being a Kiswahili teacher	3.20	0.65
Teaching Kiswahili is boring	4.44	0.87
I prefer teaching Kiswahili than any other subject	1.35	1.13
Motivational stories should be used in teaching Kiswahili	1.20	1.08
Teachers attitude towards Kiswahili language mean	2.73	0.34

Table 10 shows that the item means ranged from 1.20 (SD = 1.08) to 4.65 (SD = 0.93) while the teachers' attitudes towards Kiswahili index was (M = 2.73, SD = 0.34). Most respondents said that Kiswahili was a useful subject for students to learn (M = 4, 65, SD = 0.93). However majority of respondents indicated that teaching Kiswahili is boring (M = 4.44, SD 0.87) and that felt embarrassed as Kiswahili teachers. Majority did not prefer teaching Kiswahili to any other subject and thought that motivational stories should not be used in teaching Kiswahili. These results suggest that teachers' attitude towards Kiswahili was negative.

The results also reveal that the standard deviations of the items were generally low except those of two items; "I prefer teaching Kiswahili than any other subject (SD = 1.13)" and; "I like motivational stories should be used in teaching Kiswahili (SD = 1.08). A low standard deviation is an indication of similarity in responses of subjects to an item while a high standard deviation means inconsistency in responses to an item. The standard deviation of the index (SD = 0.34) was low an indication that the attitude of the respondents towards Kiswahili language were comparable.

After determining teachers' attitudes towards Kiswahili language, its influence on students' performance in the subject was established. A bivariate test was used to correlate the teachers' attitudes towards Kiswahili language index with students mean grade in KCSE

Kiswahili for the years 2011 to 2016 was conducted. The results of the bivariate test are summarised on Table 11.

Table 11: Correlations between Teachers' Attitude towards Kiswahili Language and Students Performance in Kiswahili Language

Scale		Performance in Kiswahili language
Teachers attitude towards	Pearson Correlation	0.497*
Kiswahili language	p-value	0.000
	N	55

*Significant at the .05

The results on Table 11 reveal that the relationship between teachers' attitudes towards Kiswahili mean and students performance in the subject at the KCSE was positive and significant at the .05 level, $r(53) = .497$, $p < .05$. The positive association implies that that students taught by teachers with a positive attitude perform better. The significant association between the two variables is also an indication that teachers' attitudes towards Kiswahili influence performance of students in the subject. The third hypothesis which stated that there is no statistically significant influence of teachers' attitudes towards Kiswahili language on the performance of the students they teach the subject was rejected.

These findings concur with those by Ashiono, (2016) that revealed a statistically significant positive relationship between teacher characteristics such a teacher attitude and student performance in Kiswahili in KCSE examinations in Kakamega and Siaya counties. His study found out that those teachers who had a negative attitude towards teaching Kiswahili language influenced students' performance through poor KCSE Kiswahili examinations results. Similarly Akinsolu (2010) observed that teachers' attitude is a vital pre-requisite for students' attainment of educational goals and objectives. A Study by Mutua (2007) in secondary schools of West Pokot showed that the academic performance in Kiswahili of students was strongly related to teachers' attitude towards the subject. Wasiche (2009) concurs with these results by asserting that those teachers who were less motivated and less interested in teaching, their students performed poorly as compared to the students taught by highly motivated teachers.

Ashimole (2011) emphasized that teaching and learning depends largely on teachers, and that it is on teachers' attitude and motivation that rest the effectiveness of all educational development of a student. For students to continue learning and achieve success in Kiswahili they need to have motivated teachers who would help them develop their own strategies for lifelong learning (Businei & Suter, 2013). Conversely, negative attitudes have a negative effect on the performance levels of students. Positive attitudes lead to success while negative attitudes lead to failure. A successful student result can lead to a positive ego, while failure leads to a negative ego (Gecer, 2002).

4.6 Influence of Students' Attitude towards Performance in Kiswahili Language

The fourth hypothesis of the study stated that there is no statistically significant influence of students' attitude on their performance in Kiswahili at KCSE. Students' attitude towards Kiswahili language was measured using data generated by their questionnaire while data on performance in Kiswahili language was provided by the subject teachers. The association between the two variables was determined using the Pearsons correlation test.

