

**THE ROLE OF GROUP DISCUSSION METHOD IN TEACHING
KISWAHILI LITERATURE: A CASE OF WARENG DISTRICT,
UASIN-GISHU COUNTY- KENYA.**

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been presented for the award of a degree in any other university or any other institution of higher learning.

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DEDICATION

This work is dedicated, first, to the Almighty God for bringing me this far. Secondly to my parent who encouraged me to continue with my studies and who helped me

through their simple potentials and limited resources. To my beloved and understanding husband Zacheaus. Throughout my studies, he patiently took care of our children and provided for my most urgent needs. To all my friends, who provided me with all kind of encouragement, motivation and help to improve my standard of education and culture. To my brothers and sisters who provided assistance where needed. Lastly, to our two daughters; Carlyne and Melissa and our son Klay. Their understanding, company, encouragement and sacrifice has enabled me reach where I am.

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ABSTRACT

The purpose of this study was to investigate the role of group discussion as a method of teaching Kiswahili literature in secondary schools in Kenya. Over years, the mean score for Kiswahili literature has been discouraging. It was with this in mind that this study sought to find out how teachers of Kiswahili exploit group discussion in teaching Kiswahili literature. The study was based on Bruner's constructivist theory which states that learning is an active process in which learners construct new ideas or concepts based upon current or past knowledge. The researcher adopted a survey design. The study was conducted in selected schools in Wareng District, Uasin Gishu County in Kenya. The researcher used purposive, stratified and simple random sampling to get the study sample. Twelve secondary schools, five hundred and fifty form three students and all the fourteen form three teachers of Kiswahili literature in the selected schools were included in the study sample. Data was collected using questionnaire, observation and document analysis. Descriptive statistics was used to analyze data. A pilot study was conducted in preparation for the main data collection in the field. The study revealed that the use of group discussion enhances positive performance though its use in schools is limited by problems such as insufficient time. It was also revealed that teachers had a positive attitude towards the use of group discussion. However it was rarely used in teaching Kiswahili literature because of inadequate time, work load among other factors. Students also had a positive attitude towards the use of group discussion. However, the attitude was negatively influenced by factors such as lack of cooperation and lack of time among others. The degree of use of group discussion in teaching Kiswahili literature was low and other teaching methods commonly used in teaching Kiswahili literature included, question and answer and lecture. The study therefore recommends the frequent use of group discussion in teaching Kiswahili literature as it enhances performance. The study too recommends teachers of Kiswahili to be trained in Kiswahili language (lugha) and Kiswahili literature (Fasihi). Moreover it recommends more time to be allocated Kiswahili subject since time factor was a setback in the choice and use of group discussion. The researcher hopes that the findings of the study will add to existing body of knowledge that will be useful to both curriculum developers and implementers in policy formulation towards the choice of appropriate teaching methods in teaching Kiswahili literature in secondary schools.

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LIST OF ABBREVIATIONS

AIDS	-	Acquired Immune Deficiency Syndrome
A.U	-	African Union
B.A	-	Bachelor of Arts
B.ED	-	Bachelor of Education
CHE	-	Commission for Higher Education
C I E	-	Curriculum instruction and Educational Media
D.C	-	District Commissioner.
D.E.O	-	District Education Officer
Dip.Ed.	-	Diploma in Education
E.A.C	-	East African Community
HIV	-	Human Immune Virus
K.C.S.E	-	Kenya Certificate of Secondary Education
K.I.E	-	Kenya Institute of Education
KNEC	-	Kenya National Examination Council
M.Ed.	-	Masters of Education
M.Phil.	-	Master of Philosophy
P.G.D.E	-	Post Graduate Diploma in Education
P.P.P	-	Pose, Pause and Pounce
SPSS	-	Statistical Package for Social Sciences.
8.4.4	-	Eight Years of Primary Education, Four Years of Secondary

Education and Four Years of University Education.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter deals with issues that form the background of the study. It highlights the development and current status of Kiswahili in Kenya and how Kiswahili Literature features in the school curriculum. Also to be dealt with is statement of the problem, objectives of the study, research questions, and purpose of the study, justification for the study, significance of the study, scope and limitations of the study, assumptions of the study, theoretical framework and definition of key terms.

1.2 Background to the Study

Kembo-Sure (1996:17) says, the choice of the national language has a political and cultural symbolic importance that could not be realized by either English or any of the community languages. Weighed against English, Kiswahili is seen as an indigenous language through which the national and patriotic ethos can be legitimately expressed; a symbol of political independence and cultural authenticity. English has a history as the language of illegitimate authority which should have gone with the end of the political regime that introduced it.

Mazrui and Mazrui (1995) assert that the ideal role of a language in any society is to serve as many of its speakers as possible. Kiswahili can adequately perform the role because it is a non-ethnic language. This means that as per now, there is no particular community that can claim ownership of this language. Because of this neutrality, Kiswahili has enjoyed the support of the East African governments, non-governmental organizations and is spoken in many countries in the world. For example, the East African region is part of the global village and Kiswahili is the

language of cross-border trade within the East African region and plays a significant role in fostering socio-economic relationships within the region. It is the language of the East African community (EAC) and has been adopted to be one of the languages of the African Union (A U), Chimera (2000). This means that it has to be developed to meet the global challenges ahead. Any country that values the development of its people must incorporate them in all the development processes. This can be realized through a common language like Kiswahili. Kiswahili being Kenya's national language serves as a unifying factor for the diverse people. This is echoed by Whitely, (1969:66) saying, "Kiswahili was offered as a means of unification."

The Ominde Report (1964) which is the bed rock of education commissions in Kenya recognized the importance of Kiswahili language where it recommended the teaching of Kiswahili in primary schools. At the university level, the commission recommended the establishment of Kiswahili department in the University of Nairobi. The Session Paper No: 10 of 1965 on *African Socialism and its Application to Planning* in Kenya, formally adopted the Ominde Report as a basis for post-independence educational development.

