EFFECTS OF MASTERY LEARNING APPROACH ON SECONDARY SCHOOL STUDENTS' MOTIVATION AND ACHIEVEMENT IN KISWAHILI IN MARAIGUSHU ZONE OF NAIVASHA SUB-COUNTY, KENYA

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DECLARATION AND RECOMMENDATIONS

Declaration

This is my original work and has not been submitted in this or any other University for examination.

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Recommendations

This work has been submitted for examination with our approval as University supervisors.

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DEDICATION

This work is dedicated to my parents, Hoswel Wanjau (Late) and Hannah N. Wanjau for their sacrifice to educate me.

ACKNOWLEDGEMENT

ABSTRACT

Kiswahili language in Kenya is important because it is both a national and official language. It is taught as a compulsory subject in both primary and secondary schools. The students' performance in Kiswahili in secondary schools has been low. The low performance may be due to lack of appropriate teaching methods among other factors. The concern of this study was on how to enhance students' mastery of Kiswahili and improve their performance. This study sought to find out the effects of Mastery Learning Approach (MLA) on students' motivation and achievement in Kiswahili. The researcher used Solomon four non-equivalent control group design. The target population was all secondary school students in Maraigushu zone of Naivasha Sub-County. The accessible population was form two students in district co-educational schools in the district. The sample comprised of 169 students from four co-educational secondary schools obtained through purposive sampling. Random assignment was used to place the schools in experimental and control groups. The Experimental groups were taught Kiswahili using MLA while those in Control groups were taught using the Regular Teaching Methods (RTM) for a period of four weeks. Teachers teaching experimental groups were trained on the MLA technique before treatment. Two instruments namely; Kiswahili Achievement Test (KAT) and Students' Motivation Questionnaire (SMQ) were used to collect data. The instruments were verified by the research supervisors and experts of Egerton University. They were also pilot-tested to ascertain validity. A reliability co-efficient of 0.8723 was estimated for KAT and 0.8074 for the SMQ respectively. The data collected was analyzed using ANOVA, ANCOVA and t-test. Hypotheses were accepted or rejected at significant level of 0.05. Findings of the study were that: (i) MLA enhances achievement and motivation of students in Kiswahili and (ii) gender of students taught Kiswahili through MLA does not affect achievement. The researcher recommended that MLA should be incorporated as a Kiswahili teaching method.

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LIST OF ABBREVIATIONS AND ACRONYMS

ALT	:	Active Learning Time
ANCOVA	:	Analysis of Co-variance
ANOVA	:	Analysis of Variance
AU	:	African Union
CHAKITA	:	Chama cha Kiswahili cha Taifa
CMLA	;	Cooperative Mastery Learning Approach
DEO	:	District Education Officer
FAWE	:	Forum for African Women Educationists
GOK	:	Government of Kenya
KAT	:	Kiswahili Achievement Test
KCPE	:	Kenya Certificate of Primary Education
KCSE	:	Kenya Certificate of Secondary Education
KIE	:	Kenya Institute of Education
KNEC	:	Kenya National Examinations Council
LFM	:	Learning for Mastery
MLA	:	Mastery Learning Approach
MOE	:	Ministry of Education
QI	:	Quality of Instruction
RTM	:	Regular Teaching Methods
SD	:	Standard Deviation
SMQ	:	Student Motivation Questionnaire
SPSS	:	Statistical Package for Social Sciences
UN	:	United Nations
UNESCO	:	United Nations Educational, Scientific, and Cultural Organization.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Kiswahili language is spoken by over 120 million people worldwide and it is the single most widely taught African language in the world (Mulokozi, 2012). It is taught as an academic discipline in many universities and schools in the developed countries like United States of America, German, Russia, Switzerland and China. Besides being taught, Kiswahili is one of the languages used by world radio stations such as British Broadcasting Cooperation, Voice of America, Radio Deutsche Welle (Germany), Radio Moscow International (Russia) and Radio China International (Mweri, 2010). In Africa, Kiswahili language is used as a tool for communication in many parts of Africa through informal and formal trade, governance, education and religion. In 2004, it became the first African language to be recognized as an official language of the African Union (AU) (Batibo, 2006). It serves as a lingua franca of the East African region, where it enjoys goodwill not just as a communication tool, but also as a symbol of regional identity and integration of people and cultures (Habwe, 2009).

In Kenya, Kiswahili language is spoken and understood by over 80% of the population. Majority of the people working in industries, farms, small-scale businesses, construction and transport sectors communicate in Kiswahili (Habwe, 2011). In education, Kiswahili is offered as a compulsory subject in both primary and secondary schools. This was reinforced by the Koech Commission of 1999 which proposed Kiswahili as one of the compulsory subjects to be examined at the end of primary and secondary education (Habwe, 2009). This move has had positive effects for Kiswahili in higher education because not only does Kenya have a National Kiswahili Association (CHAKITA - Kenya), but more Kiswahili departments have been established in most of the public universities (Mulokozi, 2012). Kiswahili language got formal recognition as the national language in 1969 and according to KIE (2002) one of the objectives of teaching it in Kenyan schools is to make Kenyans proud of Kiswahili as their National language; this has been emphasized by the new constitution that declares Kiswahili both a national and official language (Government of Kenya [GOK], 2010).

Despite the relevance of Kiswahili in national development, analysis of Kenya Certificate of Secondary Education (KCSE) Kiswahili examination results show that students have consistently registered low mean grades as presented in Table 1.

Table 1:

Students' Performance in KCSE Kiswahili Nationally for a period of five years (2007-2011)

Year	No of Candidates	Paper	Maximum Score	Mean Score	Standard Deviation
2007	272,905	1	40	15.80	6.42
		2	80	32.22	11.91
		3	80	43.49	13.12
		0verall	200	91.51	27.00
2008	304,314	1	40	14.20	7.18
		2	80	29.18	11.43
		3	80	31.17	13.64
		0verall	200	74.55	32.25
2009	335,167	1	40	15.40	6.93
		2	80	29.03	11.96
		3	80	32.72	13.11
		0verall	200	77.15	32.00
2010	354,738	1	40	14.32	6.53
		2	80	33.77	11.96
		3	80	39.22	14.09
		0verall	200	87.10	28.73
2011	410,807	1	40	16.43	5.61
		2	80	43.45	13.18
		3	80	37.76	14.96
		0verall	200	97.63	29.81

   Source: KNEC, 2012

From Table 1, it can be observed that, the mean score for papers 1 and 2 is quite low. For paper 1, the maximum mark is 40% and it is only in 2011 that the average scores hit 16.43. The rest are below 16 %. In paper 2, it is only in 2011 that the average score was 43.45 respectively out of a possible 80 marks. The performance has been poor over the period of five years (KNEC, 2012). Generally paper 3 was fairly performed compared with other papers over the same period, with the best mean score of 43.49 registered in 2007. On the other hand KNEC (2012) made the following observations regarding students' performance of Kiswahili at KCSE

level: First is that Candidates lost marks in the composition, comprehension and summary questions due to grammatical errors. The report recommends that teachers give a lot of exercises and as they mark, they should pay attention to student's grammar because it affects their performance in every Kiswahili paper. The use of 'Viunganishi' (conjunctions) is also pointed as a weakness in answering the summary question in paper 2. The report recommends that students should practice the skill of summarizing as often as possible so that they get used to the using of conjunctions. 'Viunganishi' is a sub-topic in **Aina za maneno na migawa yake** and this gives a better reason why it was an important topic to research on. The declining performance may imply that students lack mastery of Kiswahili language which may be due to poor learning approaches. Thus there was need to investigate the effects of MLA on students achievement in Kiswahili.

Low grades in Kiswahili at KCSE have also been of concern in Naivasha Sub-County where the performance index is around 5 points over the last five years as shown in Table 2.

Table 2:
Students' Performance in KCSE Kiswahili in Naivasha Sub-County

Year	No of Schools	No. of candidates	Performance Index
2007	47	2406	5.4173
2008	51	2837	5.1958
2009	61	3526	5.2948
2010	65	3726	4.8062
* 2011	34	1910	5.5685

*New Naivasha District

Source: DEO, Naivasha District (2011)

Table 2 shows the performance of Naivasha students in Kiswahili at KCSE. The performance indexes are quite low. The year 2010 presented the highest number of candidates (3726) but the performance index of the students is the lowest (4.806).

A survey of secondary schools in Maraigushu zone of Naivasha Sub-County revealed a similar trend of low achievement of students in Kiswahili with most of the schools scoring below

average of 6 points. In the last five years only a single school out of 10 managed to get a mean score of above 6 points in 2011 as shown in Table 3.

Table 3:
Students' Performance index in Kiswahili at KCSE in Maraigushu zone of Naivasha Sub-county Co-educational Schools

School	2007	2008	2009	2010	2011	2012
Nyondia	4.185	4.250	5.363	5.137	6.680	5.491
Mwiciringiri	4.095	3.536	4.406	4.604	5.425	5.380
Gituru	4.740	3.571	3.933	4.881	5.410	5.560
Kinungi	4.430	3.907	5.578	4.976	5.368	4.507
Mununga	5.600	5.281	5.200	5.245	5.306	5.543
Nyonjoro	4.562	4.521	4.379	4.862	5.192	4.425
Karima	4.400	3.241	3.891	4.100	4.849	5.850
Munyu	-	-	-	3.464	3.447	3.410
Maraigushu	3.467	4.828	4.829	3.620	3.986	3.297
Gitare	-	5.196	4.666	3.000	-	3.980

Source: DEO Naivasha District (2012)

It is observed from Table 3 that schools in Maraigushu zone have been performing poorly in Kiswahili at KCSE. The mean scores range from 3.00 to 5.850 among 10 schools. It is only in one year that a school (Nyondia) attained a mean score of 6.680 out of a possible 12points. This is below average and the trend is consistent in all the ten co-education schools studied.

Kimani (2010) argued that the low student's achievement in Kiswahili might be attributed to negative students' attitude towards it, inappropriate teaching approaches, and inadequate number of lessons for Kiswahili as well as language policy adopted in secondary schools which promotes use of foreign language. Mugambi (2009) carried out a study on Kiswahili teaching methods in secondary schools in Chuka, Meru. The study observed a lot of rigidity and also found that low grades attained by students in examinations contribute to their negative attitude towards Kiswahili.

The other factor that determines students' achievement is their gender differences. Over the last decade there has been evidence of a growing gender gap in educational achievement in a number of developed countries (Weaver-Hightower, 2003). The current world trend and research emphasizes on gender issues following the declaration of millennium Development goals in September 2000 (United Nations, 2000) which had as its goal among others; the promotion of gender equity, the empowerment of women and the elimination of gender inequality in basic and secondary education by the year 2005 and at all levels by 2015 (Kang'ahi, Indoshi, Okwach & Osodo, 2012). Studies on the relationship between gender and student achievement demonstrate that girls tend to have a higher reading achievement than boys (2010; Nguyen, Wu & Gillis, 2005). In languages for instance, it has been found that females tend to use more language learning strategies than males and that they use them more frequently. They also have more positive attitudes towards learning a second language and are more motivated than males (Ellis, 2005).

In terms of performance, Yule (2006) observes that there have been contradictory findings with some researchers suggesting that female students outperform males while others suggest the opposite. Psycholinguistic studies looking at frequency effects suggest that males and females process language differently, with females using some types of memory and males using others. Thus, according to Masound (2011) gender is an issue with important theoretical and pedagogical implications in second language learning such as Kiswahili. Table 4 presents achievement of female students versus males in Kiswahili at KCSE in the years 2010 and 2011 (KNEC, 2012).

Table 4:

KCSE Overall Candidates Kiswahili Performance by Gender 2010 – 2011

Year	No. of Candidates	Overall Mean %	No. of Female Candidates	Mean % for female	No. of Male Candidates	Mean % for males
2010	345,767	43.63	158,284	44.34	196,483	43.06
2011	410,806	48.82	182,140	49.01	228,666	48.58

Source: KNEC, 2012

It can be observed from Table 4 that for the two years, achievement of girls was slightly higher than that of the boys, nationally. However, Masound (2011) observed that gender is an issue

with important theoretical and pedagogical implications in second language learning. Studies on the relationship between gender and students' achievement demonstrate that girls tend to have a higher reading achievement than boys (Nguyen, Wu & Gillis, 2005). As such there was need to find out whether there is any difference in achievement of boys and girls taught Kiswahili through mastery learning approach in Naivasha Sub-county.

Kiswahili curriculum developers recommends that a teacher is free to decide on which method to use provided one considers the learners' ability and the topic being taught (MOE, 2006). Islam (2009) observed that lecture method of teaching was predominantly used in the teaching of Kiswahili in Kenya. However, the method is not economical and effective for secondary schools teaching (Mellory, 2008). Other methods that have been used to teach Kiswahili in Kenyan secondary schools include; group discussions, project method, field trips, question and answer method, role play and debates (Mugambi, 2009). There is therefore need to device new ways of teaching Kiswahili so that students can acquire life-long skills of listening, speaking, reading and writing effectively and hence improve their KCSE performance in the subject.

