

**TEACHER, LEARNER AND SCHOOL CHARACTERISTICS THAT  
INFLUENCE PERFORMANCE IN KISWAHILI POETRY  
IN PUBLIC SECONDARY SCHOOLS, IN KENYA**

**BY**

**MUMIA JANE EUNICE AINEAH**

**A Research Thesis Submitted to the School of Education, Department of  
Curriculum Instruction and Educational Media in Partial  
Fulfillment of the Requirements for the Award of  
Master of Education Degree  
(Kiswahili Education)**

**MOI UNIVERSITY**

**2018**

## DECLARATION

### DECLARATION BY STUDENT

This thesis is my original work and has not been presented for any other degree, published nor, submitted for examination in this or any university. No part of this work can be reproduced without prior permission from the author and or Moi University.

**Sign :** \_\_\_\_\_

**Date :** \_\_\_\_\_

**Mumia Jane Eunice Ainea**

EDU/PGCM/1012/11

### DECLARATION BY THE SUPERVISORS

This thesis has been submitted with our approval as university supervisors.

**Sign :** \_\_\_\_\_

**Date :** \_\_\_\_\_

**Prof. Khaemba Ongeti.**

Department of Curriculum Instruction and Educational Media

Moi University.

**Sign :** \_\_\_\_\_

**Date :** \_\_\_\_\_

**Dr. David Wanyonyi.**

Department of Curriculum Instruction and Educational Media

Moi University.

## **DEDICATION**

All this effort is dedicated to my little daughter Adelaide Emali who I hope will follow in my footsteps and achieve all that I will not be able to achieve in my lifetime.

## ACKNOWLEDGEMENT

I am indebted heavily to my two supervisors Prof. Khaemba Ongeti and Dr. Wanyonyi David who guided me through the process of proposal and thesis writing successfully. Without them and their consistent guidance I could not have reached this level.

I want to acknowledge the support and encouragement from my husband Mr. Vincent Mumia, my son Emmanuel and daughter Maurine for their contribution in searching for books in major bookshops in the city and online to assist me find the information required. My daughter Sophy has been handy in taking care of the family while I was away on my studies.

I cannot forget my late father Ainea Indimuli who gave me a firm foundation in elementary education. I remember my late mother Alice Ayuma. Her guidance and lifestyle was so inspiring to me even to this day.

I am also indebted to my brother Eddy who financed my first degree. I cannot forget the participants, teachers and students who spared their time to fill my questionnaires. And finally to my friends and colleagues who encouraged me to take a second degree at this age. Mr. Musumba Gilbert, our class representative is a special person such that even as we were for a part, he still conducted us to update us on the progress of our work. I may not have mentioned everybody who has contributed to the success of this work but in whichever way you contributed just know that I appreciate. May God bless you all.

## ABSTRACT

Poetry enables students develop a sense of awareness of the self in the mainstream culture through dramatic interpretations of poems. Kiswahili is important among people of East Africa as it fosters unity through border trade. It is used in music as the lyrics, melodies and tunes. Kiswahili is used in literary works as well as in expressing identity among the Swahili people. Despite its importance, Kiswahili poetry and Kiswahili in general is performed poorly in most secondary schools in Bungoma North Sub County. It is suspected that teachers are not carrying out the right activities in the classroom. Equally the learners seem not to be doing enough to develop fluency in Kiswahili language. Equally the school administrators do not provide the required resources for the teaching of poetry besides not enforcing clear language policies in their schools. The purpose of this study was to identify the classroom activities carried out by teachers in the classroom while teaching Kiswahili poetry. It also set out to identify the Kiswahili version that students use commonly and how it influences their performance in poetry. It also set out to establish whether schools had language policies and whether the policies were effectively enforced. The study also set out to investigate on the distribution of teaching resources among the subjects taught in their institutions. The focus of the study was to investigate the relationship between teacher; learner and school characteristics and performance in Kiswahili Poetry in Public Secondary Schools, in Kenya. The study was guided by the following objectives: to identify teacher characteristics influencing performance in Kiswahili poetry in secondary schools in Bungoma North Sub County; to identify student characteristics influencing performance in Kiswahili poetry in public secondary schools in Bungoma North Sub County; to identify school characteristics influence the performance of Kiswahili poetry in public secondary schools in Bungoma North Sub County. The study employed mixed methods research paradigm where the objectives tended towards both qualitative and quantitative a cross-sectional survey design and the target population was Kiswahili teachers and form three students in Bungoma North Sub County secondary schools. Stratified simple random sampling was used in the selection of schools and students whereas purposive sampling was used to select Kiswahili teachers. Data collection was done by self-administration of questionnaires and observation checklist used to ascertain availability of poetry resources and classroom activities students and teachers engage in during poetry lesson. To determine whether there is a correlation between teacher, student and school characteristics and performance in Kiswahili poetry, Pearson moment of correlation ( $r$ ) was used and  $p < 0.05$  was considered significant. Qualitative data obtained from open-ended questions on the questionnaire and that from observation checklist was summarized into themes as they emerged from the responses and presented in a narrative form. The study revealed that the teachers' attitude towards poetry is low. Sheng influences performance of poetry since in the written performance test students scored below the set average and so was the lack of resources. The curriculum enforcers should sensitize teachers on the need to apply right pedagogy in their teaching of poetry. School administrators to strictly develop and enforce language policies in their institutions besides provision of resources for teaching poetry in Kiswahili.

## TABLE OF CONTENTS

DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES .....	x
LIST OF FIGURE.....	xi
ABBREVIATIONS AND ACRONYMS .....	xii
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION TO THE STUDY.....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Introduction to the study .....	1
1.3 Background to the Study.....	2
1.4 Statement of the Problem.....	7
1.5 Purpose of the Study .....	9
1.6 Objectives .....	9
1.7 Research Questions .....	9
1.8 Hypotheses.....	10
1.9 Justification of the Study .....	10
1.10 Significance of the Study .....	11
1.11 Scope of the Study .....	12
1.12 Limitations .....	13
1.13 Assumptions.....	14
1.14 Theoretical Framework.....	14
1.15 Conceptual Framework.....	16
1.16 Operational Definition of Terms.....	18
1.17 Summary .....	19
<b>CHAPTER TWO .....</b>	<b>20</b>
<b>LITERATURE REVIEW .....</b>	<b>20</b>

2.1 Introduction.....	20
2.2 Review of Empirical Studies .....	20
2.2.1 Teacher Characteristics .....	20
2.2.2 Learner Characteristics.....	25
2.2.3 School Characteristics .....	32
2.3 Summary .....	37
<b>CHAPTER THREE .....</b>	<b>38</b>
<b>RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>38</b>
3.1 Introduction.....	38
3.2 Research Paradigm.....	38
3.3 Research Design and Methodology .....	39
3.4 Study Area .....	40
3.5 Target Population.....	41
3.6 Sample Size and Sampling Techniques .....	41
3.6.1 Sampling of Schools .....	42
3.6.2 Sampling of Teachers.....	43
3.6.3 Sampling of Students .....	43
3.7 Data Collection Instruments .....	44
3.7.1 Questionnaires for Teachers.....	44
3.7.2 Questionnaire for Students .....	45
3.7.3 Observation guide .....	45
3.8 Class Performance Test.....	45
3.9 Piloting.....	46
3.10 Validity and Reliability of Research.....	46
3.10.1 Validity of questionnaire and Observation Guide.....	46
3.10.2 Reliability .....	47
3.10.2.1 Reliability of data on the questionnaire (quantitative data) .....	47
3.10.2.2 Verification of data on the observation guide (qualitative data) .....	48
3.11 Data Collection .....	48
3.12 Data Analysis .....	48
3.13 Summary .....	49

<b>CHAPTER FOUR.....</b>	<b>50</b>
<b>RESULTS, ANALYSIS AND DISCUSSION .....</b>	<b>50</b>
4.1 Introduction.....	50
4.2 Background Data of Teachers.....	51
4.2.1 Gender of Kiswahili poetry teachers .....	51
4.2.2 Age of teachers.....	51
4.2.3 Academic Qualifications .....	52
4.2.4 Teaching Experience of Kiswahili poetry teachers.....	52
4.3 Teacher Characteristics and Poetry Performance .....	54
4.3.1 Teacher’s attitude .....	54
4.3.2 Poetry teaching.....	57
4.3.3 Frequency of poetry teaching.....	58
4.3.4 Classroom Activities .....	59
4.4 Student characteristics and Poetry Performance.....	62
4.4.1 Students’ Attitude towards Poetry.....	62
4.4.2 Language policy and poetry performance students.....	64
4.5 School Characteristics.....	66
4.6 Performance Test in Poetry.....	68
4.7 Chapter Summary .....	69
<b>CHAPTER FIVE .....</b>	<b>70</b>
<b>SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS</b>	<b>70</b>
5.1 Introduction.....	70
5.2 Summary of Results .....	70
5.3 Conclusions.....	72
5.4 Recommendations.....	73
5.5 Further Research Areas.....	74
REFERENCES .....	75
APPENDICES .....	79
Appendix 1: Teachers’ Questionnaire.....	79
Appendix 2: Questionnaire for Students .....	87
Appendix 3: Observation Guide.....	93



Appendix 4: Class Test .....	95
Appendix 5: Table for Determining Sample Size from a Given Population .....	97
Appendix 6: Population of Students and Teachers from Bungoma North T.S.C Sub-County Office .....	98
Appendix 7: Map of Study Area .....	99
Appendix 8: University Research Permit.....	100
Appendix 9: Permission from Education Office Bungoma North Sub-County.....	101
Appendix 10: Permission Letter.....	102
Appendix 11: NACOSTI Research Permit .....	103
Appendix 12: NACOSTI Research Clearance Permit .....	104

## LIST OF TABLES

Table 1:1 National Performance in Kiswahili from 2008 - 2011 .....	3
Table 3:1 Sampling Matrix .....	42
Table 4.1: Gender of Kiswahili poetry teachers .....	51
Table 4.2: Age of teachers .....	51
Table 4.3: Academic qualifications of Kiswahili poetry teachers .....	52
Table 4.4: Teaching experience of poetry teachers .....	53
Table 4.5: Kiswahili literature training .....	53
Table 4.6: Teachers' Attitude .....	54
Table 4.7: Correlation between Teacher Attitude and Student Performance .....	57
Table 4.8: Introduction of poetry teaching .....	57
Table 4.9: Frequency and Adequacy of Time of Teaching Poetry .....	58
Table 4.10: Correlation between number of times poetry is taught and performance.	59
Table 4.11: Classroom activities.....	60
Table 4.12: Students' Attitude towards Poetry .....	62
Table 4.13: Mean difference between Students' Attitude and Performance .....	63
Table 4.14: Language policy.....	64
Table 4.15: Mean Performance by language Policy .....	66
Table 4.16: Instructional Materials .....	66
Table 4.17: Distribution of Student performance scores on poetry test .....	68
Table 4.18: Analysis of variance between type of school and performance on poetry68	68
Table 4.19: Performance in poetry according to gender.....	69

**LIST OF FIGURE**

Figure 1:2 Conceptual Framework ..... 16

**ABBREVIATIONS AND ACRONYMS**

B.E. D	Bachelor of Education Degree
ICT	Information Communication technology
K.I.E	Kenya Institute of Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
P.H.D	Doctorate Degree
SMASSE	Strengthening Mathematics and Science in Secondary Education
SPSS	Statistical Package for Social Science.
TSC	Teachers Service Commission.

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.1 Introduction

This section is setting out the introduction to the study, background to the study, statement of the problem, purpose of the study and the objectives of the study. It will also address the research questions, hypotheses, justification, significance and scope of the study. And lastly it will look at limitations, assumptions, theoretical framework. Conceptual framework, definition of terms and finally summary of the chapter.

#### 1.2 Introduction to the study

Kiswahili poetry is that written or oral poetry which has been or is being produced in the Swahili language by East Africans (Mulokozi, 2000). Swahili poetry has cultural, social as well as religious values (Mulokozi, 2000). Kiswahili poetry is integrated in the Kiswahili subject in the Kenya secondary school curriculum because integrated Kiswahili plays a key role in various sectors within the continent of Africa according to (Chimerah, 1999). These sectors include trade, religion, education, scholarly work and communication. Equally Kiswahili has been identified as one of the official language of the African Union (Mulokozi, 2000). Despite the crucial role Kiswahili plays at the national and regional levels, its performance at national examinations is still below the expectation of education stakeholders according to (Msanijila, 2005; Mose, Mokamba, Kera & Nyagah, 2011). The teacher, student and school characteristics that influence performance are not known. The study intends to investigate these characteristics and their influence on performance on Kiswahili poetry.

### **1.3 Background to the Study**

Kiswahili poetry was integrated in the Kenyan Secondary School Curriculum in 2003. The objectives of teaching Kiswahili poetry according to KIE (2003), is to provide opportunities for learners to achieve oral skills through recitation of poems, promote writing skills through written exercises based on poetry, development of the learner's cognitive skills through the interpretation and analysis of poems and to provide opportunities for learners to acquire the creative use of Kiswahili.

The other rationale for teaching Kiswahili Poetry is that it provides students with the opportunity to explore linguistic and conceptual aspects of the written text without necessarily concentrating on the mechanics of the language (Chemwei, 2005). Further, poetry enables students develop a sense of awareness of the self in the mainstream culture through dramatic interpretations of poems (Chemwei, Kiboss & Ilieva, 2005).

Despite the crucial role of Kiswahili poetry in society, its performance is dismal according to (KNEC, 2008 & Hamisi, 2002). Research has revealed that the low performance in Kiswahili at national examinations stems from low performance in Kiswahili poetry according to (Msanijila, 2005; Mose, Mokamba, Keraro & Nyagah (2011). Yet, Kiswahili is an integral part of subject cluster for all courses (Joint Admission Board, 2011). The performance in Kiswahili poetry is attributable to teacher, learner and school characteristics (Mose, Mokamba, Keraro & Nyagah, 2011).

**Table 1:1 National Performance in Kiswahili from 2008 - 2011**

<b>YEAR</b>	<b>Paper</b>	<b>Total Score</b>	<b>Mean score</b>	<b>Standard Deviation</b>
2008	1	40	14.20	7.18
	2	80	29.98	11.43
	3	80	31.17	13.64
Jumla		200	74.55	32.26
2009	1	40	15.40	8.93
	2	80	29.03	11.96
	3	80	32.72	13.11
Jumla		200	77.15	32.00
2010	1	40	14.32	6.53
	2	80	33.77	11.93
	3	80	39.22	14.09
Jumla		200	87.110	28.73
2011	1	40	16.43	5.61
	2	80	43.45	13.18
	3	80	37.73	14.96
Jumla		200	97.63	29.81

Although according to this table Kiswahili results steadily improved between the years 2008 and 2011 the performance was still low. This is because the attained mean score did not reach half the total score of the subject. In this period poetry was still the compulsory question in Kiswahili paper three hence many students lost marks for this question. (KNEC 2008).

Mbito, (2013) established that performance in Kiswahili Poetry may be attributed to language policies employed in schools. Further, this author, asserted that language policy affect performance in Kiswahili particularly in schools where prominence is accorded to English as the only medium of communication. Perhaps the reason why English is given prominence is because Kiswahili is not a medium of instruction in the learning institutions in Kenyan schools except during Kiswahili lessons and hence students have limited time to practice and perfect the masterly of various sections of Kiswahili including poetry (Mazrui & Mazrui, 1995). According to a regional conference on Language policy and Education held in Nairobi in May 2006, Principals are to blame for not doing enough to reinforce Kiswahili in the language

policy in their schools. Lack of a comprehensive Kiswahili policy in schools also led to secondary school learners to lack proficiency in Kiswahili (Mbiti, 2013). However, for high performing schools like Maranda as asserted by (Baraza, 2011) all conversations are done in Kiswahili on a specific set day. The arrangement is meant to change the perception of both teachers and students' on the importance of Kiswahili.

Teaching and learning resources may influence performance in Kiswahili poetry and Kiswahili in general (Njagi & Mwangi, 2012). Resources are important in the learning process because they motivate learners (Kathuri, 2002). However, inadequate teaching and learning resources lead teachers not to meet the demands of a subject (Manana, 2000). There have been serious complaints that the current Language curriculum in Kenya was implemented without enough support materials and resources especially textbooks and teaching aids in the new subject area is integrated in the curriculum such as poetry, oral literature and drama (Awoniyi, 1992 & Mwangi, 2012; Ongeti, Ayoti, Simiyu & PoiPoi, 2013)). According to these authors, instructional media resources especially the audio-visual, provide students with a situation near to reality. The aids make the spoken words clear because the ideas are put across through more than one sense and more so they motivate.

According to Campell (2003) entry behavior includes prerequisite knowledge, attitude, skills which a student possesses that are relevant to the learning task or subject matter. Studies that have been conducted on language attitude indicate that students' attitudes towards a language affect their ability to learn and master it and hence they may perform poorly or perform very well in examinations (Baker & Momani, 2009). For instance in Zanzibar, Shariff (1995) reported that students of Zanzibar have a negative attitude towards Kiswahili poetry because Kiswahili poetry



is composed in different variants and thus is stylistically complicated and unfamiliar to them. Shariff (1995) further reported that Kiswahili poetry should be left to the Kiswahili specialist or it should be left unstudied. Yet, Poetry has for a long time played a central role in Swahili societies in preserving their heritage. Auta (2002) and Murunga (2014) established that students' attitude towards poetry may be attributable to the fact that poetry might be unpopular genres among learners right from home and at primary school level as compared to genres like short stories and the novel.