The Report of the Presidential Working Party on the Second University in Kenya (The Mackay Report, 1981) led to the removal of the advanced (A) level of secondary education, and the expansion of other post-secondary training institutions. In addition to the establishment of Moi University, it also recommended the establishment of the 8:4:4 systems of education and the Commission for Higher Education (CHE). Thirdly, it recommended the teaching of the national language at the university level. Fourthly, it recommended that an African Language Division incorporating Kiswahili and other

Kenyan languages should be started in the faculty of Social, Cultural and Development Studies of the new university. In 1987, the Department of Kiswahili was started at Moi University, the second public university in Kenya. There was improvement in the handling of Kiswahili since a lot of attention was given to it as a subject with the implementation of 8-4-4 education system.

The other most important recommendation by Mackay was to make Kiswahili a compulsory and examinable subject at the certificate of primary education level and at the secondary certificate level. This was implemented and at the primary level, Kiswahili language and composition (insha) are part of the six examinable subjects. At the secondary school level, Kiswahili is one of the three compulsory subjects. The other compulsory subjects are Mathematics and English. This means that poor performance in Kiswahili literature affects the final grade in Kiswahili. Kembo-Sure (1996) adds some weight by saying Kiswahili has only gained in as far as it is now a compulsory subject both in class and in the examination at both primary and secondary school level ; and it also has the same weighting as English in grading candidates. Mutua (2008) says, “Kiswahili as a medium of communication should be improved since poor performance in Kiswahili interferes with communication which consequently slows the country’s development.”

Kiswahili is a language widely used in Kenya and its linguistic heterogeneity in Kenya has led to Kiswahili gaining the status of the national language (Mazrui and Mazrui, 1998). Kiswahili brings about integration of masses from different ethnic groups. It is widely used in politics when addressing political rallies especially in regions with multicultural communities. Chimera (2000) says Kiswahili is a politically neutral language. It is the only language in Africa that is free from any

associations with an ethnicity-conscious “tribe.” In parliament, the parliamentary standing orders allow members to contribute to debate, ask and answer questions in Kiswahili. When a question is asked in Kiswahili the minister responsible is obliged to answer in Kiswahili: Kembo –Sure (1996:18). In the lower courts of law, magistrates through the help of an interpreter use Kiswahili if the complainant or accused is not competent in English. Therefore Kiswahili is co-official with English language. The constitution of Kenya (2010) recognizes Kiswahili as an official language. This is a move in the right direction for Kiswahili.

According to Chimera (2000), Kiswahili in the education sector is a medium of instruction in Kiswahili classes (lessons) and in the lower levels of primary education (class one to three) in urban areas where there are heterogeneous groups unlike the use of mother tongue in the rural areas. It is also a language of instruction in areas bordering the coastal region, where there is lack of written materials in various mother tongues.

The general objectives of teaching Kiswahili at secondary school level are contained in the revised version of the syllabus (KIE 2002). Among these objectives are: to recognize, investigate, evaluate and develop the different genres of Language and Literature in Kiswahili, to learn and evaluate different concepts of the cultures using Kiswahili, to realize some of the issues affecting the society, for example, HIV/AIDS, gender equality, development in science and technology , to conserve the environment to meet the daily needs and future needs and to be proud and happy in using Kiswahili as a national and international language. These objectives go hand in hand with the general objectives of education in Kenya which include; to enable citizens improve on the religious and society’s moral values, to ensure equality in

society and responsibility, to enhance the different cultures of Kenya and to enhance and develop good relations nationally and internationally.

Class discussion or small group discussion can be used to accomplish a variety of learning goals. Discussion is a primary form of active learning and will often help students understand and remember material better than a simple lecture method would. Many courses have a “discussion section”. Some class sizes are small enough for the instructor to conduct class periods as group discussions. In larger classes it might take time to break the class into small groups for discussion. That is to say discussion can take place as a whole class or the class being divided into small groups that is small group discussion. With discussions, the collaborative exploration of concepts and ideas by a diverse group of students in a safe and fair environment can lead to tremendous student learning. A group discussion consists of a leader and a small number of individuals who are intent upon the discussion of some problem. The leader sits with the group and is part of it. He/she executes more or less control over the discussion in accordance with the purpose of the meaning.

The researcher is of the opinion that the use of appropriate methods should enable the learner to perform better. One method that appeals to teaching literature is group discussion. This study is to establish whether it yields better performance in Kiswahili literature.

The KNEC reports of (2000 to 2007) show that many students perform poorly in Kiswahili literature (102/3). The mean score has always been below 50%. Given this scenario, it is evident that there is a hitch that leads to this dismal performance in this

paper. Table 1.1 shows the performance in Kiswahili Literature between the year 2000 and 2007.

Year	2000	2001	2002	2003	2004	2005	2006	2007
Mean score	42.04	34.6	35.76	42.9	37.25	37.57	48.48	43.4
Standard Deviation	14.0	11.72	11.93	13.1	13.18	14.04	14.63	13.1

Source: KNEC report 2000 to 2007.

Table 1.1: Performance in Kiswahili Literature in K C S E National Examinations

Literature Curriculum

Marshad (1993: 61) quoting (Ngugi 1986:96-102) in a conference held in 1974 at Nairobi school says those in attendance recommended among other things that literature in Kiswahili be initiated in all schools and be made compulsory. Therefore, Kiswahili literature traces its roots from this time.

In the 8-4-4 system of education according to K N E C, Kiswahili is among the compulsory subjects which is taught and examined. It has three papers, Insha writing coded 102/1, Comprehension, Grammar, Summary and Social linguistics coded 102/2 and Fasihi 102/3 which is Kiswahili literature. From the K I E syllabus (2002), the components of Kiswahili literature in secondary schools include both written and oral literature. Written literature has short stories (Hadithi fupi), the Novel (Riwaya), play (Tamthilia) and written poetry (Ushairi andishi). Under oral literature, we have narratives (Masimulizi), Songs (Nyimbo), proverbs (Methali) and riddles (vitendawili). However, these two branches have a very strong relationship and rely on each other. For example in the recent past, effort has been to conserve narratives,

songs, oral poetry, and proverbs of different communities in books (written literature). Secondly, oral literature has its roots in narratives and poetry.