Maclean (2007) observed that the focus in all educational endeavours should be on how to best facilitate learning in the most effective, enjoyable, relevant and cost-effective ways for learners. At school level, the focus is therefore on how learning can be enhanced, through effective teaching and how students can be prepared well for KCSE achievement. In a study about effective teaching in languages (Kyriacou, 2006) found two complementary constructs that appear to be crucial determinants of it. The first construct is active learning time (ALT), which is often referred to as 'academic learning time' or 'time-on-task'. This refers to the amount of time spent by students actively engaged in the learning task and activities designed to bring about desired educational outcomes. The second construct is the quality of instruction (QI). This refers to the quality of the learning tasks and activities in terms of their presentation and suitability for bringing about the educational outcomes desired. Further, the scholar expressed that the construct of QI complements ALT by emphasizing that the quality of teaching and learning is crucial for effective students' achievement and motivation. According to Olunloye (2010) teachers should improve their teaching methods in order to enhance better understanding and application of learning among the students so that their interest could be aroused. Thus, there is need to explore approaches that will improve students achievement in Kiswahili which has been observed as being below average (Table 1-3). The regular teaching approach in most schools may be described as teacher centred and didactic with learners simply

listening, copying notes, doing class work and doing assignment. This approach seemed to fail in motivating students adequately to improve their performance.

Motivation is important because when it is properly possessed, controlled and channelled, it becomes the dynamic catalyst for change and progress (Mcllroy, 2008). Motivation can either be extrinsic or intrinsic. According to Huitt (2011) three factors must be present in relatively high levels in order for a student to be motivated to engage in a learning activity. These are: Expectancy, instrumentality and valence. Thus, if a student does not believe he/she can be successful at a task, does not see a connection between the activity and success or does not value the results of success, then there is low probability that he/she will engage in the learning activity. Killen (2004) suggested that teachers need to motivate the learners by employing methods that could link subject matter to the experiences of the learners and hence change their attitude towards learning positively. However, Pink (2009) contends that achievement is an important element in motivation. Majid, Damavandi and Kashani (2010) also believed that learning should be organized in such a manner that each student acts and learns to improve his/her academic achievement. Achievement as such requires students to learn on the basis of their abilities. This can be enhanced through Mastery Learning Approach (MLA) since it offers learners an opportunity to better their performance.

According to Abakpa and Iji (2011) mastery learning is an instructional approach that is anchored on behavioural learning theory which believes that learning is determined by the experiences that learners are exposed to within the environment. Proponents of mastery learning such as Keller and Bloom affirmed that under appropriate instructional conditions, learners learn and benefit maximally from the instruction (Goliath, 2007). Thus, mastery learning is based on the assumption that if instruction is good, qualitative and appropriate, learners will learn better and achieve high. In MLA classes, learners master the learning objectives to specified criteria in a unit before proceeding to the next unit (Wambugu, 2006). The aim of MLA is that students in a class should achieve the same level of content mastery but at different time intervals. The approach enables a teacher to identify students' areas of weakness and correct them promptly. This involves using corrective measures such as remedial teaching, small group discussions as well as additional homework until the desired mastery is achieved. This approach promises to be a solution to the teaching of Kiswahili in Naivasha Sub-County and probably Kenya as a whole.

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However, MLA is not really emphasized in Kenyan secondary schools due to various reasons (Adeyemi, 2007; Wambugu, 2006). Among them is that MLA requires a lot of time since it involves teaching, re-teaching and use of correctives like tutorials and extra-assignments until mastery is achieved. It also requires teachers to sacrifice their time if at all the approach is to succeed. Kenya secondary school teachers on the other hand are always in a hurry to complete the syllabus for the purpose of national examination rather than ensure that effective learning takes place (Kimani, 2010). Literature indicates that MLA is effective in enhancing students' performance in science subjects. This study was carried out in order to examine the effects of mastery learning approach on secondary school students' motivation and achievement in Kiswahili in Naivasha District, Kenya. Previous studies have been based on science subjects and therefore this study was necessary since no records show effects of MLA on Kiswahili in Naivasha.

1.2 Statement of the Problem

The performance of students in Kiswahili at KCSE has continued to be poor over the years in many secondary schools in Kenya and especially Naivasha District. This has been attributed to a number of factors such as inappropriate teaching methods; low students' motivation and self-esteem and lack of teaching/learning resources. Efforts by the Ministry of Education to help teachers in their teaching strategies through workshops and seminars have not changed the scenario much. Mastery Learning Approach (MLA) has given positive results in achievement and motivation of students in various subjects such as Mathematics, Physics and Chemistry, but little research findings if any have been reported on the practice of MLA on the teaching of Kiswahili in Naivasha Sub-County. This study therefore was intended to find out the effects of mastery learning approach on secondary school students' motivation and achievement in Kiswahili, in Naivasha district.

1.3 Purpose of the Study

The purpose of the study was to examine the effects of mastery learning approach on secondary school students' motivation and achievement in Kiswahili in Naivasha district.

1.4 Objectives of the Study

The study was guided by the following objectives:-
  i. To compare the academic achievement of students taught Kiswahili through mastery learning approach with those taught through the regular teaching methods.

ii. To compare the students' motivation to learn Kiswahili between those taught through MLA with those taught through regular teaching methods.

iii. To determine whether there was any difference in achievement of boys and girls taught Kiswahili through MLA.

iv. To determine whether there was any difference in motivation of boys and girls taught Kiswahili through MLA.

1.5 Hypotheses of the Study

The following hypotheses were tested:

Ho_1: There was no statistically significant difference between the achievement of students taught Kiswahili through mastery learning approach and those taught through the regular teaching methods.

Ho_2: There was no statistically significant difference in motivation to learn Kiswahili between students taught through MLA and those taught using regular teaching methods.

Ho_3: There was no statistically significant difference in achievement in Kiswahili between boys and girls taught through MLA.

Ho_4: There was no statistically significant difference in motivation to learn Kiswahili between boys and girls taught through MLA.

1.6 Significance of the Study

Teachers of Kiswahili in Secondary schools may use the findings of this study to improve on their methods of teaching Kiswahili and hence promote students' achievement and motivation to learn. Quality assurance and standards officials of the ministry of education might find the results of this study useful in their work as they guide and monitor secondary school Kiswahili teachers. Kiswahili education tutors at Universities and Teacher Training Colleges may use these findings to improve training of Kiswahili teachers. Findings may also provide basis for further research on use of MLA as a Kiswahili teaching method as well as other alternative approaches.

1.7 Scope of the Study

The study involved form two students from four District co-educational secondary schools drawn from Maraigushu zone in Naivasha District. Co-educational schools enabled the researcher to compare the performance of boys and girls who were taught Kiswahili using

MLA under the same learning environment. The study covered one major topic **aina za maneno na migawa yake** which was sub-divided into various units. This topic was selected because it is considered as the foundation of Kiswahili grammar. According to Kenya National Examination Council Report (2010) students perform badly in Kiswahili paper 2 as a result of grammatical errors.

1.8 Limitations of the Study

Generalization of the finding was limited to the teaching of the topic in form two Kiswahili subject. Ideally, the study should have covered more topics across the four years of secondary school Kiswahili syllabus. However, this was not expected to affect the findings of this study since Kiswahili is learned in fairly similar conditions in Kenyan secondary schools. Another limitation was that teachers were unwilling to take part in the research devoid of any inducement. The researcher had to convince them to sacrifice their extra time for the purpose of assisting in this academic project. There was also a lot of absenteeism as some students were sent home for school fees. This delayed the study progress and also generalizations were limited to students of the Secondary Schools in Maraigushu Zone in Nakuru County, Kenya.

1.9 Assumptions of the Study

The following assumptions were made:

i.   Qualified Kiswahili teachers are equally competent in terms of content and pedagogical skills.

ii. Student's response to the Student Motivation Questionnaire (SMQ) was genuine.

1.10 Definitions of Terms

The following constitutive and operational definitions were used for the purpose of this study.

Achievement: Measure of success in performing specific tasks in a subject or area of study after a teaching–learning experience (Ngesa, 2002). In this study, the same meaning is implied and is indicated by the scores attained by students in a Kiswahili Achievement Test (KAT) or KCSE examination.

Co-education schools: Schools that admit both boys and girls (Kimani, 2010). In this study, they are schools where boys and girls learn in the same classes.

Correctives: Extra learning activities given to learners to help them attain the mastery level of a concept taught (Davis & Sorrell, 1995). In this study, it is giving learners extra assignment and individual teaching as correctives.

Effects: Something brought about by a cause or agent (Fasold, 2010). In this study, it means the outcome or result of using mastery learning approach in teaching Kiswahili.

Gender: This refers to the differences between men and women in socio-cultural aspects rather than physical differences only (Wambugu, 2011). In this study, it is considered to mean boys and girls.

Mastery: Ability to grasp and retain what is taught (Guskey, 1997). In this study, it means the ability to do certain tasks in Kiswahili on the specific area taught through MLA.

Mastery Learning Approach: A process of teaching and learning that aims at the learner acquiring the skills or knowledge taught on a given unit before progressing to another one (Wambugu, 2006; Adeyemi, 2007). In this study, it involves providing quality instruction, immediate feedback to learners, corrective lessons for remediation, and re-teaching until the set criteria for mastery was achieved.

Motivation: It is an internal state or condition (sometimes described as a need, desire or want) that serves to activate or energize behaviour and give it direction (Huitt, 2011). In this study, motivation means the interest and desire to learn Kiswahili as well as confidence to undertake Kiswahili tasks.

Regular Teaching Methods: These are the teaching methods that are mostly used by teachers in teaching Kiswahili in secondary schools (Mweri, 2010). In this study, they included lecture, question and answer, role play and project methods and were used to teach the control groups.

'Sheng': An unstable code whose grammar is largely but not always based on Kiswahili with a highly lexicalized vocabulary that is sourced from various codes blended with several innovations (Ongechi, 2004). In this study, it means a type of language which is a mixture of English, Kiswahili and other Kenyan ethnic languages.

Unit: A section or small portion of the topic to be taught (Arredondo & Block, 1990). In this study, a unit means one type of Kiswahili words and how it is used grammatically.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review on the variables of the current study. It focuses on: Origin of Kiswahili, Language education and significance of Kiswahili, Teaching methods of Kiswahili, motivation and achievement. Literature on Mastery Learning Approach is also

reviewed. The chapter also presented theoretical and conceptual frameworks which guided this study.

2.2 Origin of Kiswahili

The name Swahili comes from an Arabic word 'sawahil'which is plural for 'sahil', which means boundary or coast. When the Arabs entered the coast region of East Africa they found coast dwellers with whom they traded and they referred to them as swahil. The term changed to swahili with time. The prefix Ki - in Kiswahili denotes the language of the coastal dwellers (Chiraghdin & Mnyampala, 1977). There are many theories that explain the origin of Kiswahili; the most common being three:

The first argument is that Kiswhaili is an Arabic language or dialect. Supporters of this view are guided by the fact that Kiswahili has many words of Arabic origin such as:

Alfajiri - Early Morning

Adhuhuri - Afternoon

Daima - Forever

They also observe that majority of the people regarded as Waswahili are followers of Islamic religion. This theory is opposed by scholars who argue that borrowing is a characteristic of all languages (Massamba, 2004; Mbaabu, 2005; Ndungo & Mwai, 2005) and Kiswahili has borrowed from other languages apart from Arabic. On the other hand there are other languages that have also borrowed words from Kiswahili.

The second theory argues that Kiswahili is a mixture of Arabic and Bantu languages. Supporters of this theory argue that Kiswahili came into existence as a result of intermarriages between Arabs and Bantus as they interacted at the coastal region of East Africa while doing business. As a result, a mixed language with both Arabic and Bantu characteristic emerged known as Kiswahili. There is another group of people that view Kiswahili as a language that resulted from the interaction between Arabic and African languages and not specifically Bantu people. This argument does not specify the African languages and therefore it is less convincing (Wafula, 2008). Among the arguments advanced by scholars against this theory is that: Intermarriage cannot 'give birth' to a complete new language and that Swahili people existed long before the coming of the Arabs to East Africa. Human beings continue to mingle and intermarry yet no new languages are emerging. Further, it has never occurred that after intermarriage there emerges a complete new language. The child born out of such a marriage

can use either the fathers' or mothers' language depending on which one is mostly used at the surrounding of the child (Wamitila, 2003; Waititu et el, 2004).

The third theory view Kiswahili as a Bantu language. Supporters of this view argue that Swahili existed before the coming of the Arabs as one of the Bantu languages and the Kiswahili speakers were known as Wangozi (Waititu, Ipara, Okaalo & Vuzo,2004). Though Kiswahili has many borrowed words from Arabic, it is not proper disqualifying it as a Bantu language. Massamba (2004) notes that Kiswhaili has some linguistic aspects that are similar to other Bantu languages. These include: five vowels, noun classes and word structure. This qualifies it as an African language and cancels the theories that it is a foreign one. It is therefore proper for Kenyans to learn and master Kiswahili language.

2.3 Language Education

English is the language of instruction in Kenya while Kiswahili is offered as a compulsory subject both in primary and secondary schools (KIE, 2002). It is also an optional subject of study in Colleges and in universities. In any language teaching, there are four major skills which language teachers endeavour to develop to the highest level possible among students: Listening, Speaking, Reading, Comprehension and Writing (Vuzo, 2008). The skills are pertinent whatever the language being taught. However, the competence of the learner and prior exposure to the language will determine the necessary concentration needed in presenting the relevant learning experiences (Fasold, 2010). Language teaching aims at establishing in the learner those skills, the mastery of which promotes a better use of language in carrying out its various functions. One of the major functions of a language is to be able to serve as a means of communication. Learning is based on communication and the most important tool of communication is language (CHAKITA, 2009).