According to (Maloba, 2010&Maina, 2014) secondary school students in Kenya are unable to analyze the poems and get intended meaning because in its written form poetry is not similar to grammar thus the negative attitude. The language of poetry does not conform to sentence structure rule that is sentence verb agreement Mwangi (2012).

Students prefer using sheng to Kiswahili and this is likely to influence their performance in Kiswahili (Carless, 2008& Macho, 2012) because through the use of sheng, students break their morph syntactic or Kiswahili grammatical rules because they write some words in exams as they pronounce them. For instance, in Tanzania, Msanjila (2005) established that Kiswahili in secondary schools is poorly performed because of sheng. According to Msanjila, because of sheng, students write the way they speak and the reader is normally unable to comprehend the intended meaning.

Classroom activities like teaching methods used by the teacher, teacher's competence in a subject, the language the teacher uses while teaching and a teacher's attitude towards teaching of Kiswahili poetry may contribute to a student's performance (Wenglinksy, 2001). Teaching methods can either facilitate student learning or serve as an obstacle to learning (Wenglinksy,2001). This is exemplified further by

(Badiribo, 2000 & Murunga 2014) who asserted that teachers may make Kiswahili poetry lessons appear difficult and unappealing to the learner due to teaching methods they utilize. For instance, Mbiti (2013) established that by using lecture method, the teacher delivers the subject matter verbally in class without involving the student. Lecture method leads to teachers not being able to link lesson presentation to the ability of student's comprehension level Mbiti (2013). However, according to a report on Maranda high school by Baraza (2011), for Kiswahili to be performed better, Baraza reported that in Maranda for instance they divided the students into groups according to their strengths and a teacher assigned a specific Kiswahili component like poetry, composition, grammar to handle. The importance of group work is that it helps students develop logic through combination of their own ideas with those of their peers. By expressing their concepts, asking for clarification and engaging in arguments, their understanding becomes sharper and more accurate. According to Gathumbi (2005), group work gives learners an opportunity to put language to work which is an ideal situation for language learning as various language skills are integrated. Group work is motivating as it allows learners to express themselves freely, thereby developing their verbal skills. These skills are very important as literature questions require that a student argues out the points to get marks.

According to Wanjiku (2012) teachers of Kiswahili rarely use Kiswahili in school while communicating. Equally when the same teachers are handling a Kiswahili lesson, they translate difficult Kiswahili words into English, some teachers use Sheng while teaching and in general communication within the school compound and hence low performance in Kiswahili.

#### **1.4 Statement of the Problem**

In the integrated Kenyan Kiswahili secondary school syllabus all genres of language are taught including poetry. The major role of poetry is that it enables students develop a sense of awareness of the self in the mainstream culture through explication of poems (Chemwei, Kiboss & Ilieva, 2005). According to KIE (2002) Poetry provides opportunities for learners to achieve oral skills through recitation of poems, and promotes writing skills through written exercises. It also promotes development of the learner's cognitive skills through the interpretation and analysis of poems. Performance in poetry and Kiswahili in general at KCSE is below target scores (KNEC, 2008-2012). Yet, Kiswahili is an integral part of subject cluster for all courses (Joint Admission Board, 2011). The implication of this fact is that the learners, teachers and school administrators need to single out the effect of performance in poetry on the general performance of Kiswahili. Low achievement in poetry questions will lower a student's score in Kiswahili and high score in poetry will enable a learner to attain high score in Kiswahili. Kiswahili is a compulsory subject therefore the final grade of a student in Kiswahili affects his overall grade and so determine a student's entry to the next level. This is perhaps the reason why in the integrated syllabus poetry is no longer compulsory.

However teachers and learners need to understand that on many occasions poetry is still preferred for the compulsory question. To ensure that learners don't suffer poor performance whenever poetry will be the compulsory question, teachers, learners and the school generally must understand how each one of them will contribute to this performance positively or negatively. To ensure good performance in Kiswahili

poetry has a role to play and the teacher, learner and school characteristics play a key role as asserted by (Nyagah, 2011).

Different scholars have conducted studies on Kiswahili poetry. For instance, Mwangi (2012) conducted a study on the causes of difficulties in teaching and learning poetry in Kiswahili in secondary schools in Kenya. Makokha (2014) conducted a study on utilization of instructional resources in the teaching of Kiswahili poetry in secondary schools in Nandi North district and Murunga (2014) conducted a study on factors affecting students' achievement in poetry in Kiswahili in selected secondary schools in Bungoma county and his concern was on the lessons allocated for teaching Kiswahili subject as being inadequate for subsequent distribution to include all skills in poetry in Kiswahili and leading to low performance.

In these studies, the impact of learner, teacher and school characteristics on Performance in Kiswahili poetry did not come out clearly. Therefore; the researcher found it necessary to investigate on the learner, teacher and school characteristics that lead to low performance in Kiswahili poetry at KSCE in public secondary schools Kenya with reference to Bungoma North Sub County. It is like teachers affect performance of learners, learners themselves and the school environment. So what is it that teachers do or they don't do about poetry that affects the learner's performance? And the learners themselves what do they do or don't do that influences their performance in poetry? Subsequently the school environment affects the learner's performance in poetry. What is this in the school environment that influences performance in poetry in the schools? Hence, this research set out to identify the teacher, learner and school characteristics that influence performance of poetry in Kiswahili.

### **1.5 Purpose of the Study**

The purpose of the study is to explore how teacher, learner, and school characteristics influence performance in Kiswahili poetry in public secondary schools in Kenya with reference to Bungoma North Sub County.

### **1.6 Objectives**

The study will be guided by the following objectives:

- i. To identify teacher characteristics influencing performance in Kiswahili poetry in secondary schools in Bungoma North Sub County.
- ii. To identify student characteristics influencing performance in Kiswahili poetry in public secondary schools in Bungoma North Sub County.
- iii. To identify school characteristics, influence the performance of Kiswahili poetry in public secondary schools in Bungoma North Sub County.
- iv. To analyze the relationship between teacher, learner, school characteristics and performance in Kiswahili poetry.

### **1.7 Research Questions**

- i. What is the relationship between teacher-characteristics and performance in Kiswahili poetry in public secondary schools in Bungoma North Sub County?
- ii. What is the relationship between learner characteristics and performance of Kiswahili poetry in public secondary schools in Bungoma North Sub County?
- iii. What is the relationship between school characteristics and performance of Kiswahili poetry in public secondary schools in Bungoma North Sub County?
- iv. The study is both qualitative and quantitative the researcher prepared questions to cover the qualitative and hypothesis to cover the quantitative.

## 1.8 Hypotheses

**H<sub>01</sub>** There is no significant relationship between teacher characteristics and performance in Kiswahili poetry in public secondary schools in Bungoma North Sub County

**H<sub>02</sub>** There is no significant relationship between learner characteristics and performance in Kiswahili poetry in public secondary schools in Bungoma North Sub County

**H<sub>03</sub>** There is no significant relationship between school-characteristics and performance in Kiswahili poetry in public secondary schools in Bungoma North Sub County

## 1.9 Justification of the Study

Many research studies have concluded that poetry is difficult for both teachers and learners. The national examining body (KNEC) has always expressed concern over the poor performance in poetry questions at KCSE exams level. This dismal performance is caused by the teacher learner and the school characteristics influence the performers positively or negatively. That was why this study set out to investigate the impact of the teacher, learner and school characteristics on performance in poetry in Kiswahili. Once the teacher and the learner understand the importance of poetry in the Kiswahili examination the above fears will be no more

The teacher and the learner are aware of the fact that poetry is integrated in the Kiswahili syllabus hence it cannot be avoided. According to KNEC the compulsory questions taken from any of the genres of literature without prior knowledge and

poetry is one of the genres. Looking at the trends of setting poetry has more chances of being the compulsory question than other genres (KNEC exams 2008-2012). Poetry section in Kiswahili paper three examination is the only section where a learner is allowed to answer both questions without being penalized. Finally, poetry section carries just equal marks like other sections. If learner fails in this section, then he loses marks for a whole section. The lost marks will affect his score in paper three. Paper three will affect his final score in Kiswahili and Kiswahili will affect his final grade by either boosting or lowering it. This is because Kiswahili is one of the seven subjects used to determine a learner's final grade that leads him to the next level.

The study is important because it will contribute knowledge on the importance of poetry hence enabling the teachers and learners to understand why good performance in poetry should be given much weight in the Kiswahili subject. The students and teachers will benefit from the findings because they will utilize the findings to view poetry positively and completely demystify it. (Alembi, 1999).

### **1.10 Significance of the Study**

Reports that performance in poetry is poor raise great concerns. SMASSE has proved that pedagogy is an important element of teaching. This study is unique because it is addressing issues which have been critical in the teaching of poetry for a long time. The study looked at exactly how teacher characteristics, learner and school affect the output in poetry. The policy makers can sensitize teacher and school administrators to understand that not only the teacher has a role to play in performance but also the learner and the school.

The study was important because it was seeking to establish whether teacher, learner and school characteristics impact on performance in Kiswahili poetry. Through the utilization of the study's findings Kiswahili teachers will be able to re-examine and appraise their instructional approaches and make necessary adjustments so as to improve on performance of Kiswahili poetry. It has already been highlighted in the study that Kiswahili poetry is important to a student as it enables students develop a sense of awareness and of the self in the mainstream culture. Its performance impacts on the whole performance of a learner. The study findings aimed at drawing the attention of teachers, school administrators, and curriculum developers and the learners to the crucial role of poetry in the performance of Kiswahili. Change of approaches used by teachers in teaching Kiswahili poetry in secondary schools, the learner's entry behavior and the school practices will positively influence performance in Kiswahili poetry generally.

### **1.11 Scope of the Study**

The study was concerned with the impact of teacher, learner and school characteristics on performance in Kiswahili poetry. It was to identify the teacher learner and school characteristics that affect performance in poetry. The class performance test was a poem set by the researcher to test the learner's performance in poetry. Data is that response which was gathered April 2014 and March 2015. Data was analyzed as it came from questionnaires observations and class test in a cross section survey. Other information that was not collected did not fall under the umbrella of the selected tools.

The study was seeking to establish how classroom activities, learners' entry behavior, instructional resources, school language policy and school culture influence



performance in Kiswahili poetry in secondary schools in Kenya. Reference was made to Bungoma North Sub County. The study utilized the questionnaire, observation and a class performance test to collect data. The study was conducted in 36 public secondary schools in Bungoma North Sub County and the respondents were 72 Kiswahili teachers and 1440 form three students. A lot of research has been done on teaching and learning of Kiswahili poetry, while this study diverts from these issues and brings in to limelight specific characteristic of pedagogy which is teacher, learner and school characteristics and whether or not they influence performance in poetry in Kiswahili.

### **1.12 Limitations**

In research the most ideal method is longitudinal study in order to account for all possible variables the current study did not employ this method due to the limitation of finance and time. Across-section survey was preferred although it is limited such that it is likely to raise strong personal feeling which may cause biasness and ecological fallacy (Kothari, 2004). Sometimes this method may be unable to include data on confounding factors that is; other factors that may affect relationships between the putative cause and effects. Here many factors but only the few selected ones are included in the study. In this case teacher, learner, and school characteristics that affect performance are many but this research selected just a few from each characteristic

### 1.13 Assumptions

- i. It is assumed that the respondents are all form three students in public schools.
- ii. They have all undergone learning of the same syllabus.
- iii. It is assumed that all teachers are trained, and qualify to teach Kiswahili poetry and are aware of the integrated syllabus
- iv. All these teachers prepare candidates for KNEC a legally mandated body to examine and set standards.
- v. That schools have similar environment under which teaching is conducted and the teacher learner and the school characteristics are the prevailing factors that influence performance in Kiswahili poetry in this schools.
- vi. Teacher's response will be honest.
- vii. Given that the learners underwent same level of tuition and Kiswahili poetry is a compulsory component of Kiswahili subject in secondary schools in Kenya, there must be other characteristics influencing the performance. The researcher therefore intended to look at particularly; the teacher, learner and school characteristics and how they impact on performance in Kiswahili poetry

### 1.14 Theoretical Framework

The study was guided by planning theory referred to as production function theory. According to Psacharopoulos and Woodhall (1985).The term production refers to the process by which inputs are converted to outputs. A simple production for education would be  $p=f(t, b, e)$  where  $p$ = performance,  $t$ = teachers,  $e$ =equipment. The major claim of the theory is that there is a relationship between teacher, school and students'

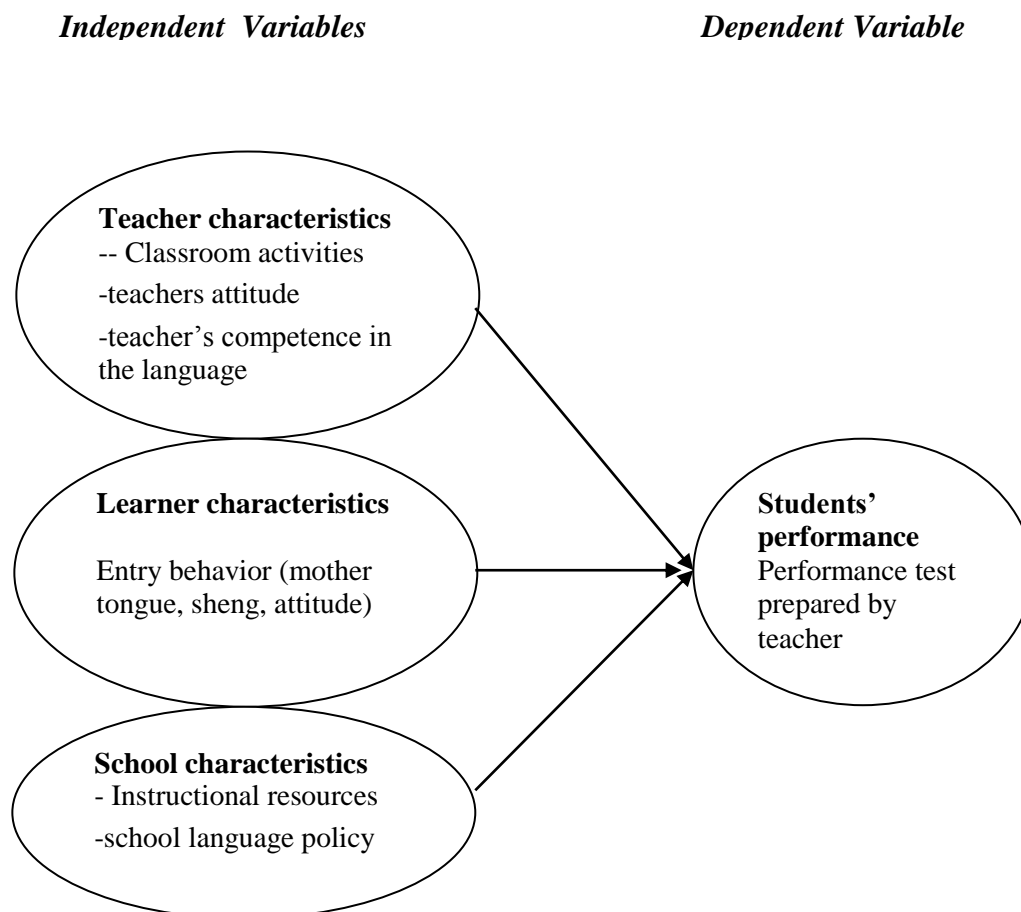
inputs and a measure of school output which is referred to as performance on this study. School output according to the theory is influenced by several factors which include educational levels of a teacher, a teacher's verbal ability, school policies, teacher attitudes and school facilities (laboratories, libraries and text- books).It is pointed out on the theory that students' attitude towards self and toward learning are a consequence of past and future achievement in learning.

The student's ability and initial level of learning attained by the student prior to entry into the type of schooling in question affect output production or achievement. The other claim of the theory is that in a school setting, school policy is used as a tool to indicate the quality of teacher interaction with student and continual application of resources. Further it is claimed on the theory that the amount of time teachers spend in instruction is important in determining on average test scores of children. Also the amount of homework assignments teachers give on a learnt item are a much more significant predictor of gains in subject score than class size and teacher credentials. The major strength of this theory is that Hanushek clearly explains that school, student and teacher characteristics influence a student's performance in a subject.

The theory was applicable to this study in that before the researcher come up with findings on performance in Kiswahili poetry, the researcher found out whether a learner's entry behavior which Hanushek refers to as student's ability and initial level of learning attained by the student prior to entry into the Kiswahili poetry classroom, school and teacher characteristics influence performance in Kiswahili poetry. The researcher was seeking to find out the input of the teachers in terms of classroom activities and how it influenced performance in poetry in Kiswahili. The researcher was seeking to find out if Kiswahili poetry learning and teaching resources are available and adequate because without the facilities Kiswahili performance may not

be as good as expected by the stakeholders. This study therefore utilized the ideas of Hanushek to investigate on the teacher, student and school characteristics and performance in Kiswahili poetry in Bungoma North Sub- County.