1.3 Statement of the Problem

According to Bennars (1994:33), subject teachers have been accused by the Ministry of Education for employing inappropriate teaching methodology. This is built on the assumption that teachers have apparently abdicated their responsibilities as educators and have been reduced to instructors programmed to dispense knowledge only as required for examination. From the KNEC reports (2000 to 2007), it is clear that there is a problem in Kiswahili literature. The performance in Kiswahili literature has always not been good. Moreover the performance has been experiencing some fluctuations. For example in the year 2000 the mean score was 42.04 and in the year 2001 it dropped to a mean of 34.62. For the year 2006, the mean was 48.48 and in 2007 the mean dropped to 43.49. This performance therefore apart from being average it has been experiencing negative fluctuations. For instance in 2007, it recorded a deviation of -04.99 and in 2001, -07.42 as indicated earlier.

Compared to other components of Kiswahili ; Insha writing, Grammar and Language use, most students exhibit interest in literature, thus they are expected to perform better in the national examinations in this paper. This poor trend has led to questions such as, might it be application of inappropriate teaching methodologies?

Mukwa (2002) asserts that the achievement of comprehensive objectives of teaching different subjects, the method used must expose the learner to knowledge and experiences, critical thinking and practical skills. There is need to investigate the role

of group discussion to meet Kiswahili literature objectives in the secondary school curriculum.

Research in Kiswahili Literature has moved beyond the question of whether student's background is effective in accelerating student achievement to focus on the mode of instruction. Beyond this, it is important to understand in details the role of group discussion in teaching Kiswahili Literature.

One particular important question relates to whether group discussion is beneficial to students achievement. Few studies have looked for possible role of group discussion on teaching Kiswahili literature. Those studies that have been carried out have specifically looked at poetry, writing, reading and comprehension. The problem that was investigated in this study is the role of group discussion as a strategy in teaching Kiswahili literature in secondary schools in Kenya.

The variables key to this study was group discussion and teaching of Kiswahili literature. The researcher was interested in finding out the role of group discussion in teaching Kiswahili literature.

1.4 The Purpose of the Study

The purpose of this study was to investigate the role of group discussion as a method of teaching Kiswahili literature in secondary schools, in Wareng District.

1.5 Objectives of the Study

The researcher investigated the role of group discussion as a method of teaching literature in Kiswahili in secondary schools. The study specifically sought to:

1. Establish the role of group discussion on students' performance in Kiswahili Literature.
2. Determine the degree of using group discussion in teaching Kiswahili Literature.
3. Establish the attitude of students towards the use of group discussion in Kiswahili Literature
4. Find out the attitude of teachers towards the use of group discussion in Kiswahili literature.
5. Identify other teaching learning methods used with group discussion in teaching Kiswahili literature.

1.6 Research Questions

The study was guided by the following questions;

1. How does the use of group discussion improve student's performance in Kiswahili literature?
2. To what degree is group discussion used in teaching Kiswahili Literature?
3. What is the attitude of the students towards the use of group discussion in Kiswahili Literature?
4. What is the attitude of the teachers towards the use of group discussion in Kiswahili literature?
5. What other methods are commonly used in teaching Kiswahili Literature?

1.7 Justification of the Study

The study focused on student's performance in Kiswahili Literature paper coded (102/3) which is a major segment of Kiswahili subject. The paper carries 80 marks out of the possible two hundred marks. It contributes 40% of the total marks in the entire Kiswahili paper. A student who does not perform well in Kiswahili Literature may not excel in his/her Kiswahili overall performance and these adversely affect the

final grade hence poor performance in Kiswahili literature requires investigation. Little has been done on teaching methods (Group Discussion) and performance in Kiswahili Literature. To fill the gap, the researcher investigated the role of group discussion in teaching Kiswahili literature in secondary schools, and its effect on performance.

1.8 Significance of the Study

This study hopes to provide information on factors underlying teaching and learning of Kiswahili literature in secondary schools in Kenya. The findings will provide useful information to education policy formulators, planners and curriculum developers which will eventually help to provide school graduates with essential skills needed in their places of work. It will also help the Ministry of Education and curriculum developers to set up remedies for poor teaching and learning of the course. In general, the findings will contribute to improvement in student's achievement in Kiswahili Literature in secondary schools in Kenya.

1.9 Scope and Limitations

1.9.1 Scope of the Study

The researcher used secondary schools only. Primary schools were not involved as literature in Kiswahili is only taught to a limited extent (only Ushairi and oral literature). In primary schools, most of the written literature is neither taught nor examined. The teachers and students included were those in the respective institutions by the time of study. Those students and teachers absent were not included in the sample even though they would have had interesting input. There are several methods used in teaching Kiswahili Literature but this study only focused on the role of group discussion.

1.9.2 Limitations of the Study

Limitations of the study refer to constraints or draw backs both critical and practical that the researcher has little or no control over (Orodho, 2008: 16). The study limited itself to Wareng District. The researcher used twelve secondary schools and five hundred and forty students of the entire student population in the district due to the limited time available. In collecting data, there are several tools to be employed but for this study, the researcher collected data through questionnaire, observation and document analysis.

1.10 Assumptions of the Study

According to Mugenda (2003) an assumption is any fact that a researcher takes to be true without actually verifying it. The researcher made the following assumptions;

- 1 Form three students in Wareng District perform well when certain teaching methods are used.
- 2 Form three teachers of Kiswahili Literature are aware of various teaching methods in Literature.
- 3 All the teachers of Kiswahili Literature have been trained appropriately in the teaching of Kiswahili literature.
- 4 The teachers and students under the study will cooperate and give honest responses.
- 5 The students' performance in Kiswahili Literature is used as a measure of effectiveness in learning the subject.

1.11 Theoretical Framework

Kerlinger (1983) says, a theory is a set of interrelated constructs (concepts), definitions, and prepositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting

phenomena. Constructivist teaching methods are based on constructivist learning theory. Constructivist learning theory is where knowledge is derived from a base of prior knowledge. Therefore, children are not a blank slate and knowledge cannot be imparted without the child making sense of it according to his/her current conceptions. This means, children learn effectively when they are allowed to construct a personal understanding based on experiences and reflections.