Data on attitude towards Kiswahili language was collected using 26 items in the students' questionnaire. The items were close ended, 5 points (1: Strongly Disagree to 5: Strongly Agree) Likert type statements based on the extent to which the respondents agreed with them. The responses to each item was averaged, summated and then transformed into attitude towards Kiswahili language index (overall mean). The item mean and the index are summarised on Table 12.

Table 12: Students' Attitude towards Kiswahili Language means

Statement N = 330	Mean	SD
Given a chance I would study Kiswahili beyond	4.23	1.08
Kiswahili is important to me	4.56	0.70
Kiswahili helps me grow in my academic endeavors	4.53	1.78
The learning of Kiswahili helps me to communicate with other people	4.76	0.87
I am happy to learn Kiswahili	4.51	0.91
I learn Kiswahili to pass my examinations	3.56	1.48
Kiswahili helps me to enrich my knowledge	4.28	0.91
I learn Kiswahili to please my parents	4.07	1.34
Kiswahili is relevant in the world today	3.83	1.26
Kiswahili is an easy subject to learn	3.78	1.21
My Kiswahili teacher makes the subject interesting	4.35	0.98
Kiswahili topics are difficult to understand.	4.05	1.12
It is boring doing Kiswahili assignments	4.48	2.98
Kiswahili assignments are given often by the teacher	3.78	1.21
Immediately I finish Form four, I do not want to have anything to do with Kiswahili.	4.15	1.21
Learning Kiswahili is frustrating	3.88	1.33
Kiswahili is one of my favorite subjects	4.08	1.07
I like learning Kiswahili	3.96	1.21
Learning Kiswahili is in itself rewarding	3.78	1.51
I continue thinking about Kiswahili even when the lesson is over	2.88	1.69
The hours I spend learning Kiswahili are the ones I enjoy most	3.54	1.28
I am highly motivated to learn Kiswahili	4.09	1.80
I am confident in performing well in Kiswahili examinations	4.45	1.39
I hate Kiswahili	4.55	0.89
I use my spare time to read Kiswahili Story books	3.63	1.23
I enjoy studying Kiswahili at all times	3.80	1.25

Table 12 shows that the item means ranged from 2.88 (SD = 1.69) to 4.76 (SD = 0.87). The item means were high given that they were out of a maximum of 5. The high item means is an indication that the students' attitude toward the subject was positive. An examination of

the items standard deviations reveal that most of them were relatively high as they were above 1. This means that the students' responses to the items were not similar.

Some of the positive statements that had high mean include "Given a chance I would study Kiswahili beyond" (M=4.23, SD=1.08), "Kiswahili is important to me" (M=4.56, SD=0.70), "Kiswahili helps me grow in my academic endeavors (M=4.53, SD=1.78) and "The learning of Kiswahili helps me to communicate with other people" (M=4.76, SD=0.87). Most students were happy to learn Kiswahili (M=4.51, SD=0.91) and helped them to enrich their knowledge (M=4.28, SD=0.91). Most students also said that their Kiswahili teacher makes the subject interesting (M=4.35, SD=0.98) and was one of their favorite subjects (M=4.08, SD=1.07). This brought about high motivation by individual students to learn Kiswahili (M=4.09, SD=1.80) and them being confident in performing well in Kiswahili examinations (M=4.45, SD=1.39). This indicates students' positive attitude towards Kiswahili language learning.

However some negative statements had a high mean which indicates negative students' attitude towards Kiswahili language learning. These statements include, "I learn Kiswahili to please my parents" (M=4.07, SD=1.34) and "Kiswahili topics are difficult to understand" (M=4.05, SD=1.12). Other students indicated that it was boring doing Kiswahili assignments (M=4.48, SD=2.98) and immediately they finish form four, they would not want to have anything to do with Kiswahili (M=4.15, SD=1.2). To the extreme, students hated Kiswahili language (4.55, SD=0.89).

After determining the students' attitudes toward Kiswahili language, its influence on performance in the subject was established. This involved establishing the relationship between the two variables using the Pearson correlations. Table 13 contains the results of the test.