### 1.15 Conceptual Framework



**Figure 1:2 Conceptual Framework**

Source: (Author)

The figure above exemplifies that teacher; learner and school characteristics influence performance of Kiswahili poetry. School characteristics that affect performance in Kiswahili poetry include language policy and resources. Language policy plays a significant role in the improvement of performance of languages in schools as well as the understanding of a language. Lack of a comprehensive Kiswahili policy in schools has led to secondary school learners' lack of proficiency in Kiswahili Mbito (2013). Teaching and learning resources is another school characteristic that influence

performance in Kiswahili poetry and Kiswahili in general Njagi and Mwangi (2012). Resources are important in the learning process because they motivate learners and thus the performance of any subject improves Kathuri (2002).

However, inadequate teaching and learning resources often has been a cause for poor language curriculum implementation in Kenya (Mananua, 2000). Teacher characteristics affect students' performance in Kiswahili poetry. Teacher characteristics include classroom activities which a teacher employs in order to deliver Kiswahili poetry lessons. The activities include teaching methods used, teacher's competence in handling the poems, the language the teacher uses while teaching and teacher's attitude towards teaching of Kiswahili poetry.

Classroom activity such as the teaching styles can either facilitate student learning or serve as an obstacle to learning as established by Wenglinksy (2001). Teachers make Kiswahili poetry lessons appear difficult and unappealing to the learner due to teaching methods they use Badiribo (2000) and Murunga (2014). According to Badiribo (2000), traditional instructional approach is predominantly practiced in schools, despite the fact that the mode of instruction has continued to contribute to poor examination results in Kiswahili poetry. Teachers use lecture method to teach Kiswahili poetry Mbito (2013). The author asserts that through this method, the teacher delivers the subject matter verbally in class without involving the student. In brief the theory is about the input, process and the output or product.

INPUT            PROCESS            OUTPUT.

### **1.16 Operational Definition of Terms**

**Characteristics:** according to the oxford dictionary a characteristic is an appropriate or inappropriate action. Moreover, it is what people expect one to do or be. In this study the word characteristics is used to mean features or factors that contribute to better performance in Kiswahili poetry.

**Learner/student:** A person who learning or a beginner who has not gained wide knowledge on a given field (oxford advanced learner dictionary, p.78, 1999). In this study it is used to mean the students.

**Student:** It is a boy or a girl attending school with the aim of acquiring knowledge (Oxford advanced learners' dictionary, 1999). In this study it means the students in high school and is used interchangeable with the word learner.

**Entry behavior:** According to Campbell (2003) is the previous education and experience that the student brings to the new learning. In this study it is used to mean the initial Kiswahili poetry skill that students acquire in school.

**Class test:** According to the Oxford advanced learners dictionary (1999) a class test is an examination of one's ability, powers or knowledge. In this study the word class test has been used to mean a set of questions used to determine the ability of the student to comprehend acquired in Kiswahili poetry.

**Kiswahili poetry:** It refers to poetry oral or written in Kiswahili.

### **1.17 Summary**

In summary, this chapter has given the background to the research which outlines the purpose, the problem and the rationale behind carrying out study. The purpose and objectives are also stated. It has further given the significance, scope, assumptions, limitation, conceptual and theoretical framework of the variables in the research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

On this chapter, reviewed empirical studies on teacher, learner and school characteristics that influence performance in Kiswahili poetry were studied. The focus was on what other scholars have said about teacher, learner and school characteristics and performance in Kiswahili poetry in Secondary schools in Kenya. The chapter was divided into various sections as per the study objectives. The first section covered the first objective which is teacher characteristics and performance in Kiswahili poetry. The second section describes the second objective which is learner characteristics and performance in Kiswahili poetry and the third section deals with school characteristics and performance in Kiswahili poetry. Finally, the summary of the chapter was described.

#### **2.2 Review of Empirical Studies**

The section reviews the studies, findings and conclusions of scholars on the teaching, learning and performance in Kiswahili poetry and the impact of performance in poetry on Kiswahili at national examinations. The performance is influenced by several characteristics, however, this study will just focus on three specific characteristics practiced by teachers, learners and school.

##### **2.2.1 Teacher Characteristics**

Teacher characteristics are those inherent to the teacher and they can influence performance of a student either positively or negatively. Teacher characteristics



discussed herein are classroom activities which include language of instruction used, teacher attitude towards Kiswahili poetry, teaching methods used by teachers.

Olasya (2014) conducted a survey on instructional practices of teachers of Kiswahili in upper primary schools in Emuhaya division, Vihiga County. The intent of the study was to find out the language of instruction teachers use while teaching Kiswahili, the methods they used to deliver the lessons and the instructional materials used. Data collection was through the questionnaire only. The findings of the study revealed that Kiswahili teachers mix Kiswahili and English while teaching Kiswahili. Further, the survey revealed that Kiswahili words are translated into English for better comprehension. The weakness of the reviewed study is that the researcher only employed the questionnaire as the only tool for data collection yet one tool cannot improve on validity of the instruments. Therefore, to improve on the weakness, the researcher used the methodological triangulation where two different instruments of data collection were used that is the questionnaire and the observation checklist.

Maina (2014) did a survey on teaching and learning of Kiswahili poems in secondary schools in Kenya and he reported that there is over-emphasis of English use over Kiswahili thus the learner does not practice speaking in standard Kiswahili and it affects the explication of poems. Further, Maina reported that while teaching Kiswahili poems teachers use abstract without resources.

However, Baraza, (2011) of Maranda high school in Nyanza region reported that for schools that perform well in Kiswahili all conversations are done in Kiswahili on a specific day. They have a strategic plan formed by Kiswahili teachers, they set targets which include completion of syllabus and introduction of poems to students right from form one instead of waiting until they reach form three. The weakness of this

reviewed study is that Baraza (2011) did not point out what low performing schools do not do thus the current study will focus on the teacher, learner and school characteristics that influence performance in Kiswahili poetry in secondary Bungoma North Sub-County.

Mazrui and Sharrif (2002) did a survey on East African Swahili literature, they reported that among the other genres of Swahili literature, Swahili poetry is left untaught and the reason attributed to this is that many readers of the poems cite that they are hard to interpret due to lack of knowledge of the context in which the poems were written. Perhaps the reason why KNEC in their annual reports on performance in national exams had advised teachers that the teaching of Kiswahili poetry is part and parcel of what candidates are required to cover in their four years programme. It is important that teachers do not overlook this section (KNEC report, 1985 & KIE, 2002). As one of the genres of literature in Kiswahili, it is important in testing one of the blooms levels of learning that is synthesis. In this reviewed study the researcher did not clearly define the variables of the study and this triggered the researcher to conduct the current research to find out whether teacher, learner and school characteristics influence performance in Kiswahili poetry.

Teaching and learning methods improve students' achievement (Henson, 2004).The author further indicated that, aligning learning styles of students with teaching styles of instructors could lead to an improvement in academic achievement. To expound on this Kangahi, Indoshi, Okwach and Osodo (2012) did a survey on teaching styles and learners' achievement in Kiswahili language in secondary schools in Hamisi district Kenya. The population of the study consisted of 1800 form four students and 76 Kiswahili teachers. Simple random sampling was used to get a sample size. Descriptive and co relational designs were employed.

Data was collected through the use of questionnaire, observation schedule and document analysis. The findings of the study indicated that there was a positive relationship between teaching styles and learner's academic achievement in Kiswahili. The weakness of the reviewed study is that the researcher sampled form four. The form fours might be busy preparing for national examinations and thus they may not have enough time to provide the information required on the questionnaire.

Therefore, the current study will sample form three students alongside Kiswahili teachers. Simple sampling was used to get a sample size, while the current study used purposive and stratified sampling to enable participants of the study to achieve equal representation in the study. Lastly the researcher investigated on how teaching methods improves Kiswahili language and in this case the researcher investigates whether the same teaching methods in the classroom applied in the teaching of Kiswahili poetry can influence performance in this section. Therefore, the current study will investigate on the teaching methods in class which are likely to improve the performance of poetry.

Momanyi (2012) conducted a study on effectiveness of teaching methods on students' acquisition of Kiswahili language skills. The objectives of the study were to analyze teachers' initial training and professional qualifications and to examine the selection of teaching methods and analyze the linkage of students' acquisition of Kiswahili language skills. The researcher employed descriptive survey design. The target population was 14 teachers of Kiswahili. Stratified simple random sampling was used. The findings of the study were that teaching methods used influence greatly a student's acquisition of Kiswahili language. The study only investigated on the role of teaching styles used and its effect on Kiswahili acquisition.

The researcher did not point whether teaching styles affect a learner's performance at the Kenya Certificate Secondary Examination. The current study has brought out effects of these teaching styles on performance. For instance, many teachers use lecture method to teach Kiswahili poetry as asserted by Mbito (2013).

Mbito further explained that through lecture method, the teacher delivers the subject matter verbally in class without involving the student. Lecture method lead to teachers not being able to match their presentation of the lesson to the comprehension level of their students. The sample of the study was form four students and Kiswahili teachers. The researcher sampled form fours but this group of students may not have enough time to answer the questions on the questionnaire as required since they are busy preparing for national examinations therefore the current study sampled form three students class where at least the learners have been introduced to all areas of the syllabus including poetry.

The teachers' attitude towards a subject or a learner is likely to influence the learners' attitude and performance towards an area being taught (Hendrikz, 2000). The author observes that all of us bring with us into our teaching a collection of long held ideas about schools, children and learning without realizing it and this influence our actions and attitude in classrooms. This sentiment triggered the researcher to find out whether the attitudes of Kiswahili teachers affect the students' performance in Kiswahili in poetry. Mose (2007) did a survey on factors affecting implementing of Kiswahili curriculum reforms in public secondary schools in Ngong division Kajiado district Kenya. The intent of the study was to find out whether Kiswahili teachers have clearly understood the reforms in Kiswahili curriculum and also to find out whether the Kiswahili teachers were trained (pre-service and in service training) to competently implement reforms.

The sample size composed of 16 Kiswahili teachers, 224 form three students and 8 head teachers. Data collection was through questionnaire and interview schedule, data analysis was through descriptive statistics and data was presented inform of frequency tables. The findings of the study revealed that 75% of the teachers sampled had a negative attitude towards Kiswahili reforms and the reason adduced to this is that most of them had not undergone enough in-service training to handle some new Kiswahili literature components introduced in the integrated secondary Kiswahili syllabus revised in 2002.

This reviewed study was conducted in a different setting from that of the current research, meaning that the teachers' attitudes may have been affected by their beliefs. The weakness of the reviewed study is that the researcher only focused on implementation of reforms whereas the current study will go deeper and investigate on the performance of Kiswahili poetry in the integrated Kiswahili syllabus and how this performance impacts on the general performance of Kiswahili in secondary schools in Kenya after the implementation process has been done.

### **2.2.2 Learner Characteristics**

Learner characteristics are those inherent to the learner and they can affect performance of a student either positively or negatively. Learner characteristics discussed herein are based on a learner's entry behavior in terms of their attitude towards Kiswahili poetry, mother tongue use and sheng.

Psychologists conceptualize an attitude as a feeling for or against something (Mordaunt, 2001). Further Psychologists claim that attitudes are hypothetical constructs one's overt behavior both verbal and non-verbal. The Students' attitude and

its effect on their performance in Kiswahili poetry may sometimes not be established at face value hence necessitating research in this area.

Murunga (2014) conducted a study on factors affecting students' achievement in poetry in Kiswahili in selected secondary schools in Bungoma district. The factors investigated on were attitude of students towards Kiswahili poetry and time allocated on poetry lessons. Data was collected through the use of questionnaire, interviews and observation schedules. The sample for the study was Kiswahili teachers and form three students. Sampling technique used was quota sampling.

Descriptive approach was used to analyze data and the results were presented in form of frequency, tables. The results of the study were that students' attitude towards poetry is negative and thus poor performance at K.C.S.E examination. The other reason for the negative attitude as revealed by the researcher is that poetry in Kiswahili is a compulsory component of the Kiswahili subject but it is not popular to students' right from primary schools. Further, the study revealed that the lessons allocated for teaching Kiswahili are inadequate for subsequent distribution to include all skills in poetry in Kiswahili. The weakness of this reviewed study is that the researcher employed quota sampling to sample the population for the study yet the researcher has not indicated that the study is a qualitative one.

In this reviewed study the researcher employed only quota sampling technique to get the study sample. Through quota sampling, the sample is selected completely as per the choice or judgment of the researcher and therefore there are greater chances of sampling errors because it is not easy to for the researcher to estimate the parameters of the population accurately also quota sampling method allows less generality of the findings. Therefore the current study will employ stratified sampling because this

technique will ensure different groups of the population (teachers and students) are adequately represented in the sample so as to increase the level of accuracy when estimating parameters.

Mwangi (2012) conducted a survey on the cause of difficulties in teaching and learning Kiswahili poetry in secondary schools in Kenya. The sample of the study was students, teachers, education officers from K.I.E and those from the ministry education. The findings of the study were that students have a negative attitude towards Kiswahili poetry because the language of poetry is difficult because in its written form it is not similar to grammar and it does not conform to sentence structure rule that is sentence verb agreement.

The reviewed study revealed that the researcher sampled officers from K.I.E and those from the ministry education yet this officers do not interact with students in terms of teaching and therefore they could not provide information which would enable the researcher achieve the objectives of the study. The current study will sample Kiswahili teachers and students because they interact with Kiswahili poetry in terms of teaching and learning and therefore they would be the ideal target population to provide information which will enable the researcher gain in depth understanding of the study problem. On the reviewed study, the researcher has pointed out that the negative attitude of students' stems out of the language used on poetry. The current study intends to find out whether there are other causes of students' attitude besides the language used on poetry.

Nabea (2009) on a comparative study on preference accorded to English and Kiswahili languages in Kenya revealed that Kenyan students have colonial masters 'mentality that English is better than Kiswahili. Students assume that they know

Kiswahili and therefore do not need to put much emphasis on it. The weakness of this reviewed study is that researcher focused on all students in Kenya. The researcher did not specify whether the finding on attitude is for students in secondary or those learners in primary schools thus this necessitated the current study to be conducted in secondary schools and specifically public secondary schools in Bungoma North Sub-County in order to find out whether learner's attitude influence performance in Kiswahili poetry.

A study conducted by Maloba (2010) in Rachuonyo district focused on students' attitude towards Kiswahili learning. 83 secondary schools were included in the study. The target population was composed of 310 students and 30 teachers. Data collection was through questionnaire and interview schedule. Findings of this study showed that students in this district have a negative attitude towards Kiswahili learning which influenced their low performance in Kiswahili in general. Further, the study revealed that boys in Rachuonyo district have a slightly more negative attitude towards learning Kiswahili than girls.

In this study the researcher only investigates on students' attitude and assumed that it is the only factor that affects performance of poetry but the current study will investigate on other learner characteristics (mother- tongue and sheng) which are likely to influence performance in Kiswahili poetry and hence Kiswahili in general. The other weakness of the reviewed study is that the researcher interviewed the respondents besides them providing data on the questionnaire. Interviewing respondents who have answered questions on the questionnaire would be a threat to internal validity of the instruments because the respondents are already aware of the information required and hence they will provide information to please the researcher and hence it will cause biasness on the information collected. The other weakness of



the study is that the study was conducted in Rachuonyo whose residents are Nilotic and they believe that Kiswahili is difficult but this research will be carried out in Bungoma North a locality whose residents are Bantu and a group to which Kiswahili belongs.

Kobia and Ndiga (2013) did a research on secondary students' attitudes towards Kiswahili curriculum in Igembe South district, Meru in Kenya. Descriptive survey research design was used. The target population was 2400 form four secondary school students from all 24 public secondary schools in Igembe south district. Data was collected through questionnaire and simple random technique was used to select the students. The findings of the study revealed that secondary school students in Igembe district have a negative attitude towards Kiswahili as a subject which has affected its implementation and performance. The weakness of this reviewed study is that researcher employed simple random sampling to get sample size yet simple random does not give a representative sample for the study but it gives an equal chance for participants to participate in the study. Therefore, stratified sampling will be employed on the current study as it will give a representative sample for the study.

Mother Tongue is the learners' first language. According to Were (1996), a learner's first language interferes with second language learning and hence it affects its performance. Mother Tongue has potentially both positive and negative consequences (Carless, 2008). This author claims that Mother Tongue may undermine learning of second language.

Hinnebuscht (2012) on a survey he conducted on Swahili poetry in Zanzibar established that in Zanzibar poetry is composed in mother-tongue variants and therefore this area has been left neglected in most study programs in schools because

learners and teachers claim that it is stylistically complicated and unfamiliar. The weakness of this reviewed study is that it was conducted in Zanzibar a locality which may have different education policies, norms and beliefs from the current study area because different countries have different education policies.

Mocho (2012) conducted a study on causes of syntactical errors in Kiswahili second language learning among Western Kenya's Kiidakho first language speakers. The intent of the study was to find out whether Kiidakho as one's first language affects the learning of Kiswahili as a second language at the level of syntax among learners of Ikolomani division of Kakamega district in western Kenya. The population of the study was from two and three students. Stratified random sampling technique was used to select the sample of the study. Seventy form three and seventy form two students from all the six selected schools were involved in the study. Descriptive design was used.

Tools used for data collection was a questionnaire and written tasks. The study established that an Idakho first language speaker who is learning Kiswahili as a second language makes syntactical errors. The weakness of the reviewed study is that the researcher employed the questionnaire as the major data collection instrument but the current study will include an observation checklist alongside the questionnaire. The observation checklist will enable the researcher ascertain information as provided on the questionnaire or obtain information that may not be provided on the questionnaire.