Language use in any society is a pre-requisite for designing viable language education policies. In Kenya more than forty mother tongues are used in the homes and in the villages. Language policy for education in Kenya has fluctuated a lot since independence in 1964. The current policy for schools is:
i) In homogeneous language catchment areas, mother tongue is used as the medium of instruction for the first three years of primary education: English and Kiswahili are taught as subjects.

ii) In urban or heterogeneous linguistic catchment areas children learn through English or Kiswahili and they study both languages as subjects.

iii) In the fourth year of primary education mother tongue disappears entirely from the curriculum and English takes over as the medium of instruction while Kiswahili continues as a subject through primary and secondary school education (KIE, 2002).

2.4 Significance of Kiswahili in National Development

The value of Kiswahili goes beyond the classroom. A lot of trade in East Africa is conducted in Kiswahili, small scale enterprises often require Lingua Francas like Kiswahili to flourish. Kiswahili is the social lingua franca of a large part of the Kenyan society at all socio-economic levels (Githiora, 2002). According to Momanyi (2008) the language is spoken and understood by over 80% of the population in Kenya.

In Kenya and other parts of Africa Kiswahili has been used by politicians to woe votes during political campaigns. It is easily accepted by the masses because it is non-ethnic. This means there is no particular community that can claim ownership of the language. Activities such as Civic Education, HIV and AIDS awareness campaigns, Human Rights advocacy and constitutional Review processes have become successful partly because the majority of Kenyans share a common language – Kiswahili. Professionals like doctors, technicians, engineers, agricultural officers use Kiswahili mostly to communicate to the public while discharging their duties. This explains why it is of paramount importance that all students preparing to be professionals master the language so that they will be able to competently discharge their duties.

In this age of globalization, imported technology continues to bombard most of the African countries including Kenya. Industrial production which involves imported technologies is tied to foreign languages and not all citizens understand these languages. At the grassroot level where the peasant farmer, the housewife, kiosk operator, street vendor or jua kali artisan operates, these official foreign languages are rarely used (Momanyi, 2008). Instead indigenous languages including Kiswahli are the media through which this technology is interpreted and applied. It is therefore important for all the professionals to learn Kiswahili to enable them communicate effectively to the general public.

2.5 Kiswahili Curriculum in Kenyan Secondary Schools

Since the commencement of 8-4-4 system of education, Kiswahili has continued to be taught and learnt as a compulsory subject in secondary schools. The language has been identified as having the ability to unify Kenyans of various backgrounds and indeed Aficans in general. It can be used across borders of racial, tribal and social classes (MOE, 2006). However, the curriculum has not been static. It has been reviewed and changed from time to time in terms of the content taught and methodology used. The current Kiswahili syllabus used in secondary schools was effected in 2002 which saw such changes as, the introduction of: Fasihi simulizi (Oral literature), Isimujamii (Sociolinguistics), Hadithi fupi (Short stories), Uandishi wa kiuamilifu (Functional writing), Ngeli mpya za Kiswahili (Noun classes), Historia na maendeleo ya Kiswahili (History & development of Kiswahili) and recommendation of the integrated approach in teaching Kiswahili (KIE, 2006).

Fasihi Simulizi na Hadithi Fupi (Oral Literature and Short Stories)

This entails stories, songs, proverbs, riddles, taboos and beliefs. Initially genres of oral literature were taught in primary schools but, not continued in secondary schools. There was need to include the oral literature in the Kiswahili syllabus more so because this is the part of language that promotes culture and moral values (MOE, 2006). Short stories are meant to develop the ability of students to analyze literary works in terms of social themes and language use.

Historia na Maendeleo ya Kiswahili (History and Development of Kiswahili)

This is a new phenomenon taught in forms three and four. Students are supposed to learn about the origin, spread and standardization of Kiswahili. There are various theories explaining the origin of Kiswahili and the people who speak the language (Waswahili). Learning them makes students understand and appreciate the morphology of Kiswahili language (Waititu, Ipara, Okaalo & Vuzo, 2004). This lays a good foundation to the topic on which this study is based ('Aina za Maneno na Migawa yake').

Isimujamii (Sociolinguistics)

Isimujamii is concerned with the relationship between language and society. Students learn about the use of Kiswahili in different contexts and various determinants of language choice such as; place, purpose, age, characters and their relationships. This is the section that emphasizes on discipline pertaining to the use of Kiswahili language (Odeo & Maina, 2008).

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Uandishi wa Kiuamilifu (Functional Writing)

Students are expected to develop writing skills on specific items in life that have a specified or particular format of writing. These include: official letters, minute taking, public speech and programme development (Arege, 2007).This review is important since the current study aimed at finding a solution to the problem of low achievement of students in Kiswahili. Mokamba and Mokamba (2012) observe that the Kiswahili curriculum is very much demanding and teachers were not adequately trained to handle it; this has affected their competence to implement the curriculum reforms. This might be a cause of the student's low achievement in Kiswahili at National examinations.

2.6 Teaching Methods of Kiswahili

Teaching methods can be categorized into two main approaches: Learner centred and teacher-centered (Bennaars et al., 1994). Killen (2004) asserts that a learner-centred approach appeals most to learners since apart from motivating them, it also helps them to remember easily what they have learnt. There is need therefore for the teacher to motivate the learners by employing a method that links content to the experiences of the learners. The teaching method that a teacher uses determines the effectiveness of his/her teaching. (Bennars, Otiende & Boisvert, 1994). Mondoh (1994) identified teaching effectiveness as the most significant variable of students' achievement.

According to KIE (2006) guidelines for Kiswahili teachers, group discussion and role plays are methods that should be encouraged and enhanced in the teaching of Kiswahili. The methods give learners the opportunity to express themselves and also they get involved fully in the learning process but, studies carried out by Ogero (2012) on poor performance of Kiswahili showed that there are four teaching methods commonly used by Kiswahili teachers in secondary schools: question and answer, lecture, discussions and assignments. These comprised the regular teaching methods that were used to teach the control groups involved in this study.

2.6.1 Question and Answer

Questioning is an old method of teaching used by the earliest teachers and continues to be used by most teachers to date. It is used to determine the entry behaviour of students, obtain feedback from both teachers and students and to assess what the learners have learnt and what not yet. Some of the advantages of this method are: It can be used in all teaching situations

and ensures participation of learner. The method is also helpful in ascertaining personal difficulties of the learners and it provides a check on preparation of assignments. Another advantage is that it is quite handy to the teachers when no other suitable method is available (Brown & Atkins, 2004). On the other hand Macharia, Githua & Mburoki (2009) argue that the method has the tendency to emphasize recall only and in most cases teachers expect answers that confirm their perceived ideas. Another disadvantage is that it has failure for teachers to be able to involve all students and it is also limited in developing questions that encourage discussion.

2.6.2 Lecture

This is a process of delivering knowledge to students verbally, using a pre-organized outline (Bennars, et al. 1994). A teacher dominates while students' participation is inhibited as much as possible during the lesson. Although the method is economical in terms of time and materials, it has the following limitations; It encourages relations of facts as ends in themselves, It does not encourage creativity; students are only passive recipients of ideas, Some teachers, whose delivery is poor, bore students who can neither follow nor profit from the lesson and it is inappropriate for teaching certain concepts especially those related to psychomotor skills and attitudes (Reece & Walker, 1992). In spite of these limitations lecture method is widely used in Kenya's Secondary schools in the teaching of Kiswahili (Ombui, 2012). On the other hand, Vuzo (2008) advocates for lecture method as a supplement to other teaching methods such as demonstration and small group discussions.

2.6.3 Discussion

This method involves interchanging of ideas among participants. It is one of the major methods recommended by curriculum developers at the Kenya Institute of Education, currently known as Kenya Institute of Curriculum Development (KICD) (KIE, 2006). Though very effective in the teaching of Kiswahili literature, many teachers avoid it due to some limitations:

i. It is time consuming. This is particularly limiting due to the fact that most teachers are in a hurry to complete the syllabus in order to embark on revision in preparation for exams.

ii. Bright and outspoken students tend to monopolize the discussion at the expense of the dull ones.

iii. It involves more talking than action and requires careful planning on the part of the teacher.

2.6.4 Assignments

Teachers give students work to do in particular subject areas after formal class hours. This method is quite popular among Kiswahili teachers. The method is preferred in subject areas which might be too long to assess during lesson time such as essay writing. One of its limitations is that some students never do the assignments or they fail to complete unless the teacher is very keen in supervision and marking.

2.7 Challenges Facing Kiswahili Teaching

There are many challenges that may contribute to lack of Mastery of Kiswahili language at schools. One is the inconsistent language policies that have continued to prevail in the post independent Kenya. These inconsistencies have contributed to negative attitudes towards teaching and learning of Kiswahili in educational institutions (Momanyi, 2008). Since the time of colonization Kiswahili has been viewed as the language of the less educated people while English is seen as the language of the well-learned people (Ndungo & Mwai, 2005).This view might be a factor contributing to lack of students' interest to learn and master Kiswahili language.

Another major challenge is the lack of support by school administrators. In most Kenyan schools, there is a lot of emphasis and campaigns to promote the use of English by students. As a result most of the students undermine Kiswahili and rarely communicate in it except during the Kiswahili lesson which is only forty minutes (MOE, 2006). Mastery of any language depends on the practice of the learner in the use of that language in communication (Meenakshi, (2008). There is need therefore for learners to be encouraged to communicate in Kiswahili at all times and more so now that the language has attained status of official language.

Emergence of "sheng" language is also a major challenge to Kiswahili learners. The term 'sheng' was originally coined as a result of an emerging mixture of Swahili and English words (Ongechi, 2004) but, today 'sheng' is a blend of Kiswahili, English and other ethnic Kenyan languages. Sheng is based primarily on Kiswahili structure (Githiora, 2002). Students at Secondary schools are so much used to speaking sheng such that they use it when answering exam questions. This causes them to make grammatical mistakes hence contributing to poor performance (KNEC, 20012). Another challenge is the fact that the present Kiswahili syllabus emphasizes on integration of topics and issues. Kimani (2010) argues that majority of Kiswahili

teachers in secondary schools were trained in the 1970's and 1980's and were not well prepared to handle such a syllabus. This could be a reason for poor performance in Kiswahili.

2.8 Student Achievement in Kiswahili at KCSE Level

In education, achievement is commonly measured by examinations or continuous assessment tests. Students' academic achievement or performance is the outcome of teaching and learning activities. It shows the extent to which students have attained their goals. According to Wong and Harry (2010) students' achievement is as a result of good classroom management. What the teacher does in the classroom to structure and organize a learning environment is the most important factor that will increase student achievement. Allen, Pianta, Gregory, Mikami and Janneta (2011) contended that instruction has the greatest impact on student achievement. What happens between teachers and students has the greatest impact and students need to build a common understanding for great instruction to take effects. Further, they observed that great instruction consist of specific elements, namely;

(i)   Guided curriculum

(ii)   Rigorous with research-based strategies

(iii)   Engaging and exciting

(iv)   Continuous assessment

(v)   Tailored through flexible groups

According to Harry and Wong (2010) students' achievement can be improved by improving the quality of the teacher. Students' achievement has nothing to do with school programs, class or school size, but depends on a teacher and how he/she instructs. When the instructions are effective there is an improved student learning. On the other hand, William (2013) found that a bonus payment to teachers can improve students' academic performance but only when there is a condition that part of the bonus be returned if students' performance does not improve. The study showed that students gained as much as ten percentile increase in their schools if teachers received bonus at the beginning of the year. However, there was no gain when teachers were given at the end of the year.

According to KNEC (2012) students are tested on three distinct Kiswahili papers at KCSE level. Paper 1 is on writing skills and tests the creativity and writing ability of students. The first question is usually compulsory and tests on functional writing skills. The paper is marked out of 40 marks in which students are expected to write two compositions and each is awarded

a maximum 20 marks. Paper 2 tests students on Comprehension, Summary, Kiswahili grammar and Sociolinguistics. The paper is marked out of 80 marks. Paper 3 is a literature paper and students are tested on their ability to read and analyze literary work which includes: two novels, two play books, and a collection of several short stories, poetry and Oral literature are also tested. The paper is marked out of 80 marks.

2.9 Motivation to Learn Kiswahili

Motivation can be defined as the internal drive directing behaviour towards some end (Huitt, 2011). Motivation to learn is paramount to student success. Wlodkowski (1986) carried out a study on relationship between peer orientation and achievement and found out that there is a strong relationship between motivation to learn and achievement. The study concluded that motivated students perform better than those that are not. There are several components of motivation to learn and can be used to gauge students that are motivated, they include: - curiosity, self efficacy and affective component. According to Huitt (2009) human beings enjoy learning new things and they find satisfaction in perfecting skills. A major task for teachers is to nurture students' curiosity and to use it as a motive to learn. Driscoll (1994) advocates that teachers can ask students questions or create problem situation when teaching instead of presenting statements of facts.

Another component of motivation is self efficacy. If students' believe in their ability to win then they are motivated to learn. Students' that harbour doubts of their ability to succeed are not motivated to learn. Dividing tasks into chunks and providing students with early success is a method of developing confidence in students (Driscoll, 1994). Competence is also a factor in motivation to learn. Psychologists argue that human beings receive pleasure from doing things well. In light of this teachers have a responsibility to provide situations where success occurs. They can give learners opportunities to undertake challenging tasks on their own to prove to themselves that they can achieve. This means that external support, respect and encouragements are important for the students to achieve competence. The achievement of competence itself becomes the intrinsic motivating factor (Seligman, 2011).