Table 13: Correlations between Students' Attitudes towards Kiswahili Language and Mean Score of the Subject at KCSE.

Scale		Kiswahili achievement
Students attitude towards Kiswahili language	Pearson Correlation	0.147*
	p-value	0.008
	N	330

*Significant at the 0.05

The results on Table 13 show that the relationship between students' attitudes towards Kiswahili and their performance in the subject was positive and statistically significant at the .05 level, $r(328) = 0.147$, $p < 0.05$. A positive relationship means the more positive the attitudes the higher the performance. The significant relationship between the two variables is an indication that students' attitude towards Kiswahili language influences their performance in the subject. Based on these results, the fourth hypothesis which stated that there is no statistically significant relationship between students' attitudes towards Kiswahili language and performance in the subject was rejected.

The results in Table 13 are consistent to the findings by Nyamubi, (2003) in his study in Morogoro Urban and Mvomero districts in Tanzania which showed that students' performance is related positively to the attitudes they have towards learning a particular subject. Research conducted by Gardner (2002) on attitudes and motivation showed that these two variables correlated with linguistic performance of learners, emphasizing the role of attitudes and motivation as determinant factors in language learning. The results are in agreement with the findings of Munialo (2009) among secondary schools in Rachuonyo, where he found that students' performance in Kiswahili was strongly influenced by their attitude towards the subject. Again, these findings are consistent with those of Chomba (2008) from selected schools in Kirinyaga Sub-County. She found that school language policies influenced the attitudes of students, and in the long run affect their academic performance in languages.

According to Wilkinson (2015), a motivated learner is eager to learn the language, increase their effort to learn it, and to sustain the learning activity. This encourages language retention, fluency, need for achievement and improved strategies to increase students' language comprehension levels. According to Ushida (2005), motivation mediates the relationship

between language attitudes and language achievement. Gardner (2006) argued that students with higher levels of motivation will do better than students with lower levels and that if one is motivated, they have reasons for engaging in the relevant activities of learning. Tahaineh and Daana (2013) argue that personal beliefs about one's capabilities and positive attitudes towards what one is learning positively influence learning. In this way, learners' positive attitudes towards the language they are learning could help them to master the language, leading to success in their performance at school. Mapunda, (2013), further contributes to these debates by arguing that an attitude towards a language is an important element in improving language learning. Learners' attitude towards the language they are learning determines their performance (Persson, 2013).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into four sections. The first section summarizes the major findings of the study, the second section conclusions are drawn based on the findings, the third section gives the study recommendations and finally the fourth gives suggestions for further research.

5.2 Summary of the Major Findings

The summary is presented in the order of the hypotheses of the study as follows;

Ho₁: There is no statistically significant influence of teachers' workload on students' performance in Kiswahili language.

Ho₂: There is no statistically significant influence of availability of language teaching resources on students' performance in Kiswahili language.

Ho₃: There is no statistically significant influence of teachers' attitude on students' performance in Kiswahili language.

Ho₄: There is no statistically significant influence of students' attitude on their performance in Kiswahili language.

The following are the major findings of the study:-

5.2.1 Workload and Students' Performance

Despite some studies calling for reduction of teachers' workload in order to improve students' achievement in Kiswahili language, the study found out that most teachers had the requisite number of lessons per week. The workload index was low at $M = 2.80$, ($SD = 0.64$) which is an indication that the Kiswahili teachers' workload is not heavy but is manageable. The study found that the relationship between the teachers' workload and students' performance in Kiswahili language was positive but not significant at the .05 level, $p > .05$. Therefore the first hypothesis stating that there is no statistically significant influence of teachers' workload on students' performance in Kiswahili language at KCSE was not rejected. Teachers' workload did not influence students' performance in the Kiswahili language at KCSE level in Njoro sub-county in Njoro Sub-county.

5.2.2 Availability of Instructional materials and Students' Performance

In line with most of the previous studies, this study found that there were inadequacies in the availability of Kiswahili language instructional materials in the study area in order to improve students' achievement in the language. The instructional materials index was $M=2.54$ ($SD=1.23$). The correlation between the instructional materials and students' performance in Kiswahili language was positive and statistically significant at the .05 level, $p < .05$. Therefore the second hypothesis stating that there was no statistically significant influence of availability of instructional materials on students' performance in Kiswahili language at KCSE was rejected. The availability of teaching and learning resources influenced students' performance in Kiswahili language.