Owiyo (2013) conducted a study on the impact of interaction between mother-tongue and Kiswahili performance at Kenya Certificate of Primary Examination in Nyakach district of Kisumu County Kenya. The sample of the study was Kiswahili teachers

who were sampled through simple random. The results of the study revealed that mother-tongue contributes to the low performance of Kiswahili at National Exams. The weakness of the study is that the researcher sampled only teachers and left out learners yet learners would reveal other factors that might influence performance of Kiswahili. Therefore, the current study will include learners on its sample so as to enable the researcher collect in-depth information on the low performance of Kiswahili poetry.

According to Githiora (2002), Sheng is a mixed language that emanated from complex multilingual condition of Nairobi city and it is the major discourse among primary and secondary school learners in Kenya. Its syntax is basically Swahili but its meaning, sentence and word structure is from all mother tongue language in Kenya and English is included in Sheng.

Momanyi (2009) carried out a study on effects of Sheng in the teaching of Kiswahili in Kenyan schools. The intent of the study was to find out the effect of Sheng on a learner who is the consumer of Kiswahili language. The findings of the study showed that students prefer using Sheng to Kiswahili and this behavior affects their performance in Kiswahili because through the use of Sheng students break their morpho-syntactic or Kiswahili grammatical rules and thus low performance in Kiswahili. The reviewed study shows that the researcher did not explain the scope of the study and thus it is difficult to deduce whether the results apply to primary school learners or secondary school ones thus prompting the current study which will focus on secondary schools in Kenya but in reference to public secondary schools in Bungoma North Sub-County

### 2.2.3 School Characteristics

School characteristics are those factors that are inherent to the school and they affect performance of Kiswahili poetry either positively or negatively. The school characteristics discussed herein is school culture, resources and school language policy.

School culture refers to strategies set and followed within a particular school with an intention of improving performance Githiora (2002). According to Baraza (2011), Maranda high school wanted to demystify the fact that Luo Nyanza schools cannot do well in Kiswahili and therefore the Maranda Kiswahili teachers worked hard to dispel the myth by coming up with a vision to make Kiswahili the best in the school. Teachers set goals which motivated the learners. Teachers employed team work in teaching various components of Kiswahili subject.

This strategy resulted to finishing syllabus early and students were left with enough time to prepare for the examination. The weakness of this reviewed study focused on a school in Luo Nyanza and therefore the culture of secondary schools in Bungoma North is not known. Therefore it is imperative for this study to be conducted in Bungoma North to find out whether the teachers of Kiswahili set goal and if they attempt to meet the goals.

Teaching resources play a great role in upgrading classroom teaching (Mukwa, 1979). However, this author asserts that many language teachers do not see the importance of learning resources for example, visual, audio, charts and many more and so they do not use them. This sentiment was echoed by (Ongeti, Simiyu, Ayoti & Poi, 2013) who conducted a study on factors influencing preparation and utilization of instructional media in teaching Kiswahili in secondary in Kenya. The study employed research

design and the study population was 28 head teachers, 90 Kiswahili teachers and 327 students in Sabatia districts. Simple random sampling was used. Data was collected through the use of a questionnaire and interview guide.

The study established that instructional media resources are poorly utilized when teaching Kiswahili. This reviewed study employed simple random technique which is likely to cause bias in terms of male and female representation in the study sample because simple random gives an equal chance to each group of the study population to participate in the study but not equal representation. To improve on the weakness the current study will employ stratified sampling because it will enable respondents of the study to get equal representation.

Makokha (2014) conducted a study on utilization of instructional resources in the teaching of Kiswahili poetry in secondary schools in Nandi district. The objectives of the study were to investigate the attitude of Kiswahili teachers towards the utilization of instructional resources; to establish the resources commonly used by Kiswahili teachers and to establish the obstacles which Kiswahili poetry teachers encounter while using instructional resources in teaching. The study was based on operant conditioning theory and systematic sampling was used to select the study sample. Data was collected through use of a questionnaire, interview schedules and observation checklist. Validity and reliability was ascertained through pre-testing the instruments. The findings of the study were that no enough poetry books are available in schools.

Further, the study established that teachers do not utilize even the few available instructional resources while teaching poetry. The weakness of the reviewed study that the researcher employed systematic sampling technique and the technique is

likely to cause biasness as not all units of the population have an equal chance of being selected and therefore it may lead to over or under representation of a particular group of participants in the study. Therefore the current study will employ stratified sampling as the technique will allow equal representation of the units to be studied. The other weakness the reviewed study is that the researcher only used pilot testing to determine validity and reliability of the instruments. Pilot testing of the instruments ensures that questions are understood by the respondents thus it enables the researcher to discover errors.

Therefore the current study will determine content validity of the questionnaire by consulting the Kiswahili experts from the ministry of education and those from the university will be consulted while face validity of the data collection instruments will be determined by the researcher consulting the researcher's supervisors. To test the reliability of the items on the questionnaire the current study will employ Cronbach Alpha because this reliability testing technique will enable the researcher determine the questions that are relevant to the study.

(Odera & Ambuka, 2013) in a study conducted on the selection and use of media in teaching Kiswahili language in secondary schools in Emuhaya of 22 head teachers, 1333 students and 43 Kiswahili language teachers. Saturated sampling was used to select the sample of 400 students. Data collection was done through the use of questionnaire, document analysis guide and observation schedule. Collected data was analyzed and presented in form of graphs, percentages and frequencies. The findings of the study showed that there was inadequate provision of instructional media in schools from which teachers would select for teaching Kiswahili.

The other finding was that there was a low frequency use of the few available instructional media during Kiswahili teaching. The researcher only focused on selection and use of media in teaching language. But he did not show whether selection and use of media affected Kiswahili performance and therefore the current study intends to investigate on whether resources influence performance of Kiswahili poetry as one of the school characteristics.

Akinyi (2010) did a study on Kiswahili usage in ICT in NEPAD schools. The focus of the study was to find out whether I.C.T is utilized in New Partnership for Africa's Development sponsored schools in Kenya Chavakali and Maranda boys' secondary schools). The study was guided by a model developed from use and gratification theory and symbol interaction theory. Data analysis was through qualitative and quantitative analysis. Target population was 120 students selected through saturated sampling technique. From the findings of the study it was established that a small percentage of teachers and students use Kiswahili ICT in schools. The weakness of the reviewed study is that the researcher only used saturated sampling. When using saturated sampling the researcher selects all those groups in the sample which has the characteristics to be studied.

This sampling technique is convenient but it has low representativeness, low reliability and low generalizability. To counter the mentioned weakness the researcher will employ stratified sampling on the current study as the technique allows equal representation of the units to be studied. The other weakness of the reviewed study is that the focus of the study was only on ICT as a resource for teaching and learning Kiswahili, but the current study will investigate on availability and use of other resources besides ICT like text- books, charts and the current study will further investigate on whether the resources influence a student's performance.

According to Omulando and Shiundu (1992), language policy refers to decisions made and taken by bodies that have administrative responsibilities and that their decisions affect procedures and practices at the level of national organization and activity. On the other hand, Mugane (2003) observed that a school policy is a set of school agreed principles which enable teachers and administrators to make choices about issues of language in a rational, comprehensive and balanced way. Mackay (1986) argues that different attitudes and opinions towards language may affect its learning. If a language is inferior, teaching and learning it suffers in schools where teachers are fond of using English as a means of communication.

To support this sentiment, (Wanjiku, 2012) did a survey on the effect of language policy in primary schools on the learning of Kiswahili in Kapsaret division in Uasin Gishu County, Kenya. Simple random sampling technique was used and data was collected through the use of a questionnaire and an observation checklist. The findings of the study were that Kiswahili language was rarely used as a medium of communication. The weakness of the study is that the researcher used simple random technique which only gives participants an equal chance to participate in the study but the technique does not cater for equal representation of participants as stratified sampling technique a technique which the current study employed.

Wangechi (2011) carried out a study on challenges faced by class one in learning Kiswahili in Ngong division Kenya, the study revealed that most primary schools introduce Kiswahili as a subject but it is mostly not introduced at preschool. Yet when a subject is introduced to a learner early enough it leads to better long term results. This study was carried out in primary schools prompting the current study to be conducted in secondary schools. The weakness of the reviewed study is that the researcher focused only on the level at which Kiswahili is introduced to the children



while the current study intends to establish whether Kiswahili is used as a mode of communication in secondary schools.

### **2.3 Summary**

Chapter two has reviewed empirical studies related to Kiswahili poetry and the characteristics that influence Kiswahili poetry performance like classroom activities, teaching styles, learner's attitude, language policy, availability and use of instructional resources, mother-tongue influence and use of sheng.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research paradigm and research design used to achieve the following study objectives; to identify and describe selected teacher characteristics influencing performance in Kiswahili poetry in secondary schools in Bungoma North Sub County, to identify and describe selected student characteristics influencing performance in Kiswahili poetry in public secondary schools in Bungoma North Sub County and to identify and describe school characteristics that influence the performance of Kiswahili poetry in public secondary schools in Bungoma North Sub County. And determine whether these characteristics have a relationship with the performance in Kiswahili poetry.

The section presents the research methodology the researcher employed. It describes the research paradigm, research design, study area, study sample size, sampling methods and, tools for data generation, data for compilation and analysis.

#### **3.2 Research Paradigm**

A paradigm is described as a way of looking at things. According to Kothari (2004), it is a way of interpreting what is found, studied or what is available. For instance, in this study a paradigm will show how the researcher wants to conduct the study, the methodology to be used, the coding and interpretation of data (Jwan and Ongondo, 2011). The research paradigm used in this study is the mixed methods. This involved the use of both quantitative and qualitative approaches, collect data from more than one source and use more data collection procedures. According to Cresswell and

Clark (2011), a mixed method was preferred on this study because the researcher had two data sources namely; teachers and students and four data collection procedures; questionnaire, observation guide, a class test and record analysis. Quantitative paradigm enabled the researcher to describe how learner, school and teacher characteristics influence make performance in Kiswahili poetry and thus the researcher was able to make predictions and.

According to Salmon (2007), mixed method enabled the researcher to test the hypotheses with data that was analyzed and make generalizations of the findings to other secondary schools in Kenya. On the other hand qualitative approach was used to assess school characteristics.

### **3.3 Research Design and Methodology**

Kothari(2004) describes research design as a guideline showing how the study objectives will be fulfilled. This study was based on mixed methods research designs. These were descriptive ad correlation designs. The study applied a descriptive design with survey strategy to identify and describe teacher, learner and school characteristics influencing performance in Kiswahili poetry at KCSE. Data collected was both qualitative and quantitative.

Correlational design came in where correlation data was used to determine the degree of the relationship between the selected teacher, learner and school characteristics and performance in Kiswahili poetry. In this study the cross-sectional survey methodology was used. This is a study that analyzes data collected from a population or a representative subset a specific point in time. It also involves cross-sectional regression where a researcher has to sort out the existence and magnitude of causal

effects on one or more independent variables upon one dependent variable (Mugenda & Mugenda, 2003). The researcher used this method in a representative subset of 12 schools in Bungoma North Sub County to represent secondary schools in Kenya, 375 form three students to represent form three students in Kenya, and 80 Kiswahili teachers from these schools to represent Kiswahili teachers in Kenya. On variables in study there are three independent variables teacher, learner and school characteristics causing effect on one dependent variable-performance in Kiswahili poetry. was preferred as it allowed data to be collected at one point in time that is schools in one sub-county and survey allowed data to be collected from a large population of 80 teachers and 375 students from 12 schools according to (Kothari, 2004).

### **3.4 Study Area**

This study was carried out in Bungoma North sub-county in Bungoma County Western region of Kenya. The study involved 12 schools out of the 39 secondary schools in the whole sub-County. Bungoma North is purely rural with only three County schools which are not very different from the Sub-County schools. The Sub-County was a viable area of study because it has continually performed dismally in Kiswahili K.C.S.E examinations. The highest mean being 5.284 in the year 2011 according to a report from Bungoma North Sub-County education office T.S.C unit, 2012. The researcher is also familiar with the study area a fact which made it easy for the researcher to move from one school to another without wasting any time seeking direction. It was also easy to interact with the leaders and even Kiswahili teachers in those schools.

### **3.5 Target Population**

Study population refers to the group from which the sample is drawn (Kothari, 2004). The target population of the study was composed of secondary schools in Kenya, with a case study of Bungoma North Sub County. Kiswahili teachers and form three students were included in the study. There are a total of 39 secondary schools in Bungoma North Sub- County. The total number of Kiswahili teachers in these schools is 102. The number of form three students is 15045.

The researcher included Kiswahili teachers in the study because they play a major role in the delivery of Kiswahili curriculum and hence they would provide a deep understanding of the objectives of the study i.e. the teaching, learning and performance of Kiswahili in their Sub-County. The teachers also interact with the students regularly and therefore they were able to point out the problems which students face while learning Kiswahili poetry. The students were included on the study because they are the recipients of Kiswahili poetry lessons and it is through them that the performance of Kiswahili poetry is measured.

### **3.6 Sample Size and Sampling Techniques**

According to Nachmias and Nachmias (2003), a sample is a subset of the population. The sample size for this study was drawn from 39 secondary schools, 15045 form three students, and 102 Kiswahili teachers. This population was drawn from The T.S.C data unit in Bungoma North Sub- County 2014. Purposive sampling was used to select Kiswahili teachers and form three students because they possessed the relevant information that the researcher required for this study. Then stratified sampling was applied to stratify schools in to county and sub-county schools then

learners in to boys and girls. Simple random sampling was used sample out the exact teachers and learners to take part in the research process as exemplified on the sampling matrix below (Table 1).

**Table 3:1 Sampling Matrix**

<b>Category</b>	<b>Target population</b>	<b>Sample size</b>	<b>sampling technique</b>
School	39	12	Simple random Stratified
Teachers	102	80	Purposive Stratified
Students	15045	375	Stratified Purposive

### **3.6.1 Sampling of Schools**

First of all the schools were stratified into county and sub-county schools. Because the sub-county has only two county schools the two were purposively selected. One is a girls' school while the other is a boys' school. The rest were selected by use of simple random method. According to Mugenda and Mugenda (2003), 30% of a population in a similar setting is appropriate to constitute a sample. Since the schools are located in a similar setting (Bungoma North Sub County), 30% criteria was applied to get the number of schools to be studied. Therefore, 30% of 39 schools gave 12 schools. Then the schools were randomly sampled using folded numbered papers. Simple random was considered an ideal technique because it would give each school a chance to participate in the study.

### **3.6.2 Sampling of Teachers**

The researcher purposively selected Kiswahili teachers because the study was on Kiswahili poetry. Such teachers were then relevant to provide the required information. Krejcie and Morgan (1970) table was used to get the sample size of teachers (appendix v). According to the table a target population size of 102 will be represented by a sample size of 80. Therefore, the sample size for the Kiswahili teachers was 80. In schools where Kiswahili teachers were more than one, Simple random sampling was used to select the teachers to make up the sample in each school. This was done by assigning the teachers numbers. Papers with numbers indicated on them were mixed well then sampled randomly. As such this method gave each teacher an equal chance to participate in the study (Kothari, 2004).

### **3.6.3 Sampling of Students**

Stratified simple random sampling was used to sample the students into girls and boys because most schools in this study area are day mixed. Stratified sampling enabled equal representation of participants in the study. The researcher aimed at using an equal number for boys and girls. Therefore, 187 girls were selected and 188 boys were chosen.

Krejcie and Morgan (1970) table (Appendix v) as quoted by Kathuri and Pals (1993) was used to get the sample size of students. According to the table a target population size of 15045 was represented by a sample size of 375. Therefore, the sample size for the students was 375. Simple random sampling was used to sample students in each school to make up the sample. This was done by assigning the students numbers. Papers with numbers indicated on them. Then they were mixed well and randomly sampled. The researcher picked the numbers proportionately from each stratum.

Simple random sampling was used to sample students as this method gave each student an equal chance to participate in the study (Mugenda & Mugenda, 2003)

### **3.7 Data Collection Instruments**

The data collection instruments used was questionnaires, observation checklist a class test and documents analysis.

#### **3.7.1 Questionnaires for Teachers**

The questionnaires comprised of closed ended and open ended questions. According to Kothari (2004), questionnaire is used to collect basic descriptive data from a large sample.

The questionnaire was used to seek information that was used to answer objective one, objective two and objective three. The questionnaire was divided into several sections with each section investigating a different variable of the study according to the study objectives. Section A was seeking demographic data such as age, gender, academic and professional qualifications as well as training. The section enabled the researcher get background information of the respondents.

The questions utilized were closed-ended. Section B was seeking information on teacher characteristics and Kiswahili poetry performance in secondary schools. Section C was investigating on the learners' characteristics and performance in Kiswahili poetry in secondary schools and section D was investigating on school characteristics on Kiswahili poetry performance in secondary schools. Section E was investigating on how to improve on the performance of Kiswahili poetry. This section was composed of open-ended questions which were utilized to capture responses on



information that allowed a greater depth of responses as they allowed the respondents to give personal expression of opinions about the problem under study.