The study will be based on the constructivists' view of learning as developed by Bruner (1983). This theory is a general framework for instruction based on the study of cognition. Bruner emphasizes on the part played by other people in enabling children learn. Bruner (1966) puts faith in his ideas about the way in which instruction affects the mental models of the world that students construct, elaborate on and transform.

Learning is an active process through which learners construct new ideas or concepts based on their current/past knowledge. Biechler and Snowman (1997) say, learning is the active creation of knowledge structures for instance concepts, rules, hypotheses, and associations from personal experience. This means each learner has to build a personal view of the world using existing knowledge, interests, attitudes, goals and interpret currently available information. But Bruner felt that knowledge is best acquired when students are allowed to discover. Bruner (1966) says, theory of instruction should take into account predispositions towards learning, the ways in which a body of knowledge can be structured to be easily grasped by the learner, the most effective sequences in which to present material, and reinforcement. Good methods for structuring knowledge should result in simplifying, generating new

preposition, and increasing the manipulation of information. Constructivists suggest that learning is more effective when a student is actively involved in the learning process rather than receiving knowledge passively. In a constructivist classroom, students work in groups. Learning and knowledge are interactive and dynamic. Emphasis is laid on social and communication skills. Some activities that are encouraged under constructivism include; experimentation, field trips research projects and class discussions. (Bruner 1966).

Bruner saw instruction as human events, not as transmission devices and noted that if materials are presented in an appropriate manner, they can be taught at any age. He observed that interaction between students and their instructors is necessary. This theory when applied to the teaching of Kiswahili Literature implies that the teacher should use techniques to guide and support student's attention, encoding, and retrieval process. The teacher should also pose good problems that are realistically complex and personally meaningful. The instructor should create group learning activities, model and guide the knowledge construction process. The learner should be given opportunity to participate in the learning process. Furthermore the teacher should choose instructional modes which are learner centered. The learning process should be facilitated within the learners own mind but not emptying the teachers knowledge into the learners mind. Under constructivism the teacher avoids direct instructions but leads learners through activities to discover, discuss and appreciate new knowledge acquired.

Bruner (1966) therefore cites the following characteristics of a constructivist classroom;

1. Active involvement of learners in the learning process.
2. A democratic learning environment.
3. Interactive and student centered learning activities.
4. In the learning process the teacher is a facilitator while students have to be responsible and autonomous.

The implication is that, when teaching Kiswahili literature, the teaching should be learner centered. This will allow learners to construct interpretations and experiences on their own in the learning process. The learner should be given opportunity to participate in the learning process and the learning experience be facilitated within the learners own mind.

Under constructivism, the necessary conditions mentioned by the constructivists include:-A cognitive apprenticeship between teacher and learner, use of realistic problems or conditions and an emphasis on multiple perspectives (Bednar et al., 1991). The main feature of cognitive apprenticeship is that the teacher models a cognitive process that students are to learn and then gradually turns the responsibility for executing the process to students/learners. The second condition is that students should be given learning tasks in realistic contexts. Under this condition, the student must solve a meaningful problem by using a variety of skills and information.

Bruner (1966) states that;

To instruct someone in a discipline is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge.

He adds that we teach so that students take part in the process of acquiring knowledge. He also says knowing is a process not a product. This condition implies that students should be committed to tasks that are relevant to their experiences. Finally, students should view ideas and problems from multiple perspectives. Most of life problems are multifaceted, and the knowledge base of experts is a network of interrelated ideas (Bichler and Snowman 1997).

Kiswahili literature should therefore be taught using methods that are participatory in nature for students to build up ideas to be presented. Themes of what to be dealt with in Literature should be derived from students experience at school and those familiar to them. Here, the constructivist theory is relevant to the use of group discussion in teaching literature because it accommodates other teaching methods such as question and answer and lecture. From this theory, group discussion method is one of the ways to actively involve learners in the learning process through which they share amongst themselves. This theory too will enable the researcher to propose which interactive instructional methods to recommend in teaching Kiswahili literature in secondary school among them is group discussion.

1.12 Definition of Terms

Role:	Is the function or importance of something. In this case it refers to the importance of group discussion method in teaching Kiswahili literature.
Group discussion:	Is a teaching method where students are organized by the teacher to emphasize high level of teacher student interaction in promotion of student contribution towards generating ideas for the lesson at hand. The teacher manages and facilitates the discussion
Teaching methods:	Are strategies and approaches employed by a teacher in the teaching-learning process.
Performance:	Is the oral participation and student's examination scores, particularly those obtained through achievement tests.
K.C.S.E:	Is the examination administered by the Kenya National Examinations Council at the end of the secondary school course.
Discussion:	Refers to activity in which students under the teachers' direction exchange views to arrive at a collective decision or conclusion.
Literature-	Is a type of art where artists show their competence in using words to communicate information to readers/listeners or the intended community. Literature

uses language (words) to describe people's behavior.

Literature can either be oral or written

Attitude:

Refers to the way one thinks and feels about somebody or something. In this context, it refers to the way teachers and students feel about group discussion or Kiswahili literature

1.13 Summary

The chapter has dealt with issues forming the background of the study. It has highlighted the development and the current status of Kiswahili in Kenya and how

Literature features in the curriculum. It has also dealt with the statement of the problem, objectives of the study, research questions, purpose of the study, justification for the study, scope and limitation of the study, assumptions of the study, theoretical framework and definition of key terms. In the next chapter, the study deals with literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses some of the literature available that deals with methods of teaching Kiswahili Literature. The study reviews literature from research in education, journals, books, theses and seminar papers. The researcher focuses on a general review of literature on teaching methods and their effects on performance in Kiswahili literature, teaching Kiswahili literature in secondary schools and its importance. There is also a review of specific studies related to the current study.