5.2.3 Teachers' Attitude towards Kiswahili Language and Students' Performance

This study found that teachers' attitudes towards Kiswahili index was low at $M = 2.73$ ($SD=0.34$) an indication that teachers had a negative attitude towards the subject. The study found that the relationship between teachers' attitudes towards Kiswahili and students' performance in the subject at the KCSE was positive and statistically significant at the .05 level, $p < .05$. Therefore on the third hypothesis stating that there was no statistically significant influence of teachers' attitude towards Kiswahili language on students' performance in the subject at KCSE was rejected. Teachers' attitude towards Kiswahili language influenced students' performance in the subject.

5.2.4 Students' Attitude towards Kiswahili Language and their Performance

This study found that the students' attitudes towards Kiswahili was positive as observed from the students' attitude index of $M = 3.92$, $SD = 0.57$. There was positive and statistically significant relationship between students' attitude towards Kiswahili and their performance at the .05 level, $p < .05$. Therefore the fourth hypothesis stating that there is no statistically significant influence of students' attitude on their performance in Kiswahili at KCSE level was rejected. The significant relationship between the two variables is an indication that students' attitude towards Kiswahili language influences their performance in the subject.

5.3 Conclusions

The results of this study presented some evidence of the existence of the hypothesized relationship on students' performance in Kiswahili language. Based on the findings of this study, the following conclusions were made on the influence of selected factors on teaching and learning of Kiswahili in Njoro Sub-county:-

On the first objective dealing with teachers' workload and student performance in Kiswahili language, this study concluded that there was positive relationship between the teachers' workload and students' performance in Kiswahili language but not a significant one. Majority of Kiswahili teachers in the study area have the requisite teaching load. At the same time the extra-curricular activities did not affect their ability to handle their core teaching responsibility.

The second objective on availability of instructional materials and students' performance in Kiswahili language, this study concluded that there was a significant positive relationship between instructional materials and students' performance in Kiswahili language. The availability of availability of Kiswahili instructional materials influenced the performance in the subject.

In regard to the third objective on teachers' attitude and students' performance in Kiswahili language, this study concluded that there was a significant positive association between the two variables. Teachers' attitudes towards Kiswahili influenced the performance of students in the subject. Most of the Kiswahili teachers' attitude towards the subject was negative and resulting into poor students' performance at KCSE level.

The last objective on students' attitude and performance in Kiswahili language, this study concluded that there was a significant positive correlation between the two variables. Students' attitude towards Kiswahili language influenced their performance in the subject. Majority of the students who performed well in the Kiswahili language at KCSE level had a positive attitude towards the subject.

5.4 Recommendations

Based on the research findings, the study came up with the following recommendations that would help in addressing most of the challenges facing teaching and learning of Kiswahili in Njoro sub-county and similar sub- counties.

All education stakeholders should take part in making sure that Kiswahili teachers have the required workload. The study recommends that teachers to be allocated the requisite number of lessons per week. Overworked teachers will not be able to perform to their level best due to lack of time to prepare well for the lesson and also to rest. Similarly, when teachers are underworked, their full potential is not utilised. Therefore, if this recommendation is heeded

to, students' performance in Kiswahili would improve. Kiswahili teachers should also be motivated through workshops and in-service training.

For students to perform well in Kiswahili language, The Boards of Management of schools (BOM), Parents Teachers Association(PTA) and principals should all work together to provide adequate instructional materials to students. A well-stocked library is an asset to any learning institution. This would solve the challenge of shortage of Kiswahili books as well as teaching and learning resources which are a prerequisite to good performance in the Kiswahili language at the KCSE level. Proper utilization of the teaching materials by Kiswahili teachers will improve their teaching skills and knowledge to boost the students' performance.

This study recommends in-service training, recognition for best performing teachers in Kiswahili, visits to Kiswahili broadcasting stations and Kiswahili workshops in order to motivate Kiswahili teachers towards teaching the subject. Motivated teachers are likely to perform to their level best in the teaching of the subject. This will therefore improve the performance of Kiswahili language in the long run.