### **3.7.2 Questionnaire for Students**

The questionnaires comprised of closed ended and open ended questions. The questionnaire was divided into several sections with each section investigating a different variable of the study objectives. Section A was seeking demographic data such as age, gender and class. This section enabled the researcher to get background information of the respondents. The questions utilized were closed-ended. Section B was seeking to establish students' attitude towards Kiswahili poetry in secondary schools. Section C was investigating on whether a student's mother tongue affects his/her performance in Kiswahili poetry. Section D was investigating on whether sheng influences a student's performance in Kiswahili poetry. Section E was investigating on how to improve on performance of Kiswahili poetry and this section was composed of open-ended questions.

### **3.7.3 Observation guide**

An observation guide was employed as it enabled the researcher to gather firsthand information on classroom activities carried out by teachers in teaching Kiswahili poetry. Equally by employing the observation guide the researcher was able to ascertain whether poetry resources are available in secondary schools. The data obtained was ordinal.

### **3.8 Class Performance Test**

The researcher prepared a performance test to be taken by the sampled students. The test was made of 8 short stanzas for the respondents to read and answer questions. The test assessed the students' level of understanding poetry and competence in answering

poetry questions. The questions covered definition of poetry, types of poems, comprehension of the message in a poem, stylistic devices used in the poem, conversion of poetic language into prose and identifying meanings of words as expressed in the poem. The test was marked out of 20.

### **3.9 Piloting**

Piloting was done in nine secondary schools in Bungoma East Sub County which were not involved in the study. The questionnaire, observation guide and performance test were piloted in nine schools in the neighboring Bungoma East Sub County. This is a locality similar to the study area but not involved on the study. Seven respondents not involved in the study were asked to complete the teacher questionnaire while 30 students completed the students' questionnaire and the performance test. Piloting is important as it enabled the researcher to assess the willingness of the respondents to co-operate in the study. Apart from the above there were questions repeated, one was ambiguous and one section had no instructions. This was corrected before the field study was done.

### **3.10 Validity and Reliability of Research**

Validity means the extent to which the instruments cover the research questions whereas reliability refers to consistency and reliability over time, over instruments and over groups of respondents.

#### **3.10.1 Validity of questionnaire and Observation Guide**

An instrument is valid if it successfully measures what it sets out to measure (Kothari, 2004). The types validity is content validity, face validity, criterion validity and construct validity. Content validity is the extent to which a tool measures a

representative sample of the domain of tasks under consideration. Criterion validity is a measure of how well one variable or a set of variables predict an outcome based on information from other variables. Construct validity is the extent to which what was measured was actually measured. On this study, the researcher focused on content and face validity.

To ascertain content validity of the questionnaire and observation guide, Kiswahili experts from the ministry of education and those from the university were consulted. Advice given by the experts helped the researcher to determine the validity of the research instruments enabling the researcher to make necessary changes. Further, to improve on the validity of the questionnaire, the researcher employed methodological triangulation where other different instruments of data collection were used, that is observation guide. (Triangulation is the use of multiple data collection devices, data sources, data analysis and use of different theories to establish the validity of the findings). For testing face validity of the data collection instruments, the researcher's supervisors were consulted.

### **3.10.2 Reliability**

A research instrument is reliable if it provides consistent results upon repeated application (Patton, 2003). On this study, both reliability of quantitative data and reliability of qualitative data was determined.

#### **3.10.2.1 Reliability of data on the questionnaire (quantitative data)**

Cronbach's alpha was used to determine the reliability of quantitative data. This method is preferred because most questions on attitude, training, teaching methods, mother-tongue and sheng on the questionnaire are at a Likert scale. Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is actually no

lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. George and Mallery (2003) provide the following rules of thumb:  $\alpha > 0.9$  – Excellent,  $\alpha > 0.8$  – Good,  $\alpha > 0.7$  – Acceptable,  $\alpha > 0.6$  – Questionable,  $\alpha > 0.5$  – Poor and  $\alpha < 0.5$  – Unacceptable. George and Malley (2003) notes that an alpha of 0.8 is probably a reasonable goal. This research considered  $>0.7$  to be appropriate.

### **3.10.2.2 Verification of data on the observation guide (qualitative data)**

Reliability of qualitative data that was gathered from open ended questions on the questionnaire and that from observation guide were assessed through the use of the results obtained after consulting the experts (the experts who were used on this study were the Kiswahili experts from the ministry of education and those from the university).

### **3.11 Data Collection**

Data generated was both quantitative and qualitative in form. Quantitative data was generated from items on a Likert scale on the questionnaire whereas open ended questions on the observation guide and on the questionnaire provided qualitative data. The qualitative data on the observation guide was generated by the researcher observing classroom activities as they are conducted by Kiswahili teachers during a poetry lesson. The questionnaires were administered by the researcher and were left with the respondents to fill and then be picked after two weeks.

### **3.12 Data Analysis**

The data was coded and entered into Statistical Package for Social Science (SPSS). To determine whether there is a correlation between teacher, learner and school

characteristics and performance in Kiswahili poetry, Pearson moment of correlation ( $r$ ) was used and  $p < 0.05$  was considered significant. Qualitative data obtained from open-ended questions on the questionnaire and on observation guide was summarized into themes as they emerged from the responses and presented in a narrative form.

### **3.13 Summary**

Chapter three discussed the research design and methodology used in the study. The sample and sampling procedure, the target population and the study area were also discussed. The chapter also discussed the research tools used which are questionnaire and observation guide. The chapter also has information on piloting, validation and reliability of the research tools and finally data analysis procedure.

## CHAPTER FOUR

### RESULTS, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

This chapter presents and discusses data generated by the three tools. The purpose of the study was to explain the relationship between learner and school characteristics on performance in Kiswahili poetry in public secondary schools in Kenya. The independent variables learner, school and teacher characteristics while the dependent variable is performance in Kiswahili poetry. The study's objectives are;

- i. To identify the relationship between teacher characteristics and learner performance in Kiswahili poetry.
- ii. To identify the relationship between student characteristics and learner performance in Kiswahili poetry.
- iii. To identify the relationship between school characteristics and learner performance in Kiswahili poetry.
- iv. To analyze the relationship between learner, teacher and poetry performance in Kiswahili poetry. Before the presentation of the results as per the stated objectives, information on participants' demographic characteristics is presented. Demographic information is key because the participants played a key role on the study by providing information.

## 4.2 Background Data of Teachers

### 4.2.1 Gender of Kiswahili poetry teachers

The gender of the teachers in this study is presented on table 2

**Table 4.1: Gender of Kiswahili poetry teachers**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Female	50	62.5
Male	30	37.5
<b>Total</b>	<b>80</b>	<b>100</b>

From the findings on the table 4.1 the total number of teachers who participated on the study were 80. The majority of respondents were females at 62.5%, and the males were 37.5%. In this study area there are more female teachers of Kiswahili as compared to males than males.

### 4.2.2 Age of teachers

The age of poetry teachers ranged from 22 years to 47 years of age. The age of the respondents varied as summarized in table 3 below:

**Table 4.2: Age of teachers**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
20-25	10	12.5
26-30	17	20.8
31-35	13	16.7
36-40	10	12.5
>40	30	37.5
<b>Total</b>	<b>80</b>	<b>100</b>

From the findings in the table 4:2 above, the majority of respondents (37.5%) were aged 40 years and above. Another number of teachers (20.8%) were aged 26-30 years. The teachers of the age between 20-25 years were found to be only 12.5%, while those of ages between 31-35 years were 16.7%. The indication of this finding was that the teachers sampled were young enough and thus strong enough to work hard in order to ensure students succeeds in poetry.

#### 4.2.3 Academic Qualifications

The academic qualifications of the teachers who participated in the study ranged from diploma to Master's degree. From the findings, 6 of respondents (25%) had diploma certificates, while only 4 or 16% had a Masters' degree. This implies that teacher development should be encouraged in this sub county since only16% of them has gone in for master's degree.

**Table 4.3: Academic qualifications of Kiswahili poetry teachers**

<b>Academic qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	20	25
Bachelors	47	58.3
Masters	13	16.7
<b>Total</b>	<b>80</b>	<b>100</b>

#### 4.2.4 Teaching Experience of Kiswahili poetry teachers

Five or 20.8% of teachers teaching poetry in Kiswahili in public secondary schools in Bungoma North Sub County had teaching experience of 5 years. Those with teaching experience of between 13 and 16 years were reported to be 16.7%. Those with the longest teaching experience of 17 years or more were 9 or 37.5%. This implies that



the teachers had interacted with Kiswahili poetry long enough and hence they possess the skills required to teach poetry has defined by the syllabus. Teachers with teaching experience of between 8-16 years are few because the rate at which the government employs graduate teachers is slow. Many a time the government employs teachers to replace those who have passed on or those who have retired.

**Table 4.4: Teaching experience of poetry teachers**

<b>Teaching experience</b>	<b>Frequency</b>	<b>Percentage</b>
1-3yrs	17	20.8
4-7yrs	13	16.7
8-12yrs	7	8.3
13-16	13	16.7
Above 17yrs	30	37.5
<b>Total</b>	<b>80</b>	<b>100</b>

**Table 4.5: Kiswahili literature training**

<b>Seminar attendance</b>	<b>Frequency</b>	<b>Percentage</b>
5-8 times	80	100
3-4	17	20.8
1-2	30	37.5
Other times	7	8.3

As shown on table 4:5, all the teachers who participated on the study had attended seminars 5-8 times, while 2 of the respondents had attended seminars other times besides those attended by all the teachers. Attendance of seminars implies that the teachers were updated with new methodologies of teaching poetry. This is because

there are reforms in Kiswahili which they should be acquitted to fir instance the integration of ICT in the teaching of Kiswahili and equally the integration of Kiswahili literature and *Lugha*.

### 4.3 Teacher Characteristics and Poetry Performance

Objective one sought to find out the relationship between teacher characteristics and poetry performance. Among the characteristics which were investigated under this objective were: teacher attitude (4.6), classroom activities which they engage the learner in (4.10), time when they introduce poetry to the learners (4.7) and the frequency of poetry teaching in the Kiswahili timetable (4.9)

#### 4.3.1 Teacher's attitude

The respondents were required to respond to attitude items on a questionnaire. Their responses are as shown on Table 4.6

**Table 4.6: Teachers' Attitude**

ITEMS	MEAN	SD
poetry is not an important component of Kiswahili literature	2.0	0.91
Teachers prepare the necessary Kiswahili poetry instructional records such as lesson plans and schemes of work.	1.9	1.22
Kiswahili teachers are competent in teaching Kiswahili poetry	2.2	2.3
Teaching Kiswahili poetry is taxing	2.0	2.2
Teaching Kiswahili p poetry should be optional.	2.9	1.5
Kiswahili poetry should be taught by special teachers	2.1	0.9
Teachers can demystify poetry	4.6	1.8
Kiswahili poetry should discard the classical rules all together	3.7	1.3
Poetry is totally incomprehensible	1.8	2.0
I inspire my leaners to read recite and chant Kiswahili poetry	2.4	0.5
I like the matching of rhymes in Kiswahili	4.1	1.5
I don't find anything difficult in Kiswahili poetry.	2.5	2.5
Kiswahili poetry is more complicated than poetry in English	2.8	0.8
Poetry is good for entertainment not academic work.	2.3	0.7

To measure attitude, teachers were required to respond to questions on the questionnaire and the mean and standard deviation of their responses were computed, the results were as; most of the respondents disagreed that Kiswahili poetry is not an important component of Kiswahili. This can be attributed to the fact that the teachers are aware that Kiswahili poetry is integrated in the Kenya Secondary Kiswahili syllabus (Mazuri, 2002) and it should be given preference in terms of teaching as is Kiswahili Lugha. However, 13 of the respondents agreed that Kiswahili poetry is not an important component of Kiswahili. The reason that can be attributed to this finding is that teachers bring with them into their teaching a collection of long held ideas about schools subjects learners and with realizing it influences their actions and attitudes in classrooms (Hendrikz, 2000). Other teachers disagreed that they prepare the necessary records such as lesson plans and schemes of work. The reason attributable to this finding is that these teachers ignore the fact that lesson plans and schemes of work are official documents which guide a teacher on what to teach and when the subject matter should be taught.

The respondents disagreed that Kiswahili teachers are competent in handling Kiswahili poetry. This finding is likely to be attributed to the fact that on Table 4.5 17(20.8%) of teachers indicated that they have attended seminars on Kiswahili poetry teaching 5-8 times while 30(37.5%) of the respondents indicated that they had only attended seminars and workshops 1-2 times. Seminars and workshops contribute to teachers' development because it enables them to update the knowledge and skills gained while teachers underwent training at teachers' colleges lack of competence to teach Kiswahili poetry is the likely reason why some teachers 13 (17%) and 23 (29%) introduced poetry while students are in form two and form three respectively.

It was established that some of the respondents disagreed that Kiswahili poetry is taxing to teach, the finding is in line with Mazrui and Sharrif (2002) who established that Swahili poetry is left untaught and the reason attributed to this finding is that many readers of the poems cite that they are hard to interpret due to lack of knowledge of the contexts in which the poems are grounded.

Many of the respondents agreed that Kiswahili poetry should be examinable. This finding is in line with that of (KIE, 2002) which states that Kiswahili poetry is part and parcel of what candidates are required to cover in their four years program at secondary schools and as one of the genres of literature on Kiswahili, it is important in testing one of the blooms' levels of learning that is synthesis.

Teachers sampled said that they can demystify poetry and make learners enjoy it. The implication of this finding is that if teachers change their attitude that Swahili poetry should be left untaught because it is hard to interpret (Mazrui and Sharrif, 2002). Other teachers said that Kiswahili poetry should be discard the classical rules all together. The reason which can be attributed to this finding is that these teachers are aware that each genre of literature has got its own conventions which should be followed and it is through these conventions that we have for instance oral literature being different from play or the novels. The respondents agreed that they enjoy teaching Kiswahili poetry .This finding was confirmed by data on the observation checklist where it was observed that the classroom environment in most schools 77.8% was conducive for learning poetry and 66.7% of the teachers clearly stated the learning objectives to be achieved at the end of the lesson. The respondents agreed that they hardly find anything difficult in poetry this is perhaps because their attitude towards poetry is positive. However, some of the respondents disagreed perhaps, it is because they feel that everything in poetry is difficult that they form a negative attitude towards poetry

and this is likely to influence a learner's performance, this finding is in line with (Hendrikz, 2000).

**Table 4.7: Correlation between Teacher Attitude and Student Performance**

	Teacher Attitude
Performance	r=0.208
	p=0.422

The null hypothesis was that there is positive correlation between teachers attitude towards teaching poetry and students 'performance in poetry though not statistically significant (r=0.208, p=0.422).

#### 4.3.2 Poetry teaching

Teachers were requested to respond on the item on the questionnaire the level at which they introduce poetry teaching in their schools and the responses are as shown

**Table 4.8: Introduction of poetry teaching**

Class /Form	Frequency	Percent
Form 1	43	54
Form 2	14	17
Form 3	23	29

More than half 13(54.2%) of the teachers as indicated on figure 4.1, reported to have introduced poetry teaching in form one while 4(17%) of the teachers reported to have introduced poetry teaching while students were at form two level and 7 (29%) of the teachers introduced poetry teaching while students were at form three as indicated in fig.4.1 below. The reason that may be attributed to this finding is that the teachers

defy the guidelines on the syllabus (K.I.E, 2006) and also that the quality assurance officers perhaps do not constantly advise the teachers on the importance of introducing Kiswahili poetry at an earlier level so as to enable the students to get acquainted with the techniques of tackling poems.

### 4.3.3 Frequency of poetry teaching

In order to obtain data on frequency of teaching poetry, teachers were required to answer items on the questionnaire and the responses are as shown on Table 4.9

**Table 4.9: Frequency and Adequacy of Time of Teaching Poetry**

Indicator	Frequency	%
Teaching poetry		
Once a week	57	70.8
Twice a week	13	16.7
Other	10	12.5
Adequate time		
Strongly agree	7	8.7
Agree	28	34.8
Undecided	3	4.3
Disagree	32	39.1
Strongly disagree	10	13

As indicated in the table 10 most of the respondents, 17(70.8%) indicated that they teach poetry once a week while 4(16.7%) reported that they teach poetry twice per week. This is perhaps the reason why poetry is not performed well. Attendance to poetry lessons will enable the teachers to cover the syllabus early enough and it will allow learners time to revise as established by (Robins & Hargreaves, 2010). 9(39.1%) out of 24 respondents disagreed that time allocation for Kiswahili per week is adequate. However, 8(34.8%) of the respondents agreed that allocated time for Kiswahili poetry is enough.

Pearson Product Moment Correlation was used to determine whether there was a relationship between the number of times poetry is taught in a week and performance of students in Poetry. The results are displayed in the table below:

**Table 4.10: Correlation between number of times poetry is taught and performance**

<b>VARIABLE</b>	<b>R</b>	<b>Significance</b>
Number of times poetry is taught	0.075	0.951
	<b>*Significant at P &lt; 0.10</b>	<b>** Significant at P &lt; 0.05</b>

Although there was a positive relationship between the numbers of times poetry is taught in a week and performance, the relationship is weak.