2.2 General Teaching Methods

According to Mtunda, and Safuli (1997), the quality of education depends to a large extent on the quality of teachers involved in its development and delivery. A quality teacher acknowledges the needs and interests of the pupil and permits the pupil to learn at his/her own pace, encourages learning through doing and where necessary provides remedial and enrichment instruction. Learners are different and they learn through different ways. Therefore there is no single method or technique on its own which can satisfy the needs of all learners. In order to cater for the needs of all learners, it is necessary for the teacher to vary the methods of teaching. Teaching becomes more effective when an eclectic approach is used which helps to overcome monotony, boredom the worst enemies of learning. Teachers are encouraged to be resourceful and creative to use the methods and techniques appropriately.

Teaching is either Teacher centered or Learner centered where each has advantages and disadvantages. In order to make an informed choice of teaching method(s) in the teaching and learning process, the teacher must know: The teaching methods available, the strengths and weaknesses of each method, the purpose each serve and how each method is used in practice.

Teaching methodology is fundamental for the success of a learning process. Farrant (2000:136) suggests that child centered methods of teaching for secondary school students attempt to break the formal and conventional (traditional) methods of teaching which are marked by partly lack of keenness in real life. The methods must cater for all the levels of learning like in Blooms Taxonomy of knowledge, comprehension, application, analysis, synthesis and evaluation (Konchar 1992).

The integrated syllabus provides chance for learners to share their opinions and experiences in the learning process. The learner is actively involved unlike in the traditional approaches to teaching and learning which neglected the learners' needs and interest. Learners learn from one another and enjoy this experience more because they are encouraged to listen not only to teachers but also to their classmates (Namageyo, 1999) in Gathumbi and Masembe (2005). Darling and Tambaugh (2000) as quoted in Rutto (2009) recognizes that the schools should be places where individuals develop problem solving skills, access information in order to teach them to be respectful to each other and others ideas, acquire emphatic understanding to enable them develop decision making ability to express themselves. Gomteksiz (1993) as quoted in Rutto (2009) observed that, the use of teacher-centered approaches produces an authoritarian atmosphere in the class. Learner centered

approaches include:-Drama and role playing, experiment, fieldtrips/educational visits, problem solving and discussion. Teacher centered approaches include: Lectures, demonstration, chalk and talk method.

The rapid change and rise in complexity of today's present world presents new challenges and puts new demands on education system especially on emerging issues around the world. In conforming to these challenges, it is necessary to consider the complexity of the education system (Bar Yam et al, 2002) in Rutto (2009). Rutto (2009) says that models have been put forward to address this issue in an effort to help the students not to memorize information but to contribute to their mental development which will assist them through their lives, to teach them how to learn. However, teachers do not conform to this and rather use methods which are comfortable to them, especially those that are centered on them. The overuse of such methods is tantamount to learning and it being shortsighted (Brown et al 1982). Gomteksiz (1993) as quoted in Rutto (2009) asserts, most teachers make use of lecture method though not a bad method. However the manner in which this method is used makes it not to be the best method. The approach adopted should develop the issue of cramming and recalling democratic environment where a close relationship between teacher and student develop and be able to express them. Teacher's notes on foolscaps are irrelevant today thus posing a challenge to teachers of literature (Kiswahili).This calls for the need to adopt modern and newer approaches to evade the above crisis. Newer methods would indeed be necessary to solve this problem in terms of content and methods. This will avoid rising individuals who are learning how to read. Therefore this calls for active involvement of learners in the teaching and

learning of Kiswahili Literature. The teacher should avoid 'emptying' his/her knowledge into the learners mind.

2.3 Factors to Consider in Selecting a Teaching Method

Kithinji et al., (2007) points out that there are some factors, which determine the choice of the method to use for instruction. He says there are several instructional methods available to a teacher to choose from. There are some methods, which lean heavily on certain disciplines. For example, many language teachers may find themselves using certain methods more often than the Science teachers. He outlines the following as the factors considered in selecting a teaching method.

1. The natural teaching style of the teacher. There are some teachers who are naturally authoritarian or facilitative and this attitude determines which type of methods they use.
2. The approach to learning: whether deep or shallow. Teachers who are not confident in their content or those who do not prepare well tend to opt for shallow learning hence lean on expository modes of teaching. On the other hand, those teachers who feel confident and prepare adequately will always opt for deep learning-hence the heuristic modes of instruction.
3. Influence of constraints- such as time, resources and size of the class may well alter the choice of method to use.
4. The objectives of the lesson (or activity) are important when selecting an instructional method. For example if you were to teach a practice skill it is likely that you find the heuristic method appropriate.

5. The level of learners ability (or entry behaviour), and interest of learners. Also consider their social and cultural background.
6. Learner involvement. Not all methods would work in large classes and neither would all methods be effective in small classes.

Therefore, while teaching Kiswahili literature the teacher should consider the above factors before choosing any teaching method. On the use of group discussion, the teacher should ensure prior and adequate preparations. He/she should consider influence of constraints such as time, resources and class size. The teacher should understand the learners' ability and interest so as to be able to group the students accordingly. Gathumbi (2005) says, the teacher should use his/her discretion to decide on the choice of appropriate methods to teach. The choice will be dictated by the nature of learners, the resources available, the facilities at the teachers' disposal and the time allocated to the subject.

2.4 Group Discussion

Apart from group discussion, there are several other teaching methods that are employed in the teaching of Kiswahili literature in secondary schools in Kenya as outlined in the Kiswahili teachers guide (2006). The lecture method being teacher centered makes the learners passive and leads to poor retention of learned materials. However, the method is adequate when handling large group of learners, (Mukwa and Too 2002). Field trip strategy is essential as it necessitates the learner to expand access to first-hand information. Nevertheless it is expensive (Thungu et al., 2008). While Role playing provides a realistic situation in an interesting manner for exploration of solutions and provides opportunity for practicing speaking skills, it is time consuming. Question and answer method involves clarification of ideas and

modification of understanding (Davies and Stratton 1984). This method is not favored given that the talented participants monopolize the learning process hence the untalented ones are over looked., Although retention of material is high in Audio visual, it is only effective when it is followed by a discussion Thungu et al., (2008). The proposed study however is not about the above mentioned methods but on group discussion as a method of teaching Kiswahili literature in secondary schools. It is evident that each method has merits and demerits and is important for the teacher to be aware before employing them.