Students should be motivated to retain their positive attitude towards Kiswahili language. This study proposes that students be exposed more to the exciting career opportunities available in Kiswahili language, be more engaged in inter schools Kiswahili debates, visits to the broadcasting stations and being provided with Kiswahili newspapers and magazines. This is likely to motivate students to explore further in the subject and therefore gain much knowledge to improve their performance in Kiswahili language.

5.5 Suggestion for Further Research

The study was only confined to Njoro Sub-county and therefore the results may not be generalizable to other parts of the Nakuru County. Similar research may need to be done in other parts of the county e.g. the whole of Nakuru County to ascertain whether or not the findings of this study hold in those other sub-counties.

This study only concentrated on the four selected factors, that is, workload, availability of instructional materials, teachers' attitude and students' attitude towards the learning of Kiswahili language. A study on other factors, for example, the impact of Shen'g on students' performance in Kiswahili.

This study was carried out at secondary school level. Similar research may be done at a higher level for example, at university level. The study would show the challenges facing Kiswahili language at advanced levels of learning.

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APPENDICES

APPENDIX I: TEACHERS' QUESTIONNAIRE (TQ)

You are kindly requested to answer the questions as honest as possible. Respond either by writing or putting a tick (√) where required. The information you give will be treated confidentially and your identity anonymous.

PART I: General Information

1. Type of school

Girls only () Boys () Mixed ()

2. Your gender:

Male () Female ()

3. Highest education level

Form 4 (Untrained teacher) ()

Undergraduate Degree ()

Diploma ()

4. Teaching experience in years

Less than 5 years ()

6 - 10 years ()

11 - 15 years ()

Above 15 years ()

PART II: Influence of Teachers' Workload on Students' Performance in Kiswahili Language

Please rate how you agree with the following statements regarding the influence of teachers' workload on students' performance in Kiswahili language. (Tick as appropriate)

Key: SA=Strongly Agree; A=Agree; N=Undecided; D=Disagree and SD=Strongly Disagree

	Statements	SA	A	N	D	SD
5.	Time allocated for Kiswahili is inadequate					
6.	The number of lessons allocated for Kiswahili language are adequate to cover the syllabus					
7.	The number of lessons that I teach per week are more than 27					
8.	Marking all students scripts within the given deadline is impossible due to the large number of students					
9.	Teachers do not get enough time to prepare for lessons due to the large number of lessons					
10.	Teaching Kiswahili is a challenge due to extra responsibilities in teaching other subject(s)					
11.	Teaching Kiswahili is a challenge due to extra curricula responsibilities					
12.	The number of students that I teach in my classes is more than 40					
13.	I am occasionally required to make reports on exam analysis that consumes a substantial amount of my time					
14.	Constant meetings (e.g. staff meetings) in school results into a constraint of teaching time					
15.	I lack time to hold Kiswahili debates due to excess workload					

PART II: Influence of Availability of Instructional materials on Students' Performance in Kiswahili Language

Please rate how you agree with the following statements regarding influence of availability of instructional materials on students' performance in Kiswahili language. (Tick as appropriate)

Key: SA= Strongly Agree; A=Agree; N=Undecided; D=Disagree and SD=Strongly Disagree

	Statements	SA	A	N	D	SD
16.	The school has adequate Kiswahili textbooks					
17.	The school has adequate Kiswahili charts					
18.	Daily Kiswahili Newspapers are made available to students especially ' <i>Taifa Leo</i> '					
19.	Torn Kiswahili text books are promptly repaired					
20.	Lost Kiswahili books are regularly replaced					
21.	The library has adequate reading space for all students					
22.	The school has adequate teaching/learning aids for teaching Kiswahili language					

PART IV: Influence of Teachers' Attitude towards Kiswahili Language on Students' Performance in the Subject

Please rate how you agree with the following statements regarding the influence of teachers' attitude towards Kiswahili language on students' performance in the subject. (Tick as appropriate)

Key: SA=Strongly Agree; A=Agree; N=Undecided; D=Disagree and SD=Strongly Disagree

	Statements	SA	A	N	D	SD
23.	Kiswahili is a useful subject for students to learn					
24.	I feel embarrassed being a Kiswahili teacher					
25.	Teaching Kiswahili is boring					
26.	I prefer teaching Kiswahili than any other subject					
27.	Motivational stories should be used in teaching Kiswahili					

Thank you.