#### **4.3.4 Classroom Activities**

The respondents were provided with items on the questionnaire which required them to indicate the various classroom activities they employ while teaching Kiswahili poetry and the responses are as shown on Table 4.11

**Table 4.11: Classroom activities**

<b>CLASSROOM ACTIVITIES</b>	<b>MEAN</b>	<b>SD</b>
Teacher was punctual and kept time for the lesson. No = 1, yes=2	1.24	1.20
Teacher taught for just few minutes No=1, yes=2	1.45	0.5
Teacher and learners displayed mother tongue influence in their spoken language. No=1, yes=2	1.41	0.52
Only Kiswahili was spoken throughout the lesson .No=1,yes=2	2.22	1.12
Teacher and learners spoke mixed language during the lesson. No=1, yes=2	2.67	1.23
Space and classroom environment was conducive for learning poetry. No=1, yes=2	1.34	0.48
Learning objectives were clearly stated by the teacher. No =1,yes=2	1.61	0.45
Teacher emphasizes key points in the poem. No=1, yes =2	1.5	0.53
Teacher made effective use of the chalk board. No=1, yes=2	1.24	0.44
Teacher displayed positivity and encouraged learners. No=1, yes=2	2.44	0.51
Teacher interacted well with students .No=1, yes=2	2.31	1.24
Teacher encouraged equal participation of both boys and girls (mixed schools)No=1,yes=2	1.76	1.25
Teacher asked open ended and closed ended questions. No=1,yes=2	1.44	0.51
Learners with special needs give special attention. No=1, yes=2	1.27	0.46
Teacher evaluated student's answers. No=1,yes=2	1.66	0.49
Teacher encouraged learners to ask questions. No=1,yes=2	1.4	0.53



On observation of classroom activities, the following was noted that the teachers were punctual and kept time for lesson attendance represented. This implied that teachers adhered to the time table. However, in some schools, the teachers taught for a few minutes. In quite a number of schools visited it was noted that the teacher and the learner displayed mother tongue influence in their spoken language and it was only in a few schools that Kiswahili was spoken throughout the lesson. The schools which used mixed languages were presented by a mean score of 22.67. The classroom environment in most schools was not conducive for learning poetry and the teachers presented by a mean of 1.67 only clearly stated the learning objectives to be achieved at the end of the lesson. It was observed that few teachers made good use of the chalkboard. The implication of this finding is that teachers are aware that the chalkboard is a vital teaching aid.

All teachers in the schools sampled did not interact well with the learners during the time of lesson delivery. The fore discussed findings are contrary to (Herbertt, 1999) who established that classroom activities play a key role to promoting teaching. A number of teachers encouraged equal participation of both boys and girls during the lesson. The reason behind this finding was that the teachers were gender responsive. It was in very few schools that teachers gave special need learners attention. The reason that might be attributed to this finding is that the teachers have not been trained on how to deliver inclusive education.

These finding implied that the teachers who participated on this study are aware of the importance of using various classroom activities to teach poetry. Classroom activities attract attention of the learners and they also facilitate to the understanding of difficult concepts this finding is in agreement with that of (Wenglinksy, 2001) who asserted that activities facilitate student learning.

#### 4.4 Student characteristics and Poetry Performance

Objective two of the study sought to find out the relationship between students' characteristics and poetry performance. The objectives explored were attitude,

##### 4.4.1 Students' Attitude towards Poetry

Among the characteristics that were investigated was student's attitude. A questionnaire containing items measuring attitude was administered to the students and they were required to respond. The results are as follows;

**Table 4.12: Students' Attitude towards Poetry**

	<b>MEAN</b>	<b>SD</b>
Kiswahili poetry is as important as short stories, play and novel	4.7	1.2
Kiswahili poetry should not be made compulsory	2.3	0.8
Explication of poems makes Kiswahili literature difficult to me	2.5	2.5
Kiswahili poems should not be examinable	2.0	1.2
Poetry questions are difficult to interpret	2.8	1.2
poetry questions are normally easy and straight forward	3.1	1.5
I am very happy that poetry is not compulsory	2.0	1.1
I prefer mother tongue poems or mother tongue poems are more interesting	2.5	1.4
I enjoy listening to others reciting poems	4.1	1.6
Writing of poems should be left to talented people only.	2.3	0.5
Writing poems is not a skill it's a gift	2.7	1.5

The overall students' attitude towards poetry was 2.671. This implied that their attitude is negative. Attitude plays a key role in learning as attributed to (Sullivan, 1996). The researcher singled out the statements that showed that attitude is low and items were that explication of poems makes Kiswahili literature difficult they believe that poetry questions are difficult to answer.

Kiswahili poetry should not be made compulsory the reason that can be attributed to this finding is that perhaps these students have a negative attitude towards poetry

section of the Kiswahili curriculum this finding is in agreement with that of (Maloba, 2010; Maina, 2014) who established that secondary school students in Kenya are unable to analyze the poems and get intended meaning because in its written form poetry is not similar to grammar; they will always avoid poetry questions where there is a choice what can be deduced from this finding is that these students' entry behavior plays a major role on the learning of poetry. This finding is in line with Campell (2003) who asserted that a learner's entry behavior affect the mastery of a defined subject matter in poetry. However, even though findings showed that the students' attitude was negative, they reported that poetry was important.

The reason that might be adduced to this finding is that these students are aware that if they fail poetry section during KCSE exam their performance in Kiswahili subject will be low and thus they are likely to miss joining university as Kiswahili is an integral part of subject cluster for all courses (Joint admission board, 2011). The other statements that showed that to some extent their attitude was positive was "I like attending Kiswahili poetry lessons and I enjoy reading Kiswahili poems" perhaps the reason why it was observed that the learners were punctual for poetry lessons on table 4.9 and that in most schools' learners remained attentive throughout the lesson.

**Table 4.13: Mean difference between Students' Attitude and Performance**

	<b>Negative Attitude</b>	<b>Positive Attitude</b>
<b>Performance</b>	F=8.944	F=3.49

Anova was computed to find out the mean difference between students' attitude and performance in Kiswahili poetry. The F ration were computed and displayed on the

Table 4.13. The null hypothesis was that there is positive mean difference between students 'attitude and performance in poetry ( $F=8.944$ ,  $F= 3.49$ ). Using one way Anova, the F-values obtained was 8.944 for students with a negative attitude and 3.49 which are less than the level of significance 0.05 Table 4.13. The null hypothesis is rejected.

Therefore there is a significant mean difference between students 'attitude and Kiswahili poetry performance. This implies that students 'attitude influences performance in Kiswahili poetry. The reason that might be attributed to this finding is that students feel poetry is difficult and thus low performance this finding agrees with that of (Hendrikz, 2000).

#### **4.4.2 Language policy and poetry performance students**

Students responded to items on a questionnaire on how language policy in the school influences poetry performance. Each language was measured against student with negative attitude and those with positive attitudes. The results are shown on Table 4.14

**Table 4.14: Language policy**

<b>Language policy</b>	<b>Negative attitude</b>	<b>Positive attitude</b>	<b>Total</b>
<b>Kiswahili</b>	10	0	<b>10</b>
<b>English</b>	102	4	<b>104</b>
<b>Sheng</b>	6	143	<b>149</b>
<b>Mother tongue</b>	10	100	<b>110</b>
<b>Total</b>	<b>355</b>	<b>20</b>	<b>373</b>

## **Language Policy**

Table 4.14 above shows that participants who had a negative attitude towards poetry equally had a negative attitude towards Kiswahili use. 10 of the respondents reported to be using Kiswahili language while in school although a good number reported that they use both English, Kiswahili, mother tongue and sheng while communicating with friends and teachers.

This finding implies that most students mix several languages and perhaps it contributes to students' low performance in Kiswahili poetry a variety of languages contributes to students answering questions the way they speak and thus the reader is unable to comprehend the intended meaning according to (Msanjila, 2005). The other implication of the finding is that by mixing languages students do not practice speaking standard Kiswahili and this may affect the explication of poems.

The participants who participated in the study indicated that they had a positive attitude towards sheng use. The reason that might be attributed to this finding is that these students were not aware that sheng affects performance in Kiswahili because through the use of sheng, students break their morpho-syntactic or Kiswahili grammatical rules and thus low performance (Momanyi2009). However a small proportion of participants had a negative attitude towards sheng use. The reason behind this finding may be that the students are aware that sheng words do not conform to other Kiswahili words and therefore they mislead them while explicating the poems.

**Table 4.15: Mean Performance by language Policy**

Indicator	Language policy		$\chi^2$ -value	p-value
	Yes	No		
<b>Performance</b>	8.0(sd 4.1)	8.7(sd 4.9)	0.922	0.359

There was a significant negative correlation between mother tongue and performance in poetry ( $\chi = 0.922$ ,  $p = 0.359$ ). The other languages were not found to be affecting poetry performance

#### 4.5 School Characteristics

Objective three analyzed school characteristics and poetry performance. The researcher mainly captured instructional resources as characteristic that influence poetry performance.

The results are shown on table below

**Table 4.16: Instructional Materials**

RESOURCES	MEAN	SD
Textbooks	2.3	1.4
Pictures and photos	1.6	0.8
Films and videos	1.6	0.7
Computers	1.5	0.7

## **Resources**

Students sampled indicated that they often did not use poetry books. This finding is supported by data from observation checklist that teachers did not carry poetry books to class while teaching Kiswahili poetry.

Probably the reason why the situation is like this in these schools is that because according to observation conducted, results of the office records showed that almost all schools do not make a requisition for poetry books and only one school had some Kiswahili poetry books displayed on shelves. Respondents indicated that they do not at all use tape recording/radio lessons the implication of this finding is that either the schools have no such resources or if they are in existence the teachers do not utilize them.

The respondents indicated that they do not use pictures and photos during Kiswahili poetry lessons nor do the teachers use diagrams and sketches and films and videos. These findings are in line with that of Ongeti, Simiyu, Ayoti and Poipoi(2013) who established that instructional media resources are poorly utilized in secondary schools in Kenya when teaching Kiswahili. However, Mukwa (1970) established that teachers are supposed to improvise teaching and learning materials. The reason being text books for poems are lacking and therefore, teachers should find ways of exposing the learner to a variety of poems.

So as to enable the students to get acquainted to various poems from different settings. Respondents indicated that they do not at all utilize computers to teach Kiswahili poetry this finding is in line with that of Akinyi (2010) who found out that a small percentage of teachers and students use Kiswahili ICT in schools The other reason

why teachers do not use computers to teach poetry is that either the computers are not available in schools or some students and teachers are not computer literate.

#### 4.6 Performance Test in Poetry

In this section the researcher wishes to present the findings on student performance on poetry test. The poetry test shown in Appendix IV was administered to 375 students in forty four schools divided into County schools and Sub County schools. The test was marked out of 20 the mark was converted to percent for ease of calculation and reporting. Results are summarized in Table below:

**Table 4.17: Distribution of Student performance scores on poetry test**

Mark Range	County Schools	Sub County Schools	Median Mark
15-20	24	7	8
10-14	28	52	12
5-09	37	16	7
0-04	9	59	2

In the table of performance, the marks are grouped in class sizes. The median mark for each class is shown. The independent variable is one category of type of school. Therefore to establish whether or not there is a difference in performance on poetry between schools the one-way analysis of variance (ANOVA) was performed.

The computer output is shown in the table 4.18 below:

**Table 4.18: Analysis of variance between type of school and performance on poetry**

Type of school	Df	SS	MS	F	P-Value
County School	2	888.850	124.25	2.194	0.617
Sub County School	87	9805.09	201.302	1.092	0.875



The critical F value at  $P > 0.05$  is the intersection between degrees of freedom 2 and 87 on the F table which is 6.05. The F - ratios reported in the above table is 0.217 for County Schools and 0.875 for Sub County Schools. The calculated values for County and Sub County Schools are 0.617 and 0.875 respectively which are higher than the p value of 0.05. Therefore it can be concluded that there is no significant difference in performance between students in County and Sub County schools in poetry performance. Majority of students in both County and Sub county schools scored below average therefore poetry is poorly performed.

**Table 4.19: Performance in poetry according to gender**

<b>Mark Range</b>	<b>Girls</b>	<b>Boys</b>
15-20	12	15
10-14	20	18
5-09	100	110
0-04	70	30

As indicated on table 20, only one girl's school is a county school. Two boys' schools are county schools. Perhaps this boosted the performance of boys. Majority of the schools are mixed where boys tend to perform better than girls. Therefore there is need to investigate other reasons that affect the performance of girls other than the ones investigated by the researcher.

#### **4.7 Chapter Summary**

In this chapter four data has been presented and analyzed. Data was both quantitative and qualitative. Qualitative data was analyzed through narratives and quantitative data was analyzed by use of both descriptive and inferential statistics. In the next chapter five the results of the study are summarized and conclusions made on the basis of the findings.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter provides the summary of the results, conclusions and recommendations. The study analyzed the relationship between teacher, learner and school characteristics and poetry performance. According to a critique of literature, there was need to conduct the study. The following were the objectives of the study;

- i. To identify the relationship between teacher characteristics and learner performance in Kiswahili poetry.
- ii. To identify the relationship between student characteristics and learner performance in Kiswahili poetry.
- iii. To identify the relationship between school characteristics and learner performance in Kiswahili poetry.
- iv. To analyze the relationship between learner, teacher and learner performance in Kiswahili poetry.

Data was collected through the administration of questionnaire, observation checklist and poetry test. Results obtained were discussed in Chapter Four and are now summarized in this Chapter.

#### 5.2 Summary of Results

Based on the study the demographic results indicated that most participants who teach Kiswahili poetry are females and have a bachelors in Education as highest level of

education implying that they have undergone training and thus they possess the necessary skills and knowledge required to deliver the Kiswahili poetry subject matter. Staff development is low in the studied area as the number of participants with a masters was small. Quite a number of participants had taught for a period of more than 17 years which means that the teachers have interacted with Kiswahili poetry long enough and therefore they possess the skills and knowledge to teach poetry as defined on the syllabus. A number of participants reported to have attended seminars or workshops 1-2 times in the last 3 years this implies that the teachers are updated with the new methodologies of teaching

The first objective of the study was to identify teacher characteristics influencing performance in Kiswahili poetry in secondary schools. The study results indicated that the teachers introduced poetry while students were in form two and others introduced it while students were in form three and this is likely to affect syllabus coverage. Participants indicated that they teach poetry once a week and others reported that they teach poetry twice per week. This means that students are not taught adequately or the teachers don't consider poetry to be a very important section of Kiswahili syllabus. The results showed that teachers who participated on this study vary classroom activities for instance tone variations, teaching methods and therefore they are aware of the fact that classroom activities attract attention of the learners and they also facilitate the understanding of difficult concepts. The study concluded that the teachers' attitude towards poetry is low as the results showed that teachers hardly prepared for the lessons in terms of lesson planning and that the teachers were of the view that only special teachers should teach poetry.

The second objective of the study sought to identify student characteristics influencing performance in Kiswahili poetry in secondary schools. The results established that explication of poems makes Kiswahili literature difficult, that poetry questions are difficult and therefore it was concluded that students' attitude influences performance in Kiswahili poetry. Students use sheng most of the time while communicating and that they cannot write without mixing Kiswahili and sheng but the students were not of the idea that teachers should also use it. Therefore the study concluded that although not statistically significant, sheng influences performance of poetry.

The third objective of the study was to identify school characteristics influencing performance in Kiswahili poetry in secondary schools. The results showed that the schools studied lacked poetry books and through observation, the researcher established that there was little requisition made for materials for teaching and learning poetry. The other finding on the objective was that teachers use both English and Kiswahili while teaching poetry.

The fourth objective was to analyze the relationship between learner and performance; teacher and performance. The results showed that teachers as well as learners played significant role in the low performance of poetry. Some of the reasons attributed to the learner are that attitude towards poetry was found to be low and the language they use. The reasons attributed to the teacher and performance are low attitude, poor syllabus coverage and lack of embracing technology.

### **5.3 Conclusions**

Based on the findings of the study, the researcher concluded that teachers did not introduce poems at the right as stipulated in the secondary school syllabus. The

teachers were found to be restricted to only the traditional methods of teaching poetry and left out the use of technology. Teachers were found to be mixing English and Kiswahili while teaching poetry. Teachers rarely prepared the necessary records such as lesson plans and schemes of work.

Teachers rarely utilize teaching and learning aids such as radio/tape recorders. Students were aware that poetry is as important as other genres of Kiswahili literature. Student were found to have a believe that poetry questions are difficult to answer. Students would not do poetry questions without mixing Kiswahili and English. Most students were not utilizing poetry books.

#### **5.4 Recommendations**

Based on the study findings, the following are the recommendations to the various stakeholders:

- i. There is need for teachers to attend refresher courses at the county level so as to update themselves on the new methodologies for teaching poetry for instance ICT.
- ii. Teachers should vary teaching methods such as discussions, group work because this will go a long way to motivate learners and at the same time capture their attention.
- iii. The Kenya institute for Curriculum Development should consider allocating more time to Kiswahili as that of subjects such as mathematics and English so as to enable the teacher teach all genres of Kiswahili with easy.
- iv. The school principals should buy poetry books as they do to all other subjects because Kiswahili poetry is equally important.

- v. Teachers to strictly enforce language policy in the school
- vi. Curriculum developers to provide a set book in Kiswahili poetry just like it is in English and other genres.

### **5.5 Further Research Areas**

The study recommends that there is need to carry out the same study in private secondary schools in the same study area so as to establish the characteristics that promote or hinder effective teaching, learning and good performance in Kiswahili poetry. There is need for the study to be replicated in other parts of the country since the findings of the current study will be generalized only to the study area.