The current study focuses on the role of group discussion as a teaching strategy of Kiswahili Literature on student's performance in secondary schools. Among the teaching methods one can employ to foster meaningful learning within a constructivist framework is the classroom discussion (Bichler and Snowman 1997). Discussion involves an exchange of ideas with active learning and participation by all concerned. It is an active process of student-teacher or student interaction in the classroom (Gathumbi, 2005). It is most feasible to use discussions to increase the depth of understanding and grasp the course content (Olmstead, 1970). Discussions involve high degrees of interaction between all participants (Orlich et al., 1985). Classroom discussion is particularly well suited to developing, comparing and understanding different points of view. Classroom discussions allow students to deal with realistic problems and to exercise cognitive skills taught. It is excellent general purpose methods for helping learners construct a meaningful knowledge base.

Discussion may be timed according to the level of the class. The duration may be for just a few minutes for beginners or intermediary. Byrne (1976) as quoted in Gathumbi (2005) identifies two factors that generally determine the success or failure of a discussion.

- a) The stimulus for the discussion should consist of activities that motivate the learners, by making them want to talk. This depends on how the activities are presented to them. Activities that are learner centered and task-based are more effective.
- b) The role of the teacher, either in a class discussion or when he joins a group activity is to facilitate and give guidance when required. The teacher should not impose his or her opinion on the learners but should instead, encourage them to express theirs. Any option offered by the teacher should only serve to stimulate further ideas at the part of the learner. The teacher should also appear to be more interested in the learners ideas rather than in the way they express them and the mistakes they make . This will keep the discussion going. Teachers should also be informal, patient and relaxed during group discussion. They should also work out the guidelines for use of any aid such as visual and audio materials or other stimuli for discussion.

Mukwa and Too (2002:47) assert, discussion helps students to assess their learning. Their attitudes are shaped towards making progress and growing. The method enhances development of social skills. Discussion helps learners in clarifying and sharpening issues as well as crystallizing their thinking and identifying concepts needed for their study. Students come to realize that their differences in opinion need to develop acrimony and that people believe in the same things for different

acceptable reasons. Discussion helps the student in discovering what he does not know, what he/she has overlooked and mistaken in facts and their interpretation. The student may find out what he/she knows with certainty as he/she learns to tolerate the ideas of others.

The purpose of this method is to utilize the instinct of curiosity in students and prompt them to adopt a fact finding approach to all aspects of learning. A spirit of adventure and enquiry is awakened through self-observation and experimentation. The pupils are trained to discover facts, principles and laws to synthesize the knowledge learnt and to arrive at generalizations all through self-efforts. Knowledge is gained through experience. Mukwa and Too (2002).

Nasibi (2003) identified elements of a discussion that consists of;

- a) A small number (four-twelve) of students meeting together.
- b) A common topic or problem.
- c) Introduction, exchange and evaluation of information and ideas
- d) Goal or objective (often of the participants' choosing).
- e) Verbal interaction-both objective and emotional.

She further observed that, discussion is a learning activity where a teacher and learners talk together in order to share opinions, views or information about a topic or problem. It makes an absolutely fundamental contribution to learning. A genuine class discussion must start with attempt to elicit opinions and knowledge from the learners to treat them seriously and to explore their consequences. There are two approaches to discussion: "Expository-oriented" "and inquiry oriented" in the expository oriented the teacher defines the objectives of the lesson, explains learning activities, allows for

the discussion and invites questions before concluding the activity. In inquiry discussions, the teacher may not state the objectives, instead he arranges for the discussion to take place and the whole activity is opened. The teacher serves as a leader and students carry out the discussion and arrive at a conclusion. Learning is seen as a product of creative inquiry and active student participation. In inquiry oriented discussions, class sessions are characterized by;

1. Probing explorations of ideas concepts and issues
2. Building upon student's responses in development flow.
3. Interaction among participants.
4. Questioning, sharing, differing, and conjecturing on the part of all.
5. Student participates in decision making.
6. Hypothesizing and problem solving
7. Shifting leadership among participant

Examples of participatory activities that fall under discussion are: whole class discussion, panels, symposia, debates, roundtables, forums, committees, small groups, buzz sessions, and brainstorming. In these activities there are techniques which provide opportunities for student to present their ideas, opinions and information and for the expression of differing viewpoints. Examples include roundtables, panel, forum, symposium and debate. In these presentations, students need to be taught how to gather information, take major points organize material, engage in a dialogue and debate with one another (Nasibi 2003).

It is the teacher's decision to use any teaching method (Orlich et al., 1985). K.I.E (1987) defines teaching as an interaction between the learner and teacher and states

that theorization and lecture are not recommended, as they deny learners the opportunity for practical involvement. Education should be learner centered and all efforts must be made to involve the learner in the learning process. This is also emphasized in the K.I.E syllabus (2002).

The Kenya Education Commission (1964) blamed the drill method of teaching and neglect of activity and pupil participation methods for low achievement in education. They recommend that teachers adjust instruction to the needs of particular learners and use activity methods to make education learning child-centered. Group discussion method allows students under the teachers' direction, to exchange points of view so as to arrive at a collective decision or conclusion.

Students who work together in groups are likely to learn more quickly with more accuracy than those engaged in other learning methods (Orlich et al., 1985). The researcher's main interest is to find out the role of group discussion in teaching Kiswahili literature.

2.5 How to Organize a Presentation

Presentation can be either as a whole class or in small groups. This largely depends on the number of students, size of the class/room and its arrangement.

Presentation of Small groups

Gathumbi (2005) says, group work in teaching literature gives learners an opportunity to get involved in the learning. It helps integration of skills as it is during the activities, that learners have a chance to improve their listening speaking, reading and in some cases writing skills. There are certain factors to be considered when organizing the formation of groups.

The size of the group depends on the number of learners in the classroom. Ideally, each group should comprise between 3-6 students. In large classes and where facilities are limited, the groups might be slightly bigger. However, the larger the group, the fewer the opportunities for every member to participate fully. Also to be considered is the language proficiency level of the members in the group. Each group should have members with mixed abilities; high and low. This helps poor learners to learn from the bright ones, while the bright ones get opportunity to exhibit their abilities, thereby gaining confidence.