The affective component is also an important aspect of motivational theory. This refers to the way students respond emotionally to the task at hand. A classroom that engenders feelings of excitement, enjoyment and interest will enhance motivation to learn. On the other hand classroom that produce anxiety, stress or boredom have a deleterious effect on students'

motivation. It is therefore important that teachers mind the emotion atmosphere that they create in their classrooms because it affects students learning (Gardner & Tremblay, 1994). There are two types of motivation to learn; intrinsic and extrinsic. Extrinsic motivation is directed at earning rewards that are external. Critics argue that this type of motivation cannot sustain learning because once reinforcement/reward is removed the behaviour (learning) stops. Intrinsic motivation is a response to individuals' internal needs such as personal interest in a learning task that is inherently interesting (Dembo, 1994). Many scholars like Bruner and Ausubel insist that it is only through intrinsic motivation that the will to learn is sustained (Seligman, 2011).

Keller's ARCS model of motivation suggests that learning occurs most effectively when learners are engaged throughout the entire learning process and that strategies can be put in place to ensure that this engagement carries forward through to the completion. The model of motivational design views motivation as a sequence which consists of four major components: attention, relevance, confidence and satisfaction. The instructor has first to gain the attention of the learner then provide relevance of what he/she is teaching to learners' personal goals and needs. The learners will then gain confidence as the learning process unfolds. The satisfaction of the new knowledge provides motivation to continue learning (Driscoll, 1994). This implies that what is taught and how it is taught exerts tremendous influence on students' motivation to learn. This study was an attempt to find out how MLA teaching strategy in Kiswahili affects students' motivation to learn.

2.10 Effects of Gender Difference on Students Academic Performance

Masound (2011) observes that gender is an issue with important theoretical and pedagogical implications in second language learning. Studies on the relationship between gender and student achievement demonstrate that girls tend to have a higher reading achievement than boys (Eurydice, 2010; Nguyen, Wu & Gillis, 2005). Halpern (2006) attributed the superior early reading skills of girls to the fact that girls generally mature earlier than boys. Basey, Joshua and Asim (2004) studied performance of students in all subjects offered in British curriculum and found that there was a mean difference between girls and boys, though this difference was not statistically significant. However, a reveal of the British General Certificate of Secondary Education Examinations revealed that although girls were performing better on average than boys, almost half of the schools in the county had boys and girls progressing at almost equal rates with little or no gap between boys and girls performance (Masound, 2011).

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Nuthanap (2007) found that boys and girls did not differ significantly on academic achievement in Home science. These findings were supported by Fakeye (2010) who found out that the difference between male and female students achievement in English language was non significant. Vale (2009) reported that female students are weaker in Geometry area of mathematics than the male students, while Kang'ahi et al (2012) revealed that female students achieved higher than boys in Kiswahili. On the other hand Achor, Imoko and Ajali (2010) argued that there is no gender difference when a good teaching method is used. Thus, Abakpa, Benjamin O & Lji Clement (2011) observed that MLA improved achievement scores of both male and female students. They found non-significant difference in the achievement scores between males and females and contend that it was an indication that MLA minimizes gender differences.

2.11 Mastery Learning Approach

Mastery Learning Approach (MLA) is a type of instruction that emphasizes that a student should master specific learning objectives and uses corrective instruction to achieve that goal Majid, Damavandi, and Kashani (2010). In Mastery Learning a pre-specified criterion level of performance is established which students must master in order to complete the instruction and move on. Mastery Learning involves the following:

i. Clearly specifying the content to be learned. This should be made known to the students before they are taught.
ii. Clearly stated objectives representing the purpose of the course.
iii. The Content is divided into small learning units each with its own objectives and assessment.
iv. Identifying learning materials and instructional strategies.
v. Assessing student's progress using formative tests.
vi. The results of formative tests are used to provide supplementary instruction or corrective activities to help the learner overcome problems (Bloom, 1981).

The goal of Mastery Learning Approach is success for the student. Success in achievement, attitude and motivation in the learning environment makes learning more effective. The assumption of MLA is that virtually all students can master a great deal of what they are taught in school if instruction is approached systematically, students are helped when and where they have difficulties, students are given sufficient time to achieve mastery and there is a clear criterion of what constitutes mastery.

It was Carroll (1963) who first came up with the idea of Mastery learning. Carroll studied individual differences in the learning of second languages and found that scores reflected differences in the amount of time needed for learning rather than difference in the amount of content that can be learnt. He concluded that virtually all students can achieve mastery of a learning task if each is given enough time and if they all receive good instruction. Carroll's ideas were improved upon by (Bloom, 1968) who came up with learning for mastery (LFM) and later shortened it to Mastery Learning (Bloom, 1971). Bloom is one of the early researchers concerned with explaining variation in student achievement. In his classroom observation, Bloom noted that most teachers included little variation in their instructional practices. They taught students in much the same way and provided all with the same amount of time to learn. He observed that the few students for whom the instructional methods and time were ideal learned excellently. Majority of students for whom the methods and time were only moderately appropriate, learned less well. Students for whom the methods and time were inappropriate learned very little. This meant that little variation in the teaching resulted in great variation in student learning (Adeyemi, 2007).

To attain better results and reduce this variation in student achievement, Bloom (1971) reassured that we would have to increase variation in teaching. In his search for an appropriate teaching strategy, Bloom found it reasonable for teachers to organize the concepts and skills they wanted students to learn into instructional units. He also considered it valuable for teachers to assess students learning at the end of each unit. But he found that most teachers' classroom assessments did little more than show for whom their initial instruction was and was not appropriate. Bloom recommended teachers to use their classroom assessments as learning tools, and then to follow those assessments with a feedback and corrective procedure. This means instead of using the assessments only as evaluation devices that mark the end of each unit, Bloom recommended using them as part of the instructional process to diagnose individual learning difficulties (feedback) and to prescribe remediation procedures (correctives).

It is on this basis that Bloom outlined a specific instructional strategy to make use of this feedback and corrective procedure. He labelled the strategy as "Learning for Mastery" Bloom (1968). Later, he shortened the name to "Mastery Learning" (Bloom 1981). With this strategy teachers first organize the concepts and skills they want students to learn into instructional units

that typically involve about a week or two of instruction. After instruction teachers administer a brief "formative" assessment based on the unit's learning goals. Instead of signifying the end of the unit, this formative assessments purpose is to give students information or feedback on their learning. It helps students identify what they have learned well to that point and what they need to learn better (Bloom, 1971).

Following the formative assessments there are individualized corrective activities. These may be pointing out additional sources of information or alternative learning materials or practice. According to Bloom, on completion of their corrective activities, students should take a second formative assessment. This may cover the same concepts and skills as the first, but should be composed of slightly different problems/questions. The process serves two purposes:

i. Verifies whether or not the correctives were successful in helping students overcome their individual learning difficulties.

ii. Offers students a second chance at success and hence it has powerful motivational value. Those learners that perform well on the first assessment and thus proving they have mastered the concepts Bloom suggested they be provided with special enrichment or extension activities to broaden their learning experiences.

2.12 How Mastery Learning Approach Works

The Mastery Learning approach divides subject matter into units that have predetermined objectives or unit expectations. Students work through each unit in an organized fashion and must demonstrate mastery on unit exams, typically 80%, before moving on to new material. The teacher using MLA specifies a score of performance standard on each formative test that when met will be indicative of unit mastery. Those students who do not reach the standard means they have not mastered. The teacher develops alternative instructional materials and procedures such as tutoring, peer monitoring, small group discussions or additional homework. Students continue the cycle of studying and testing until mastery is met. Block (1971) states that students with minimal prior knowledge of material have higher achievement through mastery learning than with traditional methods of instruction. Students of the present study were taught a new topic and researcher assumed that none had received instruction on the same.

In a mastery learning setting, students are given specific feedback about their learning progress at regular intervals throughout the instructional period. This feedback helps students to identify what they have learned well and what they have not learned well. Areas that were not learned

well are allotted more time to achieve mastery. Only grades "A" and "B" are permitted because these are the accepted standards of mastery (Davis & Sorrell, 2005). All learners can attain the grades only that fast learners will take a shorter time than the slower learners. Traditional instruction holds time constant and allows mastery to vary while mastery learning holds mastery constant and allows time to vary (Robinson, 1992). This means that Mastery learning rests on the principle that each leaner can learn whatever is taught in class but at own pace: whereby there are no failures. The cause of a student's failure in a Mastery learning class is said to rest with the instructions or methods used and not lack of ability on the part of the student. The challenge is to provide enough time strategies so that most students can achieve the same level of learning (Bloom, 1981).

2.13 Studies in Mastery Learning

During the 1960's Bloom carried out major studies on Learning for Mastery and he is widely viewed as the major theoretician and promulgator of Mastery Learning. In his studies he made a number of specific predictions about the gains from Mastery Learning procedures. One is that in classes taught for Mastery, 95% of the students will achieve at the level previously reached by the top 5%. This means that typical scores in a mastery classroom should be around the ninety-eighth percentile or approximately two standard deviations above the mean. A second prediction was that besides mastery of the material to be learned, Mastery Learning increases the attitude and interest of students. Bloom also argued that although students taught for Mastery may need more time to reach proficiency in the initial stages of a course, they should need less time to master more advanced material because of the firm grasp of fundamentals that they should gain from their initial efforts (Majid et al, 2010).

Guskey and Gates (1986) in their studies on students achievement and retention found that students in MLA class at all levels showed increased gains in achievement over those in Regular teaching programmes and that students retained longer what they learned under MLA both in short and long term studies. Students also developed more positive attitudes about their ability to learn. Effects in language arts and social studies classes were higher than those attained in science and mathematics classes. They also found that teachers using MLA developed more positive attitude towards teaching, higher expectations for students and greater personal responsibility of learning outcomes.

The effect of MLA, on achievement and motivation was examined by Clark, Gusky and Benninga (1983). The three scholars compared an MLA group with a traditional group that used lecture method. They found that the Mastery Learning group demonstrated higher levels of achievement, fewer absences and more motivation toward learning course material. Similar findings were registered by Ritchie and Thorkildsen (1994). Olubodum (1986) studied the effect of Mastery Learning Strategies on the students' cognitive and affective outcomes in mathematics. The result showed that mastery learning technique enhanced student learning and they were able to retain more of what they were taught. Adeyemi (2007) of Nigeria investigated the effectiveness of MLA on student's performance in social studies. His sample of students was drawn from two different colleges in Nigeria. Students taught through MLA strategy performed better in social studies compared to those that were taught through the conventional approach to learning.

Several scholars in Kenya have also made contribution towards the MLA. Ngesa (2002) found that MLA improves achievement of secondary school students in agriculture. Wachanga and Gamba (2004) in their research on MLA in Chemistry among secondary school students found that the method is superior to the regular/traditional methods of teaching. Another researcher with similar findings is Wambugu, (2006) who studied MLA in physics. She asserts that the method increases students' achievement and their self-concept in physics. According to Changeiywo, Wambugu and Wachanga (2011), students exposed to MLA have significantly higher motivation to learn physics than those taught through regular methods. The researchers therefore recommend that physics teachers incorporate MLA in their teaching.

A study by Khoima (2006) on the effects of MLA on secondary school student's academic achievement and motivation in secondary school mathematics established that MLA enhances students' academic achievement and motivation in comparison to conventional methods of teaching. Grades in MLA act as rewards for acquisition of essential and critical unit objectives. The grades promote competence motivation that is desired to compete against oneself and the objective to be learned as opposed to competition motivation which is a desire to compete with others.

The developers of MLA and theorists assert that the approach is most useful with basic skills and slow learners at both elementary and secondary levels (Davis & Sorrell, 2005). According to Block (1971) MLA is a necessity for those learners who struggle in class to achieve success.

"The repeated focus on a skill until it is mastered is what struggling students need." MLA is recommended for subjects that are highly ordered and sequential like mathematics, sciences and languages; but according to Bloom (1981) the approach is likely to enhance learning outcomes in almost all subject areas. The reviewed literature indicates a lot of research on MLA in mathematics and science subjects in secondary schools. From the literature review, there was very little empirical evidence showing the effectiveness of MLA on students' achievement and motivation to learn Kiswahili language in secondary schools. This study sought to fill this gap.

2.14 Theoretical Framework

The study was guided by the theory developed by Bloom, (1981) and Levine (1985) for mastery learning. The two scholars argue that the blame for a student failure rests with the instruction not lack of ability on the part of the student. In a mastery learning environment, every learner can achieve high level of academic achievement and differences in learning are kept minimal. Group instruction is given to the entire class on the subject matter which is divided into units. A formative test is given to the students after instruction. Those who do not attain the specified level (80-90% of correct performance are provided with extra individual time for learning until they get to mastery level. The challenge then is providing enough time and employing instructional strategies so that all students can achieve the same level of learning.