## REFERENCES

- Akinyi, J. J. (2010). Kiswahili usage in ICT in NEPAD secondary schools in Kenya. *The Journal of language Technology and Entrepreneurship in Africa*, 2, 1279-1998.
- Awoninyi, T .A. (1992). *The teaching of African language*. Condoris: Hoddes and Strongton Ltd.
- Bungoma North District (2011). *District Education Awards Day*. Kitale: Nanan Enterprises.
- Carless. (2008). Student use of mother-tongue in the task based classroom. *ELT Journal*, 62, 331-338.
- Chimera, R. M. (1998). *Kiswahili: Past, present and future horizons*. Nairobi: Nairobi University Press.
- Chimerah, R.M. (1999). *Kiswahili through the ages: The question of lexicon*. Njoro: Egerton University.
- Creswell, J.W., & Clark, V.L. (2011). *Hand book of mixed methods in social in social and behavioral research*. Thousand Oaks, CA: Sage.
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference*. 11.0 up date (4<sup>th</sup>ed.). Boston: Allyn& Bacon.
- Githiora, C. (2002). Sheng; Peer language, Swahili dialect or emerging Creole? *Journal of African Cultural Studies*, 15, 158-181.
- Hinnebuscht, T. (2012). *Swahili poetry*. Zanzibar.
- Hendrikz, E. (2000). *Introduction to educational psychology*. London: The Macmillan Press.
- Joint Admission Board (2011). *Guidelines to K.C.S.E Candidates Application for Admission to public universities*. Nairobi: University of Nairobi. Retrieved from <http://jab.Uonbi.ac.ke> Nairobi.
- Kamau, P.M. (2013). *A survey on prevalence and effect of use of group work method in teaching and learning of literature in Kiswahili in secondary schools in Keiyo* (published master's thesis). Moi University, Kenya.
- Kangahi, M., Indoshi, F., Okwachi, O., T., & Osodo, J. (2012). Teaching styles and learners' achievement in Kiswahili language in secondary schools in Hamisi district Kenya. *International Journal of Academic Research in Progressive Education and Development*, 1, 2226-6348.
- K.I.E (2005). Primary teacher education syllabus (Kiswahili). Nairobi: Kenya Institute of Education.
- KNEC (1985). Kenya National Examination Council 1985 K.C.E: Report: Nairobi: KNEC.

- KNEC (2008). *KCSE Report*: Nairobi:
- KNEC (2011). *KCSE Report*: Nairobi:
- Kobia, J.M., & Ndiga, T.K. (2013). The influence of secondary school students' attitude towards the implementation of Kiswahili in Igembe south district, Meru County. *International Journal of Education and Research*, 1, 12.
- Kothari, C.R. (2004). *Research methodology methods and techniques* (2<sup>nd</sup> ed., Reprint: 2011). New Delhi: New Age.
- Krejcie, R. V., & Morgan, D. W. (1970) Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607–10.
- Mackay, W.F. (1986). *Language teaching analysis*. Edinburgh: T and A. Constable LTD.
- Maina, E.N. (2014). *An investigation into the causes of poor performance in Kiswahili KCSE examination in Kipipiri division of Nyandarua district* (published master's thesis). Kenyatta University, Kenya.
- Makokha, R.N. (2014). *A study of the utilization of instructional resources in the teaching of Kiswahili poetry in secondary schools in Nandi district* (published master's thesis). Moi University, Kenya.
- Maloba, M.M. (2010). *Influence of students' attitude towards learning Kiswahili on their performance in Rachuonyo district: Language strategies, programmes and clubs for attitude change*. Nairobi: Jomo Kenyatta Foundation.
- Mananua, J.K. (1998). *Factors affecting the implementation of 8.4.4 curriculum in primary schools in Egoji division*. Meru district (unpublished master's thesis). Kenyatta university, Kenya.
- Mazrui, A., A. & Mazrui, A., M. (1995). *Swahili state and society*. Nairobi: East African Educational Publishers.
- Mazrui, A., & Sharif, I. (2002). *The Swahili idiom and identity of African people* p 95-97.
- Mbuthia, F, K. (1996). *A Comparative study of the effect of two instructional approaches on students' performance in Kiswahili poetry in selected secondary schools in Eldoret Municipality* (Unpublished master's Thesis). Moi University, Kenya.
- Mocho, S.J. (2012). Cases of syntactical errors in Kiswahili second language learning among western Kenya's Kiidakho first language speakers. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3, 921-928.
- Momanyi, C. (2009). The effects of Kiswahili of Sheng in the teaching of Kiswahili in Kenyan schools. *Journal of Pan African Studies* 4, 127-200.
- Momanyi, S.A.(2012). *Effectiveness of teaching methods on students' acquisition of Kiswahili language skills in public secondary in Manga division* (Published Master's thesis). University of Nairobi, Kenya.



- Mose, R.M. (2007). *Factors affecting implementation of Kiswahili curriculum reforms in public secondary schools in Ngong division, Kajiado district, Kenya*. Retrieved from <http://erepository.uonbi.ac.ke.8080/xmlui/handle/123456789/18385>
- Mordaunt, O. (2001). *Attitudes towards the utility and social-culture influences of the English language: A study of prospective teachers in Swaziland* (unpublished PhD thesis). Kenyatta University, Kenya.
- Mugenda, O. M., & Mugenda, A.G. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi: Acts press.
- Mukwa, C. W., & Too, J. K. (2000). *General instructional methods*. Eldoret: Moi University press.
- Mulokozi, M.M. (2000). Language, literature and foregoing of Pan-African identity, Kiswahili. *Journal of the institute of Kiswahili Research*, 63, 71-81.
- Murunga, F. (2014). *Factors affecting students' achievement in poetry in Kiswahili: A survey of selected secondary schools in Bungoma district* (published master's thesis). Moi University, Kenya.
- Mwangi, J.W. (2012). *Teaching and learning of poetry in secondary schools in Kenya*. Retrieved from <http://ir-library.ku.ac.ke/handle/123456789/2239>
- Nabea, O. (2009). *A comparative study on preference accorded to English and Kiswahili in Kenya secondary schools* (published Master's thesis) Nairobi University, Kenya.
- Nabea, W., & Ngugi, P. (2012). Kiswahili poetic aesthetics from the general identities to the African prodigy. *Journal of Literary Studies*, 2, 8-14.
- Nachmias, C. F., & Nachmias, D. N. (1996). *Research Methods in Social Sciences* 5th Ed. New York: St. Martin's press.
- Njagi, Z.N. (2012). *Factors influencing the performance of Kiswahili in KCSE in Embu district Kenya* (published master's thesis) Kenyatta University, Kenya.
- Odera, F., & Ambuko, B. (2013). Selection and use of media in teaching Kiswahili language in secondary schools in Kenya. *International Journal of Information and Communication Technology Research* 3, 2223-4985.
- Olasya, O.G.A. (2014). *A survey of instructional practices of teachers of Kiswahili in upper primary school in Emuhaya division Kakamega district*. <http://ir-library.ku.ac.ke/handle/123456789/8943>
- Ogula, P. A. (2011). *Monitoring and evaluation of educational projects and programmes* (2nd ed.); New Nairobi: Kemit publishers.
- Ongeti, O.K., Ayoti, C., Simiyu, A.M., & PoiPoi, W.M. (2013). Factors influencing preparation and utilization of instructional media in teaching Kiswahili in secondary schools in Kenya. *Journal of Educational Research* 3, 108-114.

- Owiyo, D.W. (2013). *The impact of interaction between mother tongue and Kiswahili. Philosophical analysis of performance of Kenya certificate of primary education in Nyakach District of Kisumu County*. <http://erepository.uonbi.ac.ke:8080/xmlui/handle/123456789/56035>
- Patton, M. Q. (2003). Inquiry into appreciative evaluation. In H. Preskill, & A. T. Coghlan, (Eds.), *Using Appreciative Inquiry in Evaluation (New Directions for Evaluation No. 100)* (pp. 85-98). San Francisco: Jossey-Bass.
- Republic of Kenya (2000). *Totally integrated quality education and training*. Nairobi: Government Printers.
- Republic of Kenya (2010). *Constitution of Kenya*. Nairobi: Government Printers.
- Shariff, I.N. (1988). *Tungo zetu: Msingi wa mashairi na tungo nyinginezo*. Trenton: Red Sea Press.
- Shiundu, J. S., & Omulando, S.J. (1992). *Curriculum theory and practice in Kenya*. Nairobi: Oxford University Press.
- Wangechi, G.B. (2011). *Challenges faced by class one children in learning Kiswahili in Ngong division, Kajiado north district* (Master's thesis). Nairobi University, Kenya.
- Wanjiku, R. (2012). Effects of language policy in the school on the learning of Kiswahili in Kapsaret division, Uasin Gishu County, Kenya. *Journal of Research and Method in Education* 4, 15.

## APPENDICES

### Appendix 1: Teachers' Questionnaire

You have been chosen to participate in a study on Teacher, Learner and School characteristics influencing performance in Kiswahili poetry in public secondary schools in Kenya. The information you give will be strictly used for research purposes and kept confidential. Do not write your name on any of these pages.

Please answer all the questions by either placing a tick in the space provided or filling in the blank space.

#### SECTION 1: Background Information

1. Your Gender

Male ( )      Female ( )

2. Age Bracket

(a) 20-25 ( )

(b) 25-30 ( )

(c) 31-35 ( )

(d) 36-40 ( )

(e) Over 40 ( )

3. Your highest Academic Qualification

(a) Diploma in Education ( )

(b) B.ED ( )

(c) M.ED ( )

(d) PHD ( )

4. Indicate your teaching experience

- (a) 1-3 years ( )
- (b) 4-7 years ( )
- (c) 8-12 years ( )
- (d) 13-16 years ( )
- (e) Above 17 years ( )

What is your subject combination?

5. Indicate whether you are trained in Kiswahili literature

- (a) Trained ( )
- (b) Not trained ( )

If trained, how has it influenced your attitude towards Kiswahili poetry teaching?

---



---



---

If not trained in Kiswahili literature, how has it influenced your attitude towards teaching of Kiswahili poetry?

---



---



---

6. Show the frequency at which you have attended Kiswahili seminars or workshops

- (a) Often ( )
- (b) Sometimes ( )
- (c) Never ( )

(d) If your answer is never, explain why.

---



---

(e) How many have been on Kiswahili poetry? (A) few, ( b) many (c) none

## SECTION 2: Poetry teaching

1(a) In which form do you introduce poetry teaching to your learner?

Form 1 (      )

Form 2 (      )

Form 3 (      )

Form 4 (      )

(b) Give reasons to support your responses

.....

.....

2 How often do you teach poetry?

(a) Once a week (              )

(b) Twice a week (              )

(c) Three times a week (              )

(d) Others (specify).....

3. Time allocation for Kiswahili per week is adequate in my school?

SA ( )   A ( )   U ( )   D ( )   SD ( )

**SECTION 3: Classroom activities**

1 Which language do you use while teaching Kiswahili poetry?

- Kiswahili ( )
- Kiswahili and English ( )
- Kiswahili only ( )
- Kiswahili and sheng ( )

Explain your response.

2 How do you introduce a poetry lesson -----  
 .....  
 .....

3 How often do you teach poetry?

Once a week ( )

Twice a week ( )

Three times a week ( )

Others (specify).....

4 Time allocation for Kiswahili per week is adequate

SA ( ) A ( ) U ( ) D ( ) SD ( )

5 The following are classroom activities that can enhance poetry teaching. Tick

against the activities that you think are appropriate

Teaching methods-----

Class arrangement-----

Teacher's tone variation-----

Involvement of a learner in the lesson-----

Conduciveness of the learning environment-----

Class control-----

Lesson preparation-----

#### SECTION 4: Teaching methods

- 6 Tick (✓) where appropriate to indicate that the methods you use in teaching of poetry.

Method /Technique	Often	Occasionally	Not At All
1. Lecture method			
2. Discussion			
3. Group work			
4. Question and answer			
5. Choral reading			
6. Other specify			

#### SECTION 5: Teachers' Attitude towards Kiswahili Teaching

Below are statements on teachers' attitude on Kiswahili poetry in secondary schools. For each statement , tick the response that best describes your view with respect to Kiswahili poetry learning and teaching in your school using the provided scale where, SA Stands for Strongly Agree(5), A Stands for Agree(4), UN Stands for Undecided(3), D Stands for Disagree (2) and SD Stands for Strongly Disagree (1)

STATEMENT	RATING SCALE					OFFICIAL USE
	SA	A	U	D	SD	
1. Kiswahili poetry is not an important component of Kiswahili literature.						
2. Teachers prepare the necessary Kiswahili poetry instructional records such as lesson plans and schemes of work.						
3. Kiswahili teachers are competent in handling Kiswahili poetry						
4. Teaching Kiswahili poetry is taxing to teach						
5. Kiswahili poetry should not be examinable						
6. Kiswahili poetry should be made optional						
7. Kiswahili poetry should be taught by special trained teachers						
8. Teachers can demystify poetry and						

	make learners enjoy it.						
9.	Poetry should only be taught in oral literature						
10.	Kiswahili poetry should discard the classical rules all together. Poetry is totally incomprehensible I enjoy teaching Kiswahili poetry.						
11.	I inspire my leaners to read recite and chant Kiswahili poetry in class and outside.						
12.	I like the matching of rhymes in Kiswahili since it exists to a very small extend in other languages						
13.	My interest in Kiswahili poetry has made me an expert in writing Kiswahili poems						
14.	I don't find anything difficult in Kiswahili poetry.						
15.	Poetry has really improved my vocabulary which is vital in composive writing						
16.	Teachers can demystify poetry and make learners enjoy it.						
17.	Poetry is for the talented only						
18.	Poetry is so abstract that it cannot be illustrated.						
19.	Kiswahili poetry is more complicated than poetry in English and other languages.						
20.	Poetry is just good for entertainment but not academic work. A part from teaching in class reading and writing poetry is my hobby						
21.	Kiswahili poetry lessons should not be taught						



**SECTION 6: Resources**

1. My school has adequate Kiswahili poetry books?

Strongly agree ( )

Agree ( )

Undecided ( )

Disagree ( )

Strongly disagree ( )

2. Indicate the ration of Kiswahili poetry textbooks to your students in your class.

1-2 ( )

1-4 ( )

1-6 ( )

1-8 ( )

1-10 ( )

Others (specify).....

Indicate with a tick how often you use the following resources in teaching Kiswahili poetry.

<b>RESOURCE</b>	<b>OFTEN</b>	<b>OCCASIO NALLY</b>	<b>NOT AT ALL</b>	<b>OFFICIAL USE</b>
1. Textbooks				
2. Tape recording/ radio lessons				
3. Pictures and photos				
4. Diagrams and sketches				
5. Films and videos				
6. Typed mashairi				
7. Computers				

**SECTION 7: Language policy**

1) Which language is commonly used in your school for purposes of communication?

- i) Kiswahili only-----
- ii) English only-----
- iii) Mother tongue and sheng-----
- iv) English and Kiswahili-----
- v) Sheng only-----
- vi) Mother tongue only-----
- vii) Any other language? Specify which one -----  
-----  
-----

2) Is there any relationship between the language used by the students and their performance in Kiswahili poetry?-----  
-----  
-----  
-----

3) In your view what can be done to improve on Kiswahili performance in your school?-----  
-----  
-----

## **Appendix 2: Questionnaire for Students**

You have been chosen to participate in a study on teacher, learner and school characteristics and performance in Kiswahili poetry. The information you give will be strictly used for research purposes and kept confidential. Do not write your name on any of these pages, please answer all the questions by either ticking the space provided or filing in the black space.

### **SECTION A: BACKGROUND INFORMATION**

#### **1. Your gender**

Male (    )

Female (    )

#### **2. Class**

Form one (    )

Form two (    )

Form three (    )

Form four (    )

## SECTION B: STUDENTS' ATTITUDE

Below are statements on students' attitude on Kiswahili poetry in secondary schools. For each statement, tick the response that best describes your view with respect to Kiswahili learning and teaching in your school using the provided scale where : SA stands for Strongly Agree (5): A stands for Agree (4): UN stands for Undecided (3): D stands for Disagree (2) and SD stands for Strongly Disagree (1).

	STATEMENT	RATING SCALE					OFFICIAL USE
		SA	A	U	D	SD	
1.	Kiswahili poetry is as important as short stories, play and novel						
2.	I like attending Kiswahili poetry lessons						
3.	Kiswahili poetry should not be made compulsory						
4.	I listen attentively during Kiswahili poetry lessons						
5.	Explication of poems makes Kiswahili literature difficult to me						
6.	Explication of poems makes Kiswahili literature difficult to me						
7.	Explication of poems makes Kiswahili literature difficult to me						
8.	I enjoy reading Kiswahili poems						
9.	Kiswahili poems should not be examinable						
10.	I admire poetry writers						
11.	I can write a poem in sheng						
12.	I can write using correct Kiswahili grammar						
13.	I cannot write without mixing Kiswahili and sheng						
14.	Poetry questions are difficult to interpret						
15.	Kiswahili poetry is really helping me enrich my vocabulary.						
16.	Poetry questions are normally easy and straight forward						
17.	Where there is a choice I will always avoid poetry questions						
18.	I am very happy that poetry is not compulsory Poetry lesson is my time of doing other assignments since teacher careless about what one does in class.						
19.	Reading Kiswahili poems bores me The teacher is explanation makes poetry difficulty for me						
20.	I prefer mother tongue poems or mother tongue poems are more interesting						
21.	At the music festival the most boring session is that one of reciting and chanting poems.						
22.	I enjoy listening to others reciting poems						
23.	I only enjoy reciting poems at music festivals						
24.	Writing of poems should be left to talented						

	people only.						
25.	I am working hard to be one of the greatest poet like Mwalimu Hassan Mbega, said Mohamed						
26.	Writing poems is not a skill it's a gift						
27.	When we have the language day in school I win all the Kiswahili poetry awards.						