Where a school is co- educational, it is preferable for groups to have mixed gender. This helps learners to look at issues from both male and female perspectives. There is also a tendency for the different genders to try to outdo each discussions and this helps in creating an active learning environment. Such heated discussions help to improve their verbal skills. Students can also be grouped randomly.

The aim of such is to get students acquainted and to encourage cooperation with other class members. On the other hand grouping can be based on friendship. Here the teacher deals with a clique as a group. Students from the same neighborhood or social class are put together forming a homogenous group. Lastly grouping can be done concerning the interest of the students. Here, students volunteer for various groups on the basis of interest in the activity going on in that group or on topics under discussion

There are three basic types of groups that a teacher can use in the classroom.

- a) The buzz group- It is formed by 2-3 students, doing short tasks. They are formed when the teacher wants learners to consult quickly in pairs as they are seated. It should not take more than five minutes.
- b) The task group- Formed by 2-3 students, all doing the same task. It takes longer than the buzz type that is about fifteen minutes. All learners are expected to discuss same issues or do same tasks but in various groups afterwards, groups present the outcome of their discussion. The teacher could then facilitate a class discussion.
- c) The syndicate group –comprises 3-5 learners just like the task group. Here students do different tasks. The group discussion takes the same time as in the task group. Learners do their different tasks whose outcome they later present to the class. The teachers role is to give his/her input and expected to facilitate a class discussion. Learners are expected to react to presentations from different groups.

The role of the teacher in group work is to prepare tasks beforehand. He/she should make sure that learners understand fully the tasks they are expected to do. Therefore while teaching literature in Kiswahili the teacher can opt to use either buzz- groups, task groups or syndicate groups. This will largely depend on the time available and the lesson objectives.

2.5.1 Group Organization

Organizational process is considered at three levels that is; before, during and after group work (Nasibi 2003).

Before group work, the teacher should ensure there are required resources for discussion. The work to be discussed is written on the chalkboard or on pieces of

paper. It must be clear to the learners if the discussion has to be productive. Groups are formed using one of the techniques as already shown. For example basing on friendship, learners move in groups and identify a chairperson/secretary one who will give specific time for discussion approximately 7-10 minutes. During group work, the learners perform with the chairperson leading the discussion and secretary putting down points. The teacher goes round checking/assisting where possible.

After group work, the teacher should open up a discussion, pooling all points from the secretaries, restructuring, rephrasing, using correct terminologies and writing the points on the blackboard. The teacher allows time for questions, clarifications commitments, and additional tasks and asks learners to copy the points down, give concluding remarks and the class follow-up activities if necessary.

2.5.2 Guidelines for small group teaching.

According to Gelula (1997) the following are the guidelines for small group teaching.

1. Keep the learning process moving. The teacher does not omit any phrase where each phrase is taken in an appropriate sequence. The teacher guides students to their own reasoning at every stage of the learning process.
2. Probe students' knowledge. The teacher pose questions until students have brought out all they know (recognize when you have reached that point), which often is more, and then they realize why? What do you mean? What does that mean? How do you know that is true?
3. Avoid giving students information that they can obtain elsewhere.
4. Make sure that all students contribute to the group discussion. Decisions should be a group processes not just for the self-centered and outspoken ones.
5. Prevent discussion from being directed towards the group facilitator. Do whatever is necessary to get the students to talk, discuss and argue amongst themselves. What do you think?
6. Keep the level of the discussion question somewhere between boredom and hopelessly over challenging, starting at the simplest, most widely known and progressing towards the unknown.
7. Recognize potential interpersonal problems in the group and the more difficult, less widely known. Intervene if necessary to maintain an effective group process in which all members contribute. When the behaviour of the group or an individual in a group begins to adversely affect the group process, the group should address their own problem.

8. Continually monitor the progress of each student in the group. Watch and obtain assistance for any student with learning difficulties in reasoning, comprehension, verbal expression and information retrieval and organization.

Therefore when organizing group discussion in teaching Kiswahili literature the teacher should ensure the above are considered. More so the teacher should be present to ensure all students participate in the learning process and give assistance where necessary.

2.6 Teaching of Literature in Secondary Schools

(Hwang and Mohamed 2007) examined the following models employed by secondary school teachers in teaching Literature as presented by (Carter and Long 1991). They exhibit the theory as to how teaching of literature is viewed.

1. The Cultural Model views literature as a source of facts or information and therefore, reading tends to be based on obtaining information. In this model, the teacher transmits knowledge and information to the students.
2. The Language Model seeks a closer integration between language and literature. Students can improve their proficiency by using literature as a resource in language learning.
3. The Personal Growth Model seeks the opportunity for students to relate and respond to the themes and issues by making a connection to their personal lives. Consequently, students' growth in terms of language, emotions and character development are stimulated. These models suggest that the language and personal growth models complement and are interdependent on each other. In acknowledging the views of (Carter and Long 1991), Rosli (1995)

further elaborated that these two models denote approaches that place an emphasis on the student.

Whitehead (1968) says, one factor that goes a long way in determining students' lifelong learning towards reading is how the teacher approaches the teaching of literature. There are various approaches employed in teaching of Literature. These approaches are: the Information –based Approach, Language –based Approach, Personal –response Approach, Paraphrastic Approach, Moral-philosophical Approach and the Stylistic Approach.

In addition, (Richards and Rodgers 1986) clarify that the different philosophies at the level of approach may be reflected through different types of activities and indifferent uses of activity type. Whitehead (1968) says that one of the principles of a successful literature program is that the teacher must be acquainted with a variety of techniques and activities so as to stimulate and develop students' interest and knowledge of literature.

Cater (1988) considers the information- based approach as a way of teaching knowledge about literature whereby literature is seen to offer a source of information to students. Thus, teaching methodologies tend to be teacher centered as Lazar (1993) points out that the focus on content would require students to examine the history and characteristics of the literary movements ranging from the cultural, social, political and historical background to a text, thus demanding a large input from the teacher. Activities deriving from this approach could be lectures, explanations, reading of notes and criticism provided in workbooks or by the teacher.