2.15 Conceptual Framework

The conceptual framework is represented diagrammatically in Figure 1.
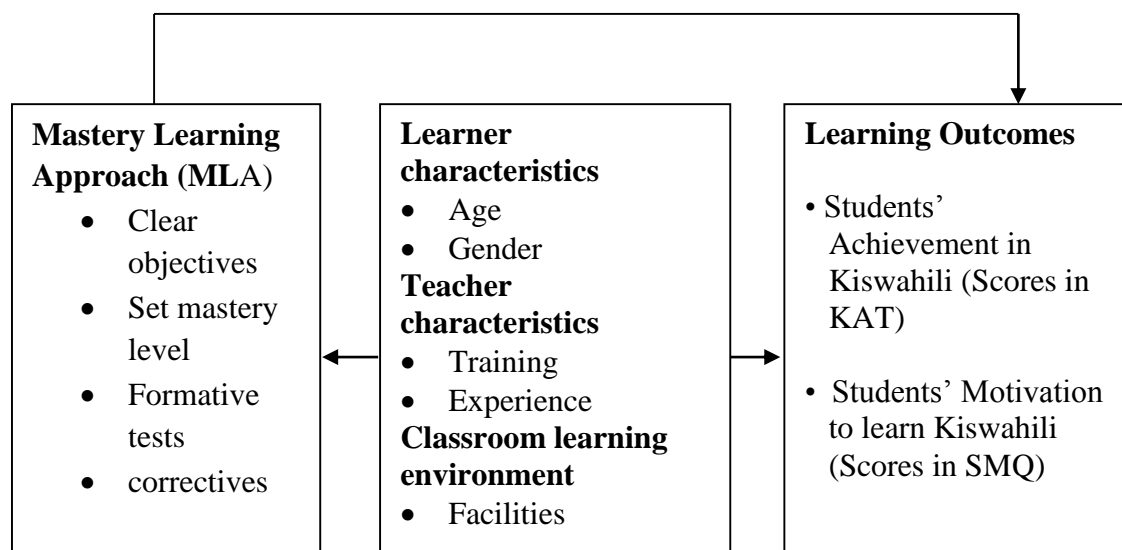
Figure 1.

Independent variables   **Intervening variables**   **Dependent variables**

Figure 1: Conceptual framework showing the relationship between variables of the study

Figure1 shows the relationship of variables for determining the effects of using MLA on secondary school students' motivation and achievement in Kiswahili. In this study the independent variables are Mastery Learning Approach and the Regular teaching methods while the dependent variables, are the Students' Achievement in Kiswahili and Students' Motivation. There are other factors that may influence learning outcomes apart from the teaching approach. These include; age of the learners, teachers' training, and experience and classroom environment. These are intervening variables that needed to be controlled. Age as a learner characteristic was controlled by using only the form two students who are within the same age bracket. The study involved Kiswahili teachers who are trained at degree level and have a minimum teaching experience of three years and above to control the teacher variable. Co-educational district schools were used to control the effect of classroom environment. These schools are of the same calibre and their facilities are almost the same.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides details on how the research was carried out. It includes the research design, population of the study, sampling procedures and sample size, instrumentation, data collection procedures and data analysis.

3.2 Research Design

The study employed quasi-experimental research involving Solomon four non-equivalent control group design. This was suitable because there was non-random selection of students to the groups. Secondary school authorities insist that classes remain as intact groups and should not to be dismantled and reconstituted for research purposes (Fraenkel & Wallen, 2000). Gall, Gall and Borg (2007) considered this design to be rigorous enough for experimental and quasi-experimental studies. The design was suitable and it served the following purposes:

i. To access the effect of experimental treatment in relation to the control condition.

ii. To assess the effect of pre-test.

iii. To assess the interaction between pre-test and treatment condition.

The advantage of the design over others is that it controls the major threats to internal validity except those associated with selection and history, maturity and instrumentation. To control effects of selection and maturation, schools were randomly assigned to the experimental and control groups. The treatment was given within the stipulated time of four weeks and at the same time. This was essential in controlling the interaction between selection and history. This research design is represented diagrammatically in figure 2.

Group 1	O_1	X	O_2
Group 2	O_3	-	O_4
Group 3		X	O_5
Group 4		-	O_6
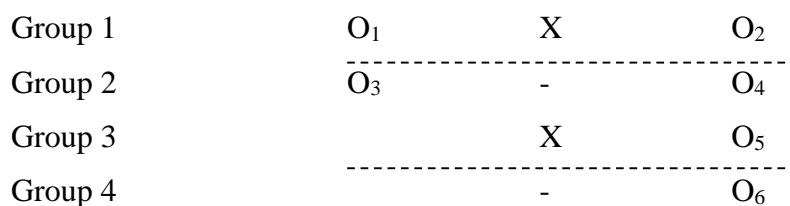
Source: Frankel and Wallen (2000)

Figure 2: Solomon Four Non-Equivalent Control Group Design

KEY

O_1 and O_3 were the pre-test scores

O_2, O_4, O_5, O_6 were the post – test scores

X was the treatment given to the experimental groups (MLA).

----------------- implies involvement of intact groups.

Group 1 was the experimental group which received pre-test, the treatment and the post-test.

Group 2 was a control group and received the pre-test and post-test.

Group 3 received the treatment and post-test but did not get the pre-test.

Group 4 received the post-test only.

Group 1 and 3 were taught using MLA while Group 2 and 4 were taught using RTM.

3.3 Location of the Study

Maraigushu zone was selected because out of the seven zones in Naivasha Sub-county the performance of Kiswahili was low and was experiencing fluctuating academic performance of secondary school students in Kiswahili. For the last six years, the mean score in Kiswahili has been fluctuating between a mean of 3.297 and 4.829 mean score which is low compared to a possible total of 12 points (Table 3). Also the area was chosen because it was convenient as the researcher was familiar with the study location, hence easy to access from the researcher's station of work.

3.4 Population of the Study

The target population was 2673 secondary school students in Naivasha, Maraigushu zone in the year 2012. The accessible populations were form two Kiswahili students from 4 district co-educational secondary schools in Maraigushu zone. Form 2 students were chosen because it is at this form that the topic, *Aina za maneno na migawa yake* is taught. The topic is the basis of Kiswahili grammar (Mbaabu, 2003) and according to KNEC (2012), students performed poorly in Kiswahili mainly because of grammatical errors.

3.5 Sampling Procedures and Sample Size

The unit of sampling was the secondary schools rather than individual learners because secondary schools operate as intact groups. The list of the co-educational schools in Naivasha' Maraigushu zone was the sampling frame. Prior to conducting the study, the researcher visited the schools to ascertain their suitability for the research such as having Kiswahili teachers who are well trained. The researcher also obtained relevant information concerning form two

classes. Purposive sampling technique was used to select four co-educational schools to form the sample of the study. The technique enabled the researcher to handpick schools that had Kiswahili teachers who were trained at degree level and had a teaching experience of three years and over. The four schools formed the four groups of the study. In schools where there was more than one form two classes there was a challenge of ethical issues. To resolve this all classes were taught using a similar method of teaching (MLA) and thereafter simple random sampling was used to select one class for the study. The four schools were randomly assigned to the experimental and control groups. The group's composition was as follows:

Groups 1 – 45 students

Group 2 - 42 students

Group 3 – 42 students

Group 4 – 40 students

The sample size comprised of 169 form two students.

3.6 Instrumentation

Two main instruments were used to collect data for this study, namely; Kiswahili Achievement Test (KAT) and Student Motivation Questionnaire (SMQ).

Kiswahili Achievement Test (KAT) - The instrument was constructed by the researcher based on the Kiswahili syllabus, KIE (2002). It contained 12 questions with 37 items that were used to evaluate learners' competences in knowledge, comprehension and application of what was taught on the topic: "Aina za meneno na migawa yake." The 37 items were awarded between 1 and 2 scores. Some items required one word answer while others were structured sentences. Maximum score for the KAT was 60 marks. The items were constructed based on the topic, "Aina za maneno na migawa yake" and was used as a pre-test. The same KAT was used as a post-test after the four weeks of treatment.

Student Motivation Questionnaire (SMQ) - The second instrument was a student's motivation questionnaire (SMQ) that was used to asses students' motivation to learn Kiswahili. The items of the questionnaire were adapted from Kiboss (1997) and modified to fit this study. The instrument contained twenty – seven items stated in Kiswahili and based on a five point likert – scale. The items sought information about motivation which includes: interest of the students in doing certain tasks in Kiswahili, perceived relevance of the learned topic, perceived probability of success and personal satisfaction that was derived from performing the tasks.

The items were awarded scores which ranged between 1 - 5 according to the responses of the respondents as illustrated:

NK (strongly agree) - 5

N (agree) - 4

K (disagree) - 3

Kk (strongly disagree) - 2

S (don't know) - 1

Collected data was then analyzed with the help of statistical package for social science (SPSS).

3.6.1 Validation of the Instruments

Mugenda and Mugenda (2003) have stressed the importance of experts in determining the validity of instruments. Validity refers to appropriateness, meaningfulness, usefulness and correctness of inferences a researcher makes based on the data collected through an instrument (Fraenkel & Wallen, 2000). Content validity refers to whether an instrument provides adequate coverage of a topic. It was established by constructing tools in relation to the objectives of the study and by seeking assistance from the research supervisor and five other research experts from Curriculum, Instruction and Educational Management (CIEM) department. Construct validity is defined as the degree to which the totality of evidence obtained is consistent with theoretical expectations. To establish construct validity, items were subjected to expert opinions. After getting experts views the researcher cleaned the tools and then piloted them in a school in Gilgil which is a neighbouring division to Naivasha, but had similar characteristics as the sampled institutions. The researcher used research experts' comments to improve the instruments before the actual data collection exercise.

3.6.2 Reliability of the Kiswahili Achievement Test (KAT)

According to Fraser (1987) test reliability can only be estimated through the use of different statistical techniques and no empirical value reflects the true reliability of any test. What is of importance is to construct tests with the highest possible reliabilities. The following were observed when constructing the Kiswahili Achievement Test:

i.   Enough items were included.

ii.   Items constructed can be marked objectively.

iii. Too easy or too difficult items were avoided.

iv.   Clear and understandable terms were used.

The KAT was pilot tested in a school in Gilgil which is a neighbouring division to Naivasha. The environmental conditions and characteristics of the school were similar to those of the sampled schools for this study. Reliability co-efficient was estimated using Kuder – Richardson KR21 formula. This method was suitable since the items in the test can be scored either correctly or incorrectly.

$$K/(K-1) \frac{[1-M(K-M)]}{KSD^2} / 1$$

where:

K   is the number of items

M   is the mean score

SD is the standard deviation

The reliability co-efficient obtained was 0.8723. This was suitable since it is above the 0.7 threshold recommended by Fraenkel and Wallen (2000).

3.6.3 Reliability of Student Motivation Questionnaire (SMQ)

The instrument was pilot tested in a school in Gilgil which neighbours Naivasha District. Students used were of similar characteristics with those taking part in the real study. Cronbach's Alpha co-efficient method was used to estimate the reliability of the instrument. This method was suitable since the items of the instrument are not scored as either being right or wrong, but rather can receive a range of answers. The formula used was:

$$\alpha = K/K - 1 \ (1 - \Sigma Si^2/SX^2)$$

where

α = Alpha co-efficient

 k = Number of items

 sx^2 = variance of the total questionnaire

 Σsi^2 = number of the variances of individual items

A reliability co-efficient of 0.8074 was estimated. This was suitable since it was above the 0.7 threshold recommended by Fraenkel and Wallen (2000).

3.7 Teaching Resources

The researcher prepared a scheme of work for the four weeks and prepared lessons. These were based on the Kiswahili syllabus by KIE (2002). A teacher's guide was also prepared to be used by the teachers who taught using Mastery Learning Approach. Before the treatment,

the researcher trained the teachers handling experimental groups on the use of Mastery Learning Approach. The treatment took four weeks.

3.8 Data Collection Procedure

The researcher obtained an introductory letter from Egerton University – Graduate school. This facilitated acquisition of the research permit from the National Commission of Science, Technology and Innovation. This was followed by visits to the District Education Office and the schools used for the study for permission to conduct the study. Once permission was granted the researcher used the KAT and SMQ to collect the quantitative data used in the study. Pre-test was administered to groups 1 & 2. Group 1 and 3 were exposed to the treatment for a period of four weeks after which all the groups were post-tested. The teachers of the respective schools taught and collected the data using KAT. The researcher administered the SMQ with the help of the teachers. The researcher then marked and scored the pre-tests and post-test using a marking scheme (Appendix III).

3.9 Data Analysis

Obtained data was analyzed using both descriptive and inferential statistics. The statistics used to test the study hypotheses were: t-test, Analysis of Variance (ANOVA) and Analysis of Co-variance (ANCOVA). ANOVA was useful in analyzing the differences in the means of post-test scores. It was the test that determined whether the differences were significant or not. The t-test was used to test whether there were significant differences between two means derived from two samples. ANCOVA was used to determine whether the treatment and control groups were at the same level or there were initial differences. KCPE marks in Kiswahili were used as the covariate. A statistical package for social science (SPSS) was used in data analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of data analysis and discussion of the findings. It presents results of pre-test, effects of Mastery Learning Approach on students' achievement in Kiswahili, effects of MLA on students' motivation to learn Kiswahili. It also presents results on the gender differences in KAT of students exposed to treatment.

4.2 Results of Pre-test

Two groups (1 and 3) were pre-tested on KAT and SMQ. This was important to enable the researcher check whether the groups were homogenous before exposing them to the treatment (MLA). This was also used to determine the effect of pre-test in comparison to the groups that did not do pre-tests. The homogeneity test was done by comparing the mean scores of the two groups on KAT and SMQ using t-test. The results of the pre-tests are presented in   Table 5.