Any other form of your attitude not mentioned above?

-----

-----

-----

-----

-----

-----

(b) If any explain it -----

-----

-----

In paper 3 my favorite genre is

- i. Poetry
- ii. Novel
- iii. Play
- iv. Oral literature

### SECTION C: SHENG' USE

Below are statements on sheng use in secondary schools. For each statement, tick the response that best describes your view with respect to sheng use in your school using the provided scale where: SA stands for Strongly Agree (5); A stands for agree (4); UN stands for Undecided (3); D stands for Disagree (2) and SD stands for Strongly Disagree(1).

STATEMENT		RATING SCALE					OFFICIAL USE
		SA	A	U	D	SD	
1.	Sheng' is an important language to me						
2.	Sheng' should be taught at school						
3.	Sheng does not affect me in spelling Kiswahili because of Sheng						
4.	I do not speak correct Kiswahili because of sheng'						
5.	I do not write correct Kiswahili because of Sheng						
6.	Kiswahili teachers should be allowed to use Sheng' while teaching.						
7.	Sheng should be abolished in the country						
8.	I can write poems very well in Sheng						
9.	Sheng is not a problem to my language I only use it as in company of peers						
10.	My Kiswahili teacher also speaks Sheng						

### SECTION D: MOTHER TONGUE

For the following questions, please tick only one answer.

- (a) Do you think mother tongue (vernacular) has affected your performance in Kiswahili poetry?

Yes ( )                      No ( )

If your answer is yes, explain.....

- (b) Indicate the frequency you use mother tongue at home

Often ( )    Sometimes ( )    Never ( )

If your answer is often, explain.....

- (c) Indicate the frequency you use mother tongue at school

Often ( )    Sometimes ( )    Never ( )

If your answer is often, explain.....

## SECTION E: SCHOOL CHARACTERISTICS

### 1 Instructional materials

Tick against the availability of the following instructional materials in your school.

Indicate with a tick how often you use the following resources in teaching Kiswahili poetry.

Resource	Often	Occasionally	Not At All
Textbooks			
Tape recording/ radio lessons			
Pictures and photos			
Diagrams and sketches			
Films and videos			
Typed Kiswahili poems			
Computers			

### 2 Language of communication

You are requested to answer the following questions by putting a tick on the letter that best suits your feelings where SD (strongly disagree), D (disagree), U (undecided), A (agree) and SA (strongly agree).

1. In my school we are allowed to speak in Kiswahili during Kiswahili lessons only

SD ( ) D ( ) U ( ) A ( ) SA ( )

2. In my school you can easily be punished if you are found speaking in Kiswahili

SD ( ) D ( ) U ( ) A ( ) SA ( )

3. I prefer speaking in Kiswahili while in at school

SD ( ) D ( ) U ( ) A ( ) SA ( )

4. Does your school have any rule about language to be used for communication?

5. Those who break the rule what is done to them? .....

6 Do you like this rule it is there? .....

7 If your answer to question 6 is NO; what do you think should be done?

.....

**(a) School**

i) Kiswahili and English-----

ii) English only-----

iii) Kiswahili only-----

iv) Sheng -----

v) Mother tongue-----

**b) Home**

Kiswahili-----

English-----

Sheng-----

Mother tongue-----

Sheng and Kiswahili-----

Mother tongue and sheng-----

In your opinion what can be done to improve on Kiswahili performance in your

school-----  
-----  
-----  
-----  
-----



### Appendix 3: Observation Guide

School \_\_\_\_\_

Mixed ( ), County ( ), Boys ( ), Girls ( )

Location \_\_\_\_\_

General Dimensions	Comments	
There are enough Kiswahili poetry books in the school		
The teacher uses Kiswahili only when teaching poetry		
The teacher varies teaching methods when teaching poetry		
Learners respond to the lesson using Kiswahili language		
In the classroom there are charts for Kiswahili poems		
ICT integrated in teaching of poetry		
Learners participate in the lesson		

#### LEARNERS

All learners were punctual		
Learners remained attentive throughout the lesson		
Learners responded to the teacher's questions in Kiswahili/Sheng/Mixed		
Learners participated by reading out the poem/dramatizing.		
Learners displayed positivity and enthusiasm to the topic (poem)		
Learners interacted well with the teachers by answering and asking questions		
Both girls and boys participated in the lesson		

#### RESOURCES

Teacher carried poetry books to class		
Learners read out poems		
Teacher himself read poems		
Poems typed on papers		
No poetry books in school		
Only English poetry books were available in the school library.		
It's only the teacher who had a poetry book		
Teacher displayed other teaching/ learning materials		

#### OFFICE RECORDS

There are requisitions for Kiswahili poetry books		
There are no requisition for poetry		
Some Kiswahili poetry books displayed on library shelves.		

Records show that few or no Kiswahili poetry books are borrowed.		
Poetry books are frequently borrowed like books for other genres		
School and departmental exam results showing Kiswahili performance (analyzed)		

### **SCHOOL PROGRAMMES**

There is a clear language policy in the school		
There is a balance in usage between English and Kiswahili		
There is disparity in the number of lessons for English, Kiswahili and other languages		
Kiswahili teachers use Kiswahili mostly while communicating to others and to learners		
Those who break the rule on language use are punished		
The school participates in music festival and one of the items presented is poems in Kiswahili		

### **DEPARTMENTAL PROGRAMMES/RECORDS/GOALS**

Have mission vision and motto supporting Kiswahili poetry		
Have programmes to improve and make languages excel.		
Awards are given to performers in language.		
Some of the activities organized include competition in poetry.		

1. What extra class activities are organized in the department to boost interest in poetry?

<b>CLASSROOM ACTIVITIES</b>		
Teacher was punctual and kept time for the lesson.		
Teacher taught for just few minutes		
Teacher and learners displayed mother tongue influence in their spoken language		
Only Kiswahili was spoken throughout the lesson		
Teacher and learners spoke mixed language during the lesson		
space and classroom environment was conducive for learning poetry		
Learning objectives were clearly stated by the teacher.		
Teacher emphasizes key points in the poem.		
Teacher made effective use of the chalk board.		
Teacher displayed positivity and encouraged learners.		
Teacher interacted well with students		
Teacher encouraged equal participation of both boys and girls (mixed schools)		
Teacher asked open ended and closed ended questions.		
Learners with special needs give special attention		
Teacher evaluated students answers		
Teacher encouraged learners to ask questions		

## Appendix 4: Class Test

### INSTRUCTIONS

- Please answer all questions
- Read the shairi below to assist you answer some of the questions

Kama dau baharini, duniya inavyo yumba,  
Limeshamiri tufani, kila mmoja la kumba,  
Viumbe tuhali gani!

Duniya yatikishika, utahisi kama kwamba,  
Vilima vya poromoka, na kuvurugika myamba,  
Viumbe tuhali gani!

Tufani hilo la kusi, la nguruma na kutamba,  
Linapuliza kwa kasi, hapana kisichoyumba,  
Viumbe tuhali gani!

Muji we ni kubwa sana, mfano weka manyumba,  
Yazukana kugongana, wala hatuna la kwamba,  
Viumbe tuhali gani!

Mibuyu hata mivule, kama usufi na pamba,  
Inarushwa vilevile, seuze hiyi migomba  
Viumbe tuhali gani!

Ni kipi kilotuliya, tuwazeni na kudumba,  
Mandovu kiangalia, yagongana na masimba,  
Fisi wako hali gani!

Hata papa baharini, tufani lime wa kumba,  
Waliokomi kondoni, kila mmoja asamba,  
Dagaa wa hali gani!

Mashehewa mdaduwa, kwa ubani na uvumba,  
Tufani hilo kwa kuwa, kusoze kwake kutamba,  
Itokee afueni!

1. Shairi ni nini?
2. Eleza tofauti kati ya ushairi wa arudhi na ushairi huru.
3. Toa kichwakifaachokwashairihili
4. Taja bahari tatu zinazojitokeza katika shairi hili. Thibitisha majibu yako.
5. Ni ujumbe gani unaotawala shairi hili?

6. Andika ubeti watano katika Lugha yanathari.
7. Andika maneno haya jinsi yanavyostahili kuandikwa katika Kiswahili sanifu na uelezeni kwa nini mwandishi akayaandika hivi

Duhiya

mujiwa

Mandovu

8. Mbinu hii katika ushairi inaitwaje?
9. Taja tamathali mbili za usemi zilizotumika katika shairi hili.
10. Eleza maana ya maneno haya kama yalivyotumiwa katika shairi

Kutamba –

Seuze hiyi migomba –

Asamba –

**Appendix 5: Table for Determining Sample Size from a Given Population**

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	198	3000	341
80	66	420	201	2500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: N = population size

S = sample size

**Source;** R.V. Krejcie& D. Morgarn; (1970) in Mulusa (1988:86)

**Appendix 6: Population of Students and Teachers from Bungoma North T.S.C  
Sub-County Office**

**Secondary data enrolment  
Bungoma North data for form three 2014**

	NAME OF SCHOOL	BOYS	GIRLS	TOTAL	KISWAHILI TEACHERS
1	KARIMA SECONDARY	61	51	112	3
2	ST PATRICKS NAITIRI HIGH SCHOOL	104	-	104	3
3	MUKUYUNI SECONDARY	-	113	113	3
4	SIRAKARU SECONDARY	84	43	127	2
5	ST AUGUSTINE LUKHUNA	-	140	140	4
6	KAKAMWE SECONDARY	212	-	212	6
7	LUNGAI SECONDARY	54	56	110	2
8	ST. PAULS NARATI SECONDARY	149	-	149	4
9	MALIKI BOYS HIGH SCHOOL	140	-	140	9
10	MBAKALO FRIENDS	120	61	181	6
11	KIBISI SECONDARY	59	39	98	3
12	NAMUNYIRI GIRLS SECONDARY	-	46	46	1
13	TABANI FRIENDS SECONDARY SCHOOL	37	48	85	2
14	JAMES MWEI SECONDARY	25	13	38	2
15	ST PETERS NDALU	52	54	106	4
16	MILIMA FRIENDS SECONDARY SCHOOL	54	66	120	4
17	MAKUNGA S.A SECONDARY	40	55	95	2
18	SANGO S.A SECONDARY SCHOOL	15	22	37	1
19	MULIRO SECONDARY SCHOOL	64	42	106	3
20	ELUUYA FRIENDS GIRLS SECONDARY SCHOOL	-	130	130	4
21	BISHOP ATUNDO SECONDARY SCHOOL MABUSI	32	50	82	3
22	FRIENDS SCHOOL NAITIRI	46	85	131	3
23	D.E.B LUNYU SECONDARY SCHOOL	35	34	69	2
24	NABING'ENG'E FRIENDS SECONDARY SCHOOL	54	57	111	3
25	ST JOSEPHS SECONDARY SCHOOL BINYENYA	46	39	85	2
26	MITUA GIRLS SECONDARY SCHOOL	-	136	136	3
27	FRIENDS SECONDARY SCHOOL BILIBILI	45	28	73	2
28	ST KIZITO SIRENDE SECONDARY SCHOOL	20	59	79	2
29	ST JULIANA SECONDARY SCHOOL NARATI	32	46	78	4
30	PWANI MIXED SECONDARY SCHOOL	46	42	88	2
31	MILIMANI S.A. SECONDARY SCHOOL	20	15	35	1
32	FRIENDS GIRLS SECONDARY SCHOOL MUSEMBE	12	33	45	1
33	LUKHUNA FRIENDS SECONDARY	64	44	108	3
34	TONGAREN D.E.B SECONDARY	76	73	149	2
35	ST. BRIDGITS SECONDARY SCHOOL SIUMBWA	27	27	54	1
36	NYANGE P.A.G SECONDARY	26	28	54	1
37	BUNAMBO SECONDARY SCHOOL	38	37	75	3
38	FRIENDS SCHOOL MALIKI MIXED DAY	12	18	37	1
39	BIRUNDA P.A.G SECONDARY	19	18	37	1
	<b>TOTAL</b>	<b>7,608</b>	<b>7,437</b>	<b>15,045</b>	<b>102</b>



## Appendix 8: University Research Permit



**MOI UNIVERSITY**  
*Office of the Dean School of Education*

Tel: (053) 43001-8  
(053) 43555  
Fax: (053) 43555

P.O. Box 3900  
Eldoret, Kenya

**REF: MU/SE/PGS/54**

**DATE: 15<sup>th</sup> January, 2015**

**The Executive Secretary**  
National Council for Science and Technology  
P.O. Box 30623-00100  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF MUMIA JANE**  
**EUNICE AINEAH - (EDU/PGCM/1012/11)**

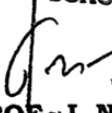
The above named is a 2<sup>nd</sup> year Master of Education (M.Ed) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

**“Teacher, Learner and School Characteristics Influencing Performance in Kiswahili Poetry in Public Secondary Schools in Kenya.”**

Any assistance given to her to enable her conduct her research successfully will be highly appreciated.

Yours

  
**MOI UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**DEAN**  
**15 JAN 2015**  
**PROF. J. N. KINDIKI**  
**DEAN SCHOOL OF EDUCATION**  
P.O. Box 3900, Eldoret

JNK/d6



**Appendix 9: Permission from Education Office Bungoma North Sub-County**

20/3/2015

The Sub –County Director of Education,  
Bungoma North Sub- County,  
Bungoma County.

To all principals,  
Secondary Schools,  
Bungoma North Sub-County,

Dear Sir/Madam,

**RE: RESEARCH PERMISSION**

The above named is a 2<sup>nd</sup> year Master of Education (M. Ed) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of her M. Ed studies that she conducts research and produces a thesis. Her research is entitled:

Teacher, learner and school characteristics influencing performance in Kiswahili poetry in public secondary schools in Kenya.

Any assistance given to her to enable her conduct her research successful will be appreciated.

Yours faithfully

George Ogando/  
Sub-County Director of Education.  
**BUNGOMA NORTH.**

**Appendix 10: Permission Letter**

Mumia Jane  
Box 21,  
TONGAREN.  
MARCH,2015

THE SECONDARY SCHOOLS  
BUNGOMA NORTH,

THRO'  
THE PRINCIPALS,

Dear Sir/Madam,

**RE: RESEARCH DATA COLLECTION**

I am a student at Moi University in the department of curriculum Education and Instructional media and structure.

I wish to carry out data collection exercise for my thesis in your school. My respondents are Kiswahili teachers and form 3 students.

Kindly allow me to visit your schools. And collect data from the respondents, I request my respondents to answer the questions as accurately and honestly as they can.

I will be very grateful for your cooperation.

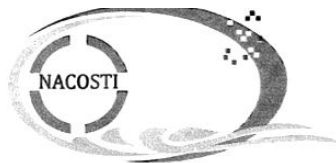
Thank you

Yours faithfully

Mumia Jane (Mrs)

PGCM/1012/11

## Appendix 11: NACOSTI Research Permit



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No.

Date:  
**23<sup>rd</sup> March, 2015**

**NACOSTI/P/15/7897/5197**

Jane Eunice Ainea  
Moi University  
P.O. Box 3900-30100  
**ELDORET.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Teacher, learner and school characteristics influencing performance in Kiswahili Poetry in public secondary schools in Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for a period ending **30<sup>th</sup> September, 2015.**

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

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

  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner  
Bungoma County.

The County Director of Education  
Bungoma County.


### Appendix 12: NACOSTI Research Clearance Permit

**THIS IS TO CERTIFY THAT:**  
**MS. JANE EUNICE AINEA**  
**of MOI UNIVERSITY, 21-30218**  
**Tongaren, has been permitted to**  
**conduct research in Bungoma County**

**on the topic: TEACHER, LEARNER AND SCHOOL CHARACTERISTICS INFLUENCING PERFORMANCE IN KISWAHILI POETRY IN PUBLIC SECONDARY SCHOOLS IN KENYA**

**for the period ending:**  
**30th September, 2015**

**Permit No : NACOSTI/P/15/7897/5197**  
**Date Of Issue : 23rd March, 2015**  
**Fee Received :Ksh 1,000**

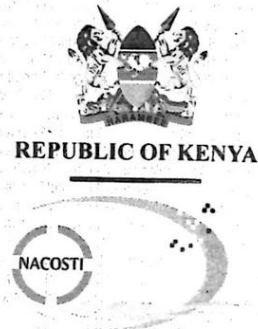


**Applicant's Signature** \_\_\_\_\_

**Director General**  
**National Commission for Science, Technology & Innovation**

#### CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



**REPUBLIC OF KENYA**

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

**RESEARCH CLEARANCE PERMIT**

Serial No. A **4549**

CONDITIONS: see back page