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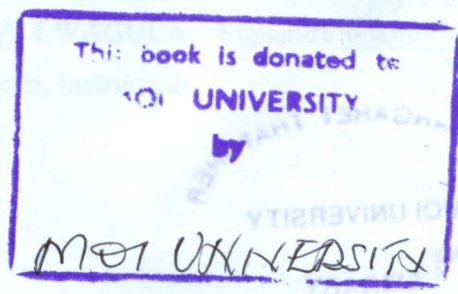
**INSTITUTIONAL FACTORS AFFECTING PERFORMANCE IN
KISWAHILI: A CASE OF SELECTED SECONDARY SCHOOLS IN
KAPSABET MUNICIPALITY, KENYA**



BY

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ABSTRACT

The purpose of this study was to investigate the institutional factors affecting performance in Kiswahili in Kenyan secondary schools. The study was carried out in selected secondary schools in Kapsabet Municipality in Nandi Central district. The objectives of the study were: To investigate the role of school principal in promoting Kiswahili performance, to establish how the language policies adopted by schools impact on the Kiswahili performance, to assess the influence of teachers supervision on quality teaching and learning of Kiswahili, to find out if the teachers and students attitude influence Kiswahili performance and to establish if the use of instructional resources impact on Kiswahili performance.

The study was based on production function theory and cybernetic theory by Norbert Weiner (1948), which defines a system as a series of interrelated and interdependent parts. These theories are vital because they explain the relationship between academic performance and some selected variables within the school system. The study was conducted through descriptive survey design. The target population were form three students, teachers of Kiswahili, heads of Kiswahili department and principals of both public and private secondary schools from the 6 selected schools within the municipality. Stratified random sampling was used to consider gender based schools versus mixed schools. Simple random sampling was used to select particular students to participate in the study. The instruments for data collection were the questionnaires, interviews and observation. All these were administered by the researcher in person.

The research instruments were pre-tested for validity and reliability. For the purpose of validation, experts, from the department were consulted. Piloting was also done in two secondary schools in Eldoret municipality.

The data collected was coded appropriately and analysed using descriptive statistics involving percentages and frequencies. Data was presented in form of tables.

The researcher recommended that schools should be provided with enough teachers of Kiswahili and instructional materials for teaching Kiswahili. Supervision of teachers to be more frequent and teachers of Kiswahili should act as role models in promoting positive attitude towards Kiswahili language. The findings highlighted and recommended areas for further research.

It is the hope of the researcher that these findings shall be useful to the students, Kiswahili teachers, school principals and policy makers while seeking to improve the teaching and learning of Kiswahili in secondary schools.