Table 5:

Comparison of Students' pre-test means score on KAT and SMQ by Learning Approach

Scale	Group	N	Mean	SD	df	t-value	p-value
KAT	1	45	18.20	3.64	85	0.886	0.378
	2	42	18.88	3.51			
SMQ	1	42	3.55	2.99	82	1.198	0.235
	2	42	3.65	0.46			

Significance level = 0.05

It is observed from Table 5 that the mean score of students in the experimental group ($\bar{x}$= 18.20, SD = 3.64, was slightly less than that of the control group. The t-test results revealed that the difference in mean scores between the two groups on KAT was not statistically significant at 0.05 level, t (85) = 0.886, p = 0.378. The mean scores ($\bar{x}$ = 3.55, SD = 2.99) of the students in the experimental group on SMQ was also slightly less than that of their counterpart in the control group ($\bar{x}$ =3.65, SD = 0.46). A comparison of the SMQ means of the two groups also showed that the difference was not significant at 0.05 level, t (82) =1.198, p = 0.235). These

differences revealed that the two groups were homogenous on KAT and SMQ at the point of entry, hence they were considered suitable for the study.

4.3 Effects of Mastery Learning Approach on Students' Achievement in Kiswahili

The first objective of the study sought to compare the achievement of students taught Kiswahili through MLA and those taught using the Regular Teaching Methods. To be able to determine whether MLA had any effect, two analyses were done:

(i) Gain analysis

(ii) Post-test analysis

Gain analysis was carried out based on the pre-tests and post tests.

Gain is the difference between the post-test mean scores and pre-test mean scores on KAT. Gain analysis tested the difference between the mean gain of the experimental group (1) and that of the control group (C2). The results are presented in Table 6.

Table 6:

Students' Pre-test and Post-test mean scores, standard deviation and mean gain on KAT

Scale			Group 1	Group 2
Pre-test	N		45	42
		$\bar{x}$	18.20	18.88
	SD		3.64	3.51
Post-test	N		45	42
		$\bar{x}$	32.42	29.05
	SD		4.87	4.19
Mean Gain			14.22	10.17

Table 6 shows that the pre-test mean score of experimental group (E1) was almost the same as that of the control group. The post-test mean score of the experimental group was higher than that of the control group. It was also observed that the mean gain of experimental group (E1) (14.22) was higher than that of the control group (10.17). The results however, did not reveal whether the mean gain of the two groups was statistically significant. An independent t-test

was therefore conducted to check whether the mean gains were statistically different at the 0.05 level. The results of the t-test are shown on Table 7.

Table 7:

Comparisons of students' mean gain on KAT between groups 1 and 2

Group	Mean gain	df	t-value	p-value
Group 1	14.22	85	3.383	0.002
Group 2	10.17			

Significance level = 0.05

Table 7 shows that the mean gain (M = 14.22) of the Experimental group was significantly different from that of the control group (M = 10.17), t (85) = 3.383, p = 0.002. This implies that the treatment (MLA) enhanced students' achievement. However, there was need to carry out a post-test analysis on KAT in order to measure the students' achievement after the four weeks of learning. The results of the post-test analysis are presented in Table 8.

Table 8:

Students Post-Test KAT mean scores and standard deviation

Group	N	Mean score	SD
1	45	32.42	4.87
2	42	29.05	4.19
3	42	29.86	4.94
4	40	24.83	5.55

Table 8 reveals that experimental groups (E1 and E3) had higher mean scores than the control groups (C2 and C4). Experimental groups were taught through MLA, which may imply that the method resulted into higher achievement than the regular teaching methods. It was however necessary to establish whether the difference in means was significant hence, a further analysis was done using ANOVA. The results of the analysis of variance are presented in Table 9.

Table 9:

Comparison of Students' KAT post-test mean scores by groups using ANOVA

Scale	Sum of squares	df	Mean square	F-ratio	P-value
Between groups	1251.501	3	417.167	17.357	0.000*
Within groups	3965.800	165	24.035		
Total	5217.302	168			

Significance level = 0.05

Table 9 shows that the differences in the mean scores of the groups were statistically significant at 0.05 level, $F(3, 165) = 17.357$, $p = 0.000$. The implication of these results is that the treatment had some effect on achievement of students in Kiswahili. The results however, did not reveal where the differences were since four groups were involved in the study. It was therefore necessary to conduct a multiple comparison test to reveal where the differences were or where this experimental effect was located. The results are shown on Table 10.

Table 10:

Scheffe's Multiple Comparison of KAT post test mean differences by groups using ANOVA

Group	Mean difference	P-value
1 versus 2	3.37	0.018 *
1 versus 3	2.57	0.119
1 versus 4	7.60	0.000 *
2 versus 3	-0.81	0.903
2 versus 4	4.22	0.002 *
3 versus 4	5.03	0.000 *

*Significant at 0.05.

Table 10 shows results of Scheffe's test of significance for a difference between any 2 means. It was observed that there were significant differences between groups: 1 and 2, 1 and 4, 2 and 4 as well as 3 and 4 at the 0.05 level. On the other hand, there were no statistically significant difference between groups 1and 3 and also 2 and 3. Group 2 was a control group and group 5 an experimental group. These groups were expected to differ significantly but they did not. The reason for this could be in the sampling of the schools. The schools were randomly put into experimental and control group. It was observed that the schools in Maraigushu differ in

their performance of Kiswahili at KCSE. Each has its performance tradition (Table 3). However, the mean differences were in favour of the experimental groups 1 and 3.

The differences were high between experimental and control groups; the highest being between groups E1 and C2.The post test analysis of KAT using ANOVA mean scores involved four groups and ideally the groups should be homogeneous at the point of entry. The research design used (Solomon four) only checks entry behaviour of groups 1and 2.This means the entry behaviour of groups 3 and 4 were not checked. ANOVA does not have features that make initial difference adjustments during post-test analysis. It was therefore not proper to conclusively reject the first hypothesis on the basis of ANOVA. Further analysis was thus conducted using ANCOVA which has features that take care of initial differences by making compensating adjustments to the post-test means of the groups involved. KCPE mean scores of the students under the study were used as the covariate (Table 11) while comparison of students' KAT post-test mean scores was carried out using ANCOVA. Table 12 shows the ANCOVA results based on the adjusted means of the four groups.

Table 11:

Adjusted KAT Post-test means using KCPE mean scores as the covariate

Group	N	Mean
1	45	32.34
2	42	28.85
3	42	29.93
4	40	24.97

It is observed from Table 11 that the means of the experimental groups (1 & 3) were higher than those of the control groups. This was after the adjustment.

Table 12:

Comparison of Students' KAT post-test mean scores by groups using ANCOVA

Scale	Sum of squares	df	Mean square	F-ratio	P-value

Contrast	1156.458	3	385.486	16.193	0.000*
Error	3856.629	162	23.806		

*Significant at 0.05.

Table 12 shows the ANCOVA of the post-test scores with KCPE scores as covariates. The result indicates that the differences among the groups were significant since the p-value is 0.00 which is less than 0.05. In order to find out where the differences were, a multiple comparison of the KAT post-test means was carried out. Results of the multiple comparisons are presented in Table 13.

Table 13:

Multiple Comparisons of KAT post-test mean differences by groups using ANCOVA

Group	Mean difference	P-value
1 versus 2	3.49	0.001*
1 versus 3	2.41	0.024*
1 versus 4	7.37	0.000*
2 versus 3	-0.81	0.903
2 versus 4	3.89	0.008*
3 versus 4	4.96	0.000*

*Significant at 0.05

It is observed from Table 13 that there is a statistically significant difference between the following groups:

group 1 and 2 - The mean difference is 3.49

group 1 and 3 - The mean difference is 2.41

group 1 and 4 - With a mean difference of 7,37

group 2 and 4 - The mean difference is 3.89

group 3 and 4 - The mean difference is 4.96

The mean difference between group 2 and 3 is -0.81 and is not statistically significant. The difference was expected to be significant since group 2 was a control group while group 3 was experimental. This could have been as a result of the sampled schools. However, it is observed that the mean differences among the groups are in favour of the experimental groups. For instance, the difference between experimental group 1 and the control group 4 was 7.37 which were the highest. The p-value was 0.00 which means it was highly significant. Experimental group 1 was taught using MLA while group 4 learnt through the regular teaching method. The

implication was that MLA enabled students to achieve higher scores than the regular teaching methods. Since the results of ANCOVA support those of ANOVA, it was concluded that the differences were as a result of the treatment rather than the existing group differences. The hypothesis that there was no statistically significant difference between the achievement of students taught Kiswahili through mastery learning approach and those taught through regular teaching methods was therefore rejected.

There exists significant difference in post-test scores of Kiswahili students' achievement taught through direct mastery learning approach (MLA) and regular teaching methods (RTM). Analysis of data of the scores they achieved showed that experimental groups that were taught through MLA achieved higher scores than the control groups taught using the regular teaching methods. The difference of the results was found to be significant at 0.05 level. This implies that MLA is a more effective way of teaching Kiswahili. The result of this study revealed that students taught Kiswahili during this study with MLA improved in their achievement scores than those in the control group. This result is supported by the findings of research works of Jena and Rana (2012), Olunloye, (2010), Wambugu and Changeiywo (2008), (Adeyemi, 2007), Subudhi (2007), Khoima (2006), Guskey (2001), Davis and Sorrell (2005) who found that mastery learning approach if effectively employed would improve students' achievement in a given task. This may imply that MLA should be used in Kiswahili teaching.

Results on gain analysis (Table 7) showed that experimental group had a higher mean gain than control group. Further analysis proved that the difference in the mean gain significantly differed. The finding is in agreement with Adeyemi (2007) who observed that there were overwhelmingly increased gains in achievement for those students who learnt through Mastery Learning Approach. With regard to time spent in the study, a significant number of teachers felt that though they spent a lot of time with students, they enjoyed and appreciated their roles more since even the weak students were able to grasp and attained the mastery level. The finding is in agreement with Avlin and Webster (2003) observation that although students on MLA spent significantly more time on instruction areas than those under regular teaching methods, they significantly raise their achievement levels by use of mastery learning. The reasons for good performance by students of experimental group may be attributed to:

i) Motivation and reinforcement given to all students on every improvement,

ii) The treatment of mastery learning to develop cognitive dimension,

iii) Supplementary materials provided to students,

iv) Formative tests conducted to find out the progress and instant feedback given to students, and

v) Organization of the corrective activities as well as the amount of time spent on learning Kiswahili (Jena & Rana, 2012).

This finding implies that MLA enhances higher scores in Kiswahili achievement test than RTM which seems to be deficient in meeting students' needs. As such, if Kiswahili teachers adopt MLA as a teaching method then improvement of their students would make them feel better about teaching and raise students' achievements in the subject.

4.4 Effects of Mastery Learning Approach on Students' Motivation to Learn Kiswahili

The second objective of the study sought to compare the students' motivation to learn Kiswahili between those taught through MLA with those taught through regular teaching methods.

To establish whether any effects existed, gain analysis on SMQ was done. The mean scores of pre-test and post-tests were compared. The results are presented in Table 14.

Table 14:

Students Pre-test and Post-test mean scores, SD and Mean Gain on SMQ

Scale		Group 1	Group 2
Pre-test	N	45	42
	$\bar{x}$	3.55	3.65
	SD	2.99	0.46
Post-test	N	45	42
	$\bar{x}$	4.20	3.80
	SD	0.22	0.69
Mean Gain		0.66	0.15

Table 14 shows the mean scores of group 1 and 2 on SMQ. The mean score of experimental group 1 is less than that of control group 2 at the pre-test. An observation of the post-test mean scores shows that the mean score of the experimental group (4.20) was higher than that of the control group (3.80). The results further revealed that the mean gain of the experimental group (0.66) was higher than that of the control group (0.15). This suggests that students who were taught through MLA were more motivated to learn Kiswahili than those taught through the Regular methods. However, there was need to conduct a t-test to find out if the difference in

the mean gain of the two groups was statistically significant. The results of the t-test are presented in Table 15.

Table 15:

Comparison of students Mean gain on SMQ between groups 1 and 2

Group	Mean gain	df	t-value	p-value
Group 1	0.66	78	3.618	0.00*
Group 2	0.15			

The results in Table 15 reveal that the mean gain (0.66) of experimental group was significantly different from the mean gain (0.15) of the control group, t (78) =3.618, P=0.000.   This implies that students in the experimental group improved their motivation to learn Kiswahili more than those in the control group. Further analysis was done on the post-test results of SMQ to check on the differences of the four groups involved in the study. The results of the post-test are presented in Table 16.

Table 16:

Students post-test SMQ mean scores and standard deviation

Group	N	Mean score	SD
1	45	4.20	0.22
2	42	3.80	0.69
3	42	4.02	0.70
4	40	3.73	0.96

Table 16 shows that experimental groups 1 and 3 which were taught using MLA had higher mean scores than the control groups 2 and 4 which were taught using RTM. This may be a pointer that MLA had an effect on Kiswahili students' motivation. However, there was need to check whether the differences were significant or not by carrying out an ANOVA test. The results are presented in Table 17.

Table 17:

Comparison of students SMQ post-test mean scores by groups using ANOVA

Scale	Sum of squares	df	Mean square	F-ratio	P-value

Between groups	5.62	3	1.876	3.983	0.009
Within groups	71.134	151	0.471		
Total	76.763	154			

Table 17 indicate that the differences between the mean scores were statistically significant at the 0.05 level, F (3,151) =3.983, P = 0.009 implying that the treatment given to the experimental group had some effects on students' motivation. The results however could not reveal where the differences were since the study involved four groups, and hence a multiple comparison test was carried out. The results are presented in Table 18.