APPENDIX II: STUDENTS' QUESTIONNAIRE (SQ)

You are kindly requested to answer the questions as honest as possible. Respond either by writing or putting a tick (√) where required. The information you give will be treated confidentially and your identity anonymous.

PART 1: General Information

1. Type of your school:

Mixed () Single sex ()

2. Your gender:

Male () Female ()

PART II: Influence of Students' Attitude towards Performance in Kiswahili Language

Please rate how you agree with the following statements regarding influence of students' attitude towards performance in Kiswahili language. (Tick as appropriate)

Key: SA=Strongly Agree; A=Agree; N=Undecided; D=Disagree and SD=Strongly Disagree

	Statements	SA	A	N	D	SD
3.	Given a chance I would study Kiswahili beyond					
4.	I feel that Kiswahili is helping me grow in my academic endeavors					
5.	I like to communicate in Kiswahili with other people					
6.	I am happy to learn Kiswahili language					
7.	I just learn Kiswahili to pass my examinations only					
8.	I feel that Kiswahili is helping me to enrich my knowledge					
9.	I learn Kiswahili to please my parents					
10.	Kiswahili is relevant in the world today					
11.	Kiswahili is an easy subject to learn					
12.	My Kiswahili teacher makes the subject interesting					
13.	Kiswahili topics are difficult to understand.					
14.	It is boring doing Kiswahili assignments					

15.	Kiswahili assignments are given often by the teacher					
16.	Immediately I finish Form four, I do not want to have anything to do with Kiswahili.					
17.	Learning Kiswahili is frustrating					
18.	Kiswahili is one of my favorite subjects					
19.	I like learning Kiswahili					
20.	Learning Kiswahili is in itself rewarding					
21.	I continue thinking about Kiswahili even when the lesson is over					
22.	The hours I spend learning Kiswahili are the ones I enjoy most					
23.	I am highly motivated to learn Kiswahili					
24.	I am confident in performing well in Kiswahili examinations					
25.	I hate Kiswahili					
26.	I use my spare time to read Kiswahili Story books					

APPENDIX IV: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/1523

Date:

10th September, 2013

Fredrick Kariuki Njoroge
Egerton University
P.O.Box 536
Egerton.

RE: RESEARCH AUTHORIZATION

Following your application dated *15th August, 2013* for authority to carry out research on "*Influence of selected factors on performance in Kiswahili at KCSE in secondary schools in Njoro District,*" I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **31st December, 2013**.

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

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

Said Hussein

SAID HUSSEIN

FOR: SECRETARY/CEO

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nakuru County.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX V: RESEARCH CLEARANCE PERMIT

National Commission for Science, Technology and Innovation	National Commission for Science, Technology and Innovation	National Commission for Science, Technology and Innovation
National Commission for Science, Technology and Innovation	National Commission for Science, Technology and Innovation	National Commission for Science, Technology and Innovation
National Commission for Science, Technology and Innovation	National Commission for Science, Technology and Innovation	National Commission for Science, Technology and Innovation
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National Commission for Science, Technology and Innovation	National Commission for Science, Technology and Innovation	National Commission for Science, Technology and Innovation

PAGE 2 **PAGE 3**

Research Permit No. NCST/RCD/14/013/1523

Date of issue: 10th September, 2013

Fee received: KSH. 1000

THIS IS TO CERTIFY THAT

Prof./Dr./Mr./Mrs./Miss/Institution

Fredrick Kariuki Njoroge

of (Address) Egerton University

P. O.Box 536, Egerton,

has been permitted to conduct research in

Location

Njoro District

Nakuru County

on the topic: Influence of selected factors on performance in Kiswahili at KCSE in secondary schools in Njoro District.

Applicant's Signature

For: Secretary

National Commission for Science, Technology & Innovation

for a period ending: 31st December, 2013



(Handwritten signature)