Table 18:

Scheffe's Multiple Comparison of SMQ post test mean differences by groups using ANOVA

Group	Mean difference	P-value
1 versus 2	0.40	0.079*
1 versus 3	0.18	0.712
1 versus 4	0.48	0.026*
2 versus 3	0.22	0.568
2 versus 4	0.07	0.975
3 versus 4	0.23	0.021*

*Significant at 0.05

Table 18 show the differences in SMQ post-test means between pairs of groups. It was observed from the table that the difference was significant between experimental groups 1 and control group 2, 1 and 4 as well as 3 and 4. Differences between groups 1 and 3, 2 and 3 as well as 2 and 4 were not found statistically significant at 0.05 level. The study involved four groups and it was not proper to conclude on the basis of ANOVA results since ANOVA has limitations. It does not take care of initial group differences when analysing post mean scores. Further analysis was thus conducted using ANCOVA which is able to reduce the initial differences. KCPE scores of the students under study were used as a covariate. Table 19 show the adjusted post-test mean scores.

Table 19:

Adjusted SMQ post-test means using KCPE mean scores as the covariate

Group	Mean
1	4.21
2	3.79
3	4.03
4	3.72

Table 19 reveal that SMQ mean scores of the experimental groups (1 and 3 were higher than those of the control groups (2 and 4). ANCOVA test was therefore done to establish whether the differences were significant or not. The results are presented in table 20.

Table 20:

Comparison of students SMQ post test mean scores by groups using ANCOVA

Scale	Sum of squares	df	Mean square	F-ratio	P-value
Contrast	5.824	3	1.941	4.086	0.008
Error	70.788	149	0.475		

Table 20 reveal that there is a statistically significant difference in the mean score of SMQ among the four groups. The F-value (4.086) is significant implying that the treatment on the experimental group had an effect on the student's motivation since the p-value (0.008) was found to be less than 0.05. Further analysis was done using multiple comparisons to reveal where the differences were. The results are presented in table 21.

Table 21:

Multiple Comparison of SMQ post-test mean differences by groups using ANCOVA

Group	Mean difference	P-value
1 versus 2	0.42	0.008*
1 versus 3	0.18	0.244
1 versus 4	0.49	0.002*
2 versus 3	0.24	0.136

2 versus 4	0.07	0.683
3 versus 4	0.31	0.040*

*Significant at 0.05

Table 21 shows the result of comparison of the mean difference between any two groups based on ANCOVA. It is observed from the table that there were significant differences between groups: (i) 1 and 2; (ii) 1 and 4 (iii) 3 and 4. A general scrutiny of the results shows that experimental groups (1 and 3) which were taught through mastery learning approach were highly motivated to learn Kiswahili, than those taught through the regular teaching method. These results seem to confirm the ANOVA results. As such the second hypothesis stating that there is no statistically significant difference in motivation to learn Kiswahili between students taught through MLA and those taught using regular teaching methods was therefore rejected.

The study revealed that MLA increased the students' motivation to learn Kiswahili more than the RTM. Results of pre-test on SMQ showed that groups 1 and 2 were at the same entry level. Results of post-test analysis on SMQ revealed that experimental groups had a higher mean gain than the control groups. The study found that groups that were taught through MLA attained high motivation to learn Kiswahili than the groups that were taught through RTM. This finding supports the work of Kang'ahi, Indoshi, Okwach & Osodo (2012) who observed that one of the indicators of motivated students is high achievement. Having achieved high in KAT, students taught using MLA were found to be more motivated to learn than those taught using RTM. This finding is also in agreement with Adeyemi's (2009) who argue that the systematic use of feedback and correctives in MLA help many students to learn well and significantly reduces variation in their learning outcome.

Ramesh (2005) on the other hand noted that MLA yielded improvement in students' confidence in learning situations, school attendance rates, involvement in class activities and attitude towards learning. The finding is also in agreement with Svinicki (2008) observation that if the benefits of succeeding outweigh the costs of failure, taking a risk is worthwhile. Thus, through masterly learning approach, the teacher should work to reduce the cost of students' failure. This high motivation demonstrated by the experimental group to learn Kiswahili may be attributed to various aspects of MLA;

i) The teacher may have acted to students' error with interest and support rather than criticism and withdrawal; hence students viewed their mistakes in a constructive light.

ii) The teacher may have followed mistakes by additional opportunities to learn without severe penalties, hence students were more willing to identify their mistakes, cope with them and correct them.

iii) The teacher could have helped students to be reflective about their learning so that they based their self-worth on how far they had come rather than on how they compared with others, hence helped them to adopt a mastery approach to learn Kiswahili.

vi) The teacher could have encouraged the development of a learning community in the class where everyone was expected to make progress and encouraged to help everyone else make progress (Jena & Rana, 2012).

From these findings, it may imply that teachers should choose Kiswahili tasks that students value while structuring the learning situation whose probability enhances student's academic achievement. The bottom line is on encouraging students to adopt a mastery learning approach that involves giving worthwhile assignments where the focus is on learning and making progress rather than being perfect.

4.5 Difference in KAT by Gender of Students Exposed to Treatment

The study also sought to establish whether there was difference in achievement of male and female both taught Kiswahili through MLA. To find out the difference in KAT post-test scores of male and female students taught through mastery learning approach, t-value was calculated. The results are presented in Table 22.

Table 22:

Comparison of KAT Post-test Scores of Male and Female Students Taught through Mastery Learning

Gender	N	Mean	SD	df	t-value	p-value
Male	51	30.59	5.29	85	1.316	0.192
Female	36	32.03	4.62			

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It is observed from Table 22 that the mean score of girls was higher than that of boys. This may imply that girls were performing better than boys. However, the t-test value indicates that the difference in the mean scores was not statistically significant at 0.05 level, (t 85 = 1.316, p = 0.192). Thus, the third hypothesis stating that there is no statistically significant difference in achievement in Kiswahili between boys and girls taught through MLA was therefore accepted.

This finding is in support of Wambugu (2006) observation on effects of MLA on students' achievement in Physics who found that there was no statically significant difference between the achievement of boys and girls who were taught physics through MLA. Jena and Rana (2012) also found no significant difference in post-test scores of senior secondary school science boys and girls students taught through mastery learning. They noted that the boys and girls taught through mastery learning scored better and had approximately equal academic achievement. The finding is further in support of The Forum for African Women Educationists (FAWE) (2005) on the contention that for a long time teachers have impacted strongly on making students believe that boys perform better in sciences while girls do better in languages and social subjects. However, Wamutitu (2008) found that the mean score of male students on environmental achievement test was found to be slightly higher than that of female students, and there was a significant difference among the secondary school geography student's environmental achievement with reference to their gender at 0.05 level of confidence. The reasons of good performance by both boys and girls of experimental group may be due to motivation and reinforcement given to all students on every improvement, the treatment of mastery learning to develop cognitive dimension, supplementary materials provided to students and formative tests conducted to find out the progress. Thus, the present study shows that if teachers use MLA to teach Kiswahili the achievement of boys and girls would be similar.

4.6 Motivation of Boys and Girls Exposed to MLA

The mean scores for boys and girls on SMQ were analyzed and compared to determine whether the differences between them were significant or not.

Table 23:

t-test of SMQ Scores of Boys and Girls Exposed to MLA

Gender	N	Mean	SD	df	t-value	p-value
Male	45	4.08	0.42	78	0.757	0.451

Female	35	4.17	0.61

Table 24 shows the results of t-test on SMQ scores of boys and girls exposed to MLA. The results reveal that the mean score of the male students (M = 4.08, SD = 0.42) was less than that of the female students (M = 4.17, SD = 0.61). The table further indicates that the difference between the two means was not significant at the 0.05 level. t (78) = 0.757, P>0.05.

These results support Changeiywo, Wambugu and Wachanga (2011) who carried out an investigation of the effects of MLA on secondary school students' motivation to learn Physics. Their study showed that MLA improves students' motivation more than the regular teaching method. They also observed that gender differences have no significant influence on the students' motivation to learn Physics. Keter and Wachanga (2013) carried out a study on the effects of Cooperative Mastery Learning Approach (CMLA) on secondary school students' motivation in Chemistry in Bomet District. Their findings were that motivational level was higher for students taught using CMLA than for those taught using conventional teaching methods. Gender difference did not affect the level of motivation for both boys and girls.

These findings suggest that gender difference has no effects on students' motivation to learn Kiswahili when they are exposed to Mastery Learning Approach. This therefore means that MLA is equally effective in motivating both male and female students to learn Kiswahili. The hypothesis H_o4 that stated that there is no statistically significant difference in motivation between boys and girls taught Kiswahili through MLA was accepted.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings, conclusions and recommendations based on the study. The study sought to examine the effects of mastery learning approach on secondary school students' motivation and achievement in Kiswahili in Naivasha district. The study was guided by the following objectives:-

  i. To compare the academic achievement of students taught Kiswahili through mastery learning approach with those taught through the regular teaching methods.

ii. To compare the students' motivation to learn Kiswahili between those taught through MLA with those taught through regular teaching methods.

iii. To determine whether there was any difference in achievement of boys and girls taught Kiswahili through MLA

iv. To determine whether there is any difference in motivation of boys and girls taught kiswahili through MLA.

5.2 Summary of the Findings

The study was conducted in Naivasha District and 169 form two Kiswahili students drawn from 4 district co-educational secondary schools in Maraigushu zone participated in the study. The students who were taught through masterly learning formed the experimental groups while those taught under the regular teaching method constituted the control group. Data was collected with the help of two research instruments - Kiswahili Achievement Test (KAT) and Student Motivation Questionnaire (SMQ), whose reliability was estimated as 0.8723 and 0.8074 respectively. The following emerged as the major findings of the study;

i. Experimental groups that were taught Kiswahili through MLA achieved higher scores than the control groups taught using the regular teaching methods. The difference of the results was found to be significant at 0.05 level.

ii. Experimental groups (1 and 3) which were taught through mastery learning approach were highly motivated to learn Kiswahili, than those taught through the regular teaching method.

iii. The difference in the mean scores between boys and girls taught Kiswahili through MLA was not statistically significant at 0.05 level.

iv. The difference in motivation between boys and girls taught Kiswahili through MLA is not statistically significant.

5.3 Conclusions

Based on the findings, the following are the conclusions of the study:

i. MLA positively affects Achievement in Kiswahili, as such the hypothesis stating that there is no statistically significant difference between the achievements of students taught Kiswahili through mastery learning approach and those taught through the regular teaching methods was rejected.

ii. MLA positively affects motivation to learn Kiswahili as such the hypothesis stating that there is no statistically significant difference in motivation to learn Kiswahili between

students taught through MLA and those taught using regular teaching methods was rejected.

iii. Gender differences of students taught Kiswahili through MLA does not affect Achievement in Kiswahili as such the hypothesis stating that there is no statistically significant difference in achievement in Kiswahili between boys and girls taught through MLA was accepted.

iv. Gender differences of students taught Kiswahili through MLA does not affect motivation to learn Kiswahili as such the hypothesis stating that there is no statistically significant difference in motivation between boys and girls taught Kiswahili through MLA was accepted.

5.4 Recommendations

On the basis of findings and conclusions from this study, it is recommended that:

(i) Secondary school Kiswahili teachers should be encouraged to explore the application of MLA in their classroom instruction as the task is enormous.

(ii) Teacher trainers should integrate MLA among instructional strategies being inculcated into the students.

(iii) Seminars and workshops should be organised for serving teachers to keep abreast with principles and implementation process of MLA.

5.5 Suggestions for Further Studies

The study shows that MLA is effective in improving motivation and achievement of secondary school students. However there are areas that require further studies such as:

i. A comparative study on the effects of individual based MLA on students' achievement and motivation and grouped mastery learning approach.

ii. The impact of MLA on teachers' motivation and their attitude towards teaching Kiswahili.

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APPENDICES

APPENDIX I: MWONGOZO WA MWALIMU (TEACHERS'GUIDE)

Mwongozo huu unadhamiria kumsaidia mwalimu wa Kiswahili atakayehusishwa katika utafiti huu kuhusu ufunzi wa Kiswahili katika kidato cha pili. Unatoa mapendekezo ya namna mwalimu anapaswa kufunza akifuata mtindo wa "Mastery Learning Approach." "Mastery Learning Approach" ni nadharia inayosisitiza kwamba mwanafunzi yeyote aweza kufaulu katika somo lolote lile iwapo atapewa muda anaohitaji na somo litekelezwe kwa utaratibu.

Mada inayofunzwa hugawa katika vijisehemu vidogo. Mwalimu huwa na shabaha kwa kila kisehemu. Baada ya kufunza kila kisehemu wanafunzi hutahiniwa. Wanaotimiza kiwango kilichotaratajiwa wanakubaliwa kuendelea na kisehemu kinachofuata. Wale amabo

hawakufaulu wanapewa mafunzo ya ziada kwa njia mbalimbali hadi wafikie kiwango kilichowekwa. Njia hizi ni kama:

i.   Mazoezi ya ziada

ii.   Kusaidiana wao kwa wao

iii.   Mwalimu kusaidia kila mwanafunzi kutegemea udhaifu wake

iv.   Kuelekezwa kwa vitabu vya marejeleo

Maagizo ya Jumla

i.   Wape wanafunzi shabaha ya kila somo kabla ya kufunza.

ii.   Waeleze kiwango wanachofaa kufikia katika hilo somo.

iii.   Zingatia kwa makini kazi ya kila mwanafunzi darasani.

iv.   Wapongeze wanapohitimu na kurekebisha makosa ya kila mmoja wao papo hapo.

v.   Tathmini kazi ya wanafunzi na uamue kama wako tayari kwa somo linalofuata.

vi.   Watahini wanafunzi baada ya kila wiki mbili

vii.   Watakaopata asimilia 70 na zaidi wako tayari kuendelea na funzo hilo lingine. Wanaopata chini ya asimilia 70, wape muda zaidi na warudie somo lile kwa njia tofauti hadi watimize kiwango hicho cha 70.

viii.   Endelea na mtindo huu wa ; funza, tahini, rudia/durusu na wale wenye matatizo hadi mada yote ikamilike.

MADA: AINA ZA MANENO NA MIGAWA YAKE

Madhumuni ya kufundisha mada hii ni:

i.   Kutaja na kubainisha aina mbalimbali za maneno.

ii.   Kueleza matumizi ya kila aina za maneno ya Kiswahili.

iii.   Kutumia maneno katika sentensi sahihi.

iv.   Kubainisha na kurekebisha makosa ya kisarufi.

Kipindi Cha Kwanza

Somo: Nomino

Shabaha: Kufikia mwisho wa kipindi wanafunzi waweze

i.   Kueleza maana ya nomino

ii.   Kutaja na kueleza aina za nomino.

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iii. Kutumia aina mbalimbali za nomino katika sentensi

Yaliyomo:

- Maana ya nomino

- Aina za nomino

- Jedwali ya majina mbalimbali

- Kutunga sentensi katika vikundi

- Hitimisho

Kipindi Cha Pili

Somo: Vitenzi

Shabaha: Kufikia mwisho wa kipindi wanafunzi waweze

i. Kueleza maana ya vitenzi vya aina mbalimbali.

ii. Kutoa mifano ya aina tofauti tofauti ya vitenzi.

iii. Kutumia vitenzi vya aina mbalimbali katika kutunga sentensi.

Yaliyomo:

- Kutunga sentensi zozote za Kiswahili

- Kuorodhesha vitenzi kutokana na sentensi

- Ufafanuzi wa kitenzi na kazi yake

- Kubainisha aina za vitenzi

- Hitimisho

Baada ya kipindi wanafunzi wafanye zoezi/kijitihani kuhusu nomino na vitenzi

Kipindi Cha Tatu

Somo: Aina za vitenzi: visaidizi, vishirikishi, sambamba

Shabaha: Wanafunzi waweze kutofautisha na kutumia vitenzi hivi ipasavyo

Yaliyomo

- Maana ya vitenzi visaidizi

- Maana ya vitenzi vishirikishi

- Maana ya vitenzi sambamba

- Mifano ya sentensi

- Kudondoa vitenzi kutoka kitabu

Kipindi Cha Nne

Somo: Vivumishi vya Pekee

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Shabaha: Kufikia mwisho wa kipindi wanafunzi waweze

i. Kueleza maana na aina za vivumishi vya pekee

ii. Kubainisha vivumishi hivyo

iii. Kutumia vivumishi hivyo katika sentensi

Yaliyomo

- Maelezo ya vivumishi na dhana ya pekee

- Kuorodhesha vivumishi vya pekee na kuvibainisha kimatumizi

- Kujaza jedwali kwa viambbishi mwafaka

- Hitimisho: Kuambatanisha vivumishi na ngeli

    Wapate Kijitihani

Kipindi Cha Tano

Somo: Vivumishi Vya Idadi, A-Unganifu

Shabaha: Kufikia mwisho wa somo wanafunzi waweze

i. Kubainisha vivumishi hivi vyote

ii. Kueleza maana na matumizi ya vivumishi hivi

iii. Kutunga sentensi wakitumia vivumishi hivi

Yaliyomo

- Maana ya vivumishi vya idadi

- Maana ya a-unganifu

- Kudondoa mifano ya vivumishi na A - unganifu

- Kutunga sentensi zenye vivumishi na A - unganifu

Kipindi Cha Sita

Somo: 1. Vivumishi vya ki-ya mfanano   2. Vivumishi vya nomino

Shabaha: Kufikia mwisho wa kipindi wanafunzi waweze kubainisha na kutumia aina hii ya vivumishi katika sentensi zao.

i. Kueleza maana ya vitenzi vya aina mbalimbali.

ii. Kutoa mifano ya aina tofauti tofauti ya vitenzi.

iii. Kutumia vitenzi vya aina mbalimbali katika kutunga sentensi.

Yaliyomo

- Kufafanua matumizi ya kiambishi KI

- Umuhimu wa –KI pamoja na nomino

- Mifano ya sentensi zenye –KI ya mfanano

    Wanafunzi wapate kijitihani

Kipindi Cha Saba

Somo: Viwakilishi

Shabaha: Kufikia mwisho wa kipindi wanafunzi waweze

i. Kueleza maana na matumizi ya viwakilishi

ii. Kueleza aina za viwakilishi

Yaliyomo

- Maana ya kiwakilishi

- Aina za viwakilishi

- Matumizi ya viwakilishi

- Kubainisha viwakilishi katika sentensi

Kipindi Cha Nane

Somo: Viwakilishi Nafsi

Shabaha: Kufikia mwisho wa kipindi wanafunzi waweze kutofautisha nafsi huru na nafsi tegemezi na kuvitumia kisahihi katika sentensi.

Yaliyomo

- Nafsi tatu katika Kiswahili

- Dhana za nafsi huru na tegemezi

- Orodha ya nafsi huru na tegemezi

- Kutunga sentensi

- Kusahihisha sentensi zenye makosa

- Wanafunzi wapate kijitihani

APPENDIX II - KISWAHILI ACHIEVEMENT TEST (KAT)

Jina:_____ **Nambari:**_____ **Darasa:**_____

Jibu maswali yote

1. Bainisha aina za maneno zilizopigiwa mistari katika sentensi zifuatazo – Alama 5

 a) <u>Mbuzi</u> wake aliliwa nambwa

 b) <u>Nilikuwa</u> ninasomea kompyuta

 c) Mpishi ni mmoja walaji ni <u>wengi</u>

 d) Gari lenyewe ni kuukuu

 e) Hicho wanachokitaka hakipo hapa

2. Taja aina ya kitenzi kilichopigiwa mstari

 Wageni <u>wangali</u> chumbani – Alama 2

3. Andika vivumishi vyovyote viwili vya nomino – Alama 4

 (i)

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(ii)

4. Jaza mapengo kwa kutumia a-unganifu mwafaka – . Alama 2

   (a) Viatu – ngozi hudumu kuliko – mpira

   (b) Sina nyakati - kupoteza

5. Andika sentensi hizi upya ukifuata maagizo uliyopewa katika mabano.

   (a) Mti ule ni mrefu ukiulinganisha na huu. (andika kwa wingi) - Alama 2

   (b) Kule kwao kuna nyumba nadhifu. (Tumia kiashiria cha karibu) – Alama 2

   (c) Kuimba mahiri kwavutia sana (Andika kwa umoja) – Alama 2

   (d) Mja hasahauliwi na Mungu. (sahihisha) – Alama 2

   (e) Daktari atakuwa amemtibu. (Kanusha) – Alama 2

6. Tumia -ote au -o-ote kukamilisha sentensi

   a) Mwalimu _____ aweza kunisaidia.

   b) Wanafunzi _____ ni sawa machoni mwa mwalimu.

7. Jaza viulizi vifaavyo: Alama 8

   k.m kiti kipi – viti vipi?

   (a) Nguo _____   Nguo _____

   (b) Maji _____   Maji _____

   (c) Uzuri _____   Uzuri _____

8. Pigia mistari viwakilishi katika sentensi zifuatazo

   a) Ajabu ni kwamba wale ambao wanatudhamini ni wachache tu – Alama 2

   b) Niulizalo ni hili, ana wake wangapi? Alama 2

   c) Kwingine kumepakwa rangi nyeupe – Alama 2

   d) Wangu amefanikiwa sana kazini – Alama 2

9. Je, viwakilishi ulivyovipigia mistari katika swali la nane ni vya aina gain?-Alama 4

   a)..

   b)..

   c)..

   d)..

10. Jaza jedwali lifuatalo kwa viwakilishi vinavyofaa kutegemea upatanisho wa kisarufi.
    (Zingatia mfano uliopewa).

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	NOMINO	VIWAKILISHI			
		Vya kuonyesha	Kusisitiza	Kumiliki	Sifa
	Wazazi	wale	wawa hawa	Wako	wakubwa
a)	Magonjwa	_____	_____	_____	_____
b)	Jambo	lile	_____	_____	_____
c)	Ufunguo	_____	_____	_____	_____
d)	Kuruka	_____	_____	Kwako	_____
e)	Mahali	_____	_____	_____	pakubwa

11. Andika sentensi hizi kwa wingi

   a) Maji yenye samaki mmoja huwa katika chombo

   b) Wewe una bahati unakula mapema

12. Andika katika umoja

   a) Sisi tuliwauliza walikokuwa wakienda

   b) Nyinyi mtaenda Mombasa pesa zitakapopatikana.

APPENDIX III - MWONGOZO WA KUSAHIHISHA

1)

   a) N-Nomino

   b) T-Kitenzi

   c) E-Kielezi

   d) V-Kivumishi

   e) W-Kiwakilishi   @1mrk x5=5marks

2) Kitenzi kisaidizi   2 marks

3)

   a) Vya   vya

   b) Za   3 mrks

4)

    a) Miti ile ni mirefu ukilinganisha na hii.

    b) Huku kwao kuna nyumba nadhifu

    c) Kuimba mahikri

    d) Mja hasahauliki na Mungu

       Mungu hamsahau mja

    e) Daktari hatakuwa amemtibu

       Daktari atakuwa hajamtibu

@2X5=10marks

5)

    a) Yeyote

    b) Wote

2marks

6)

    a) Ipi   zipi

    b) Yapi yapi

    c) Upi   upi   6marks

7)

    i. Wale wachache ambao

   ii. Hili niliulizalo

  iii. Kwingine

  iv. wangu.   6marks

8)   NOMINO   VIWAKILISHI

	Kuonyesha	Kusisitiza	Kumiliki	Sifa
Wazazi km	wale	Wawa hawa	wako	Wakubwa
Magonjwa	Yale	Yaya haya	Yako	Makubwa
Jambo	Lile	Lili hili	Lako	Kubwa
Ufunguo	Ule	Uu huu	Wako	Mkubwa
Kuruka	Kule	Kuku huku	Kwako	-
mahali	pale	Papa hapa	pako	Pakubwa

8marks

9)

    a) Maji yenye samaki wengi huwa katika vyombo

    b) Nyinyi mna bahati mwala(mnakula) mapema

                                                                    @2x2=4marks

10)

    a) Mimi nilimwuliza alikokuwa akienda

    b) Wewe utaenda Mombasa pesa zitakapopatikana.

                                                                    @2x2=4marks

APPENDIX IV- HOJAJI (STUDENT MOTIVATION QUESTIONNAIRE- SMQ)

Nambari: _____   Darasa: _____   Uana: _____Umri: _____

Ni muhimu uelewe kwamba maswali haya sio mtihani. Lengo ni kutaka kujua hisia zako kuhusu somo ulilopitia la Kiswahili. Eleza hisia zako kwa kweli bila kuficha.

MAAGIZO:

Soma kila kifungu/swali kwa makini ili uelewe kabla ya kujibu.

Weka alama ya mkwajo (✓) kwa nafasi uliopewa kulingana na mawazo au hisia zako kwa kila kifungu.

Utachagua kati ya:

NK   (Nakubali Kabisa)

N   (Nakubali)

K   (Kataa)

KK   (Kataa Kabisa)

S   (Sijui)

VIFUNGU:

I. Kusomeshwa somo la *Aina za Maneno* na mwalimu ilikuwa:					
	NK	**N**	**K**	**KK**	**S**
1. Raha					
2. Kuchosha bongo					
3. Ngumu na changamoto					
4. Kunipa maarifa					
II. Kusoma ukijua lengo na kiwango unachotakiwa kufikia ni:					
1.Jambo la furaha					
2.Kuzua wasiwasi na uoga					
3.Jambo la kusisimua					
4.Kujichosha na mawazo					
III. Kujadiliana katika makundi yaliyosaidiwa na mwalimu:					
1. Kuna manufaa					
2. Ni kupoteza wakati					
3. Kunatia motisha ya kusoma					
4. Sio haki kamwe					

IV. Mbinu ya mwalimu kurudiarudia dhana ilinifanya:						
1. Nipende Kiswahili						
2. Nichukie Kiswahili						
3. Ni furahie kipindi cha Kiswahili						
4. Nilale						
V. Kazi ya ziada tuliyopewa na mwalimu wakati wa somo au baadaye ilinifanya:						
1.Nijiamini kuhusu Kiswahili						
2.Nitie shaka uwezo wangu wa kusoma kiswahili						
3.Nijidharau						
4.Nifurahi na kuwa na ari ya kusoma kiswahili						
VI. Baada ya kusoma somo lilogawa katika sehemu ndogo ndogo:						
1.Nimegundua Kiswahili ni somo nzuri						
2.Naweza kufanya mazoezi ya Kiswahili peke yangu						
3.Natarajia kufaulu katika mijarabu yote ya mwalimu						
4.Naweza kutumia aina za maneno vifaavyo katika kuandika insha						
5.Nimegundua umuhimu wa Kiswahili						
6.Singependa kufunzwa hivyo tena						
Kama Kiswahili sio somo la lazima ningekoma kulisoma leo						

RESEARCH PERMIT

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Our Ref: NCST/RCD/14/012/1210

Date:
30th August, 2012

Rachel Wangu Wanjau
Egerton University
P.O BOX 536-20115
NJORO

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Effects of mastery learning approach on secondary school students' motivation and achievement in Kiswahili in Naivasha District, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Rift Valley Province for** a period ending *30th October, 2012.*