The language model seeks greater unification between language and literature. Carter (1988) asserts that the language based approach helps students to focus attention on the way as to how language is used. Lazar (1993) points out language based approaches see literary texts as sources that cater for language practice through series of language activities rather than study in literature for the purpose of acquiring facts and information. The approach is student centered and therefore activities like prediction, cloze, ranking tasks, role playing, poetry, recital, forum, debate and discussions can be used to create opportunities for language use in the classroom.

The emphasis of the Personal-response Approach is on the elicitation of students' response to a text. Rosli (1995) asserts that the reason behind it is to motivate and encourage students to read by making a connection between the themes of a text and his /her personal life and experiences. Responses are personal as they are concerned with students' feelings and opinions about the literary text. This approach focuses on activities like question –discussion activities which are interpretative in nature generating views and opinions on the text and brainstorming, guided fantasy, group discussions revealing students' reaction in a short paragraph or journal writing.

The paraphrastic Approach deals with the surface meaning of a text. Teachers using this approach may paraphrase or re-word the story in a simpler language or even translate it in other languages. This approach is suitable for beginners of the target language as it acts as a stepping stone for formulating original assumptions of the authors work. Some students may be weak in the target language. Their understanding

and comprehension of a particular literary text may be impeded due to low language proficiency. This approach can be employed in assisting students for a better understanding of the text. Activities for this approach could include teacher re-telling a story or a poem using simpler language, use of translation that is using other mother tongues and reading paraphrased versions or notes provided by the teacher.

According to the Moral-philosophical Approach, one of the roles of literature is to inculcate moral values through the teaching of morality. The focus of this approach is to reach for moral values whilst reading a particular text. Students' awareness of values is seen and this approach assists students to understand themes in future readings. Thus, students will be able to reflect what they have learnt based on their readings of a particular text. According to Rosli (1995), this approach proclaims the worthlessness of moral and philosophical considerations behind one's reading. Activities for this approach could be the incorporation of moral values at the end of the literature lesson, reflective sessions, getting students to search for values whilst reading and eliciting students' evaluation on what they should do or not do based on their readings.

The Stylistic approach guides students towards a closer understanding and appreciation of the literary text itself using the combination of linguistic analysis and literary criticism (Lazar, 1993). This means that students are taught to see how linguistic forms in a literary text function in conveying messages to the reader. He further claims, there are two objectives of this approach. Firstly, it enables students to make meaningful interpretations of the text. This objective allows students to look beyond the surface meaning of a text. Secondly, it helps to expand students' knowledge and awareness of

the language. He suggests activities such as getting students to scrutinize a literary text by marking certain linguistic features, getting students to look at the language features, extracting possible clues which contribute to the meaning and interpretation of the text.

In Kiswahili literature, these models go a long way in the teaching of written and oral literature for example, when analyzing the set books, poetry, songs, and narratives among others. When analyzing the texts, the teacher should ensure students are acquiring information, are focused on how language is used and also be able to make a connection of the themes in the texts with their personal lives.

From the approaches the teacher can know how to organize students in a literature lesson and the preferred activities to attain lesson objectives. The paraphrastic approach for instance is often used in the teaching of Kiswahili poetry (Ushairi), a section perceived by most students as being difficult. In most cases the language used in poetry is not standard Kiswahili (Kiswahili Sanifu) but when paraphrased into Kiswahili Sanifu students understand better and more quickly. In Kiswahili Literature some students may be weak, their understanding and comprehension of a particular literary text may be impeded due to low language proficiency. The teacher can translate and even provide notes for such learners. From the Moral approach, morality is inculcated in students. Students learn about unity and reconciliation, gender equality, love, HIV/AIDS, conflict resolution avoiding corruption and other evils in society. This has been clearly brought out in the Kiswahili set books and other story books in general, poems, narratives proverbs and riddles.

2.7 Importance of Kiswahili Literature

The Koech Report (1999) recognized the importance of interdisciplinary approach in tackling national challenges. The report stressed the importance of humanities (History and Government, Religious Education and Literature) in promoting national integration. It was due to the above that the Koech Report, (Ibid: 22) recommended that “Those subjects and instructional methods which affect national unity such as Kiswahili, History of Kenya, Music and Drama with attendant informal activities be designed to give due emphasis to Kenyan culture, patriotism and national heritage in the curriculum”. This clearly shows the importance of Literature in consolidating national cohesiveness.

Through the study of Literature, we are able to understand our history. Some songs, narratives and verses have their foundations in history. Ngure, (2003:19) says that Literature (Oral Literature) enables us to illuminate condition of past generations. This is because history of any community is handed down through oral tradition (Miruka 1999: ix) Literature is also used in the transmission of social education. This was more common in the non-literate societies where all forms of education were transmitted through spoken word and dramatization. It is through this media that social values, customs and the society’s sense of justice are transmitted for example through narratives, songs and proverbs.

Literature (Oral Literature) enables to develop the sense of identity. Our rich culture is conserved through the study of Literature as it gives us an inspiration to forge a united country. This is because through Literature, we are able to understand our rich cultural diversity (Miruka 1999). Therefore there is need for us to harness it for national development. Oral Literature creates understanding (Akivaga and Odaga 1982:14).

Teaching oral Literature is an important instrument in promoting culture. Besides being part of our culture, it also preserves and transmits culture (Ngure 2003:18), Oral literature encompasses all forms of human interaction (Njogu and Chimera 1999:142). Since Oral literature affects all aspects of human activity, effective teaching can enhance co-operation among the members of the community.

Oral literature is an important link between the past and present generations (Wamitila 2003:21). Kiswahili is Kenya's national language (Mbaabu, 1978) and its duty through Kiswahili Literature (Oral Literature) that Kenyans can preserve their rich and varied culture. One way of achieving this is through using the appropriate methods in teaching Kiswahili Literature in order to impact positively on the students' mind and retention rate. Kiswahili Literature is one of the ways that can be used to attain the sixth goal of education that is promoting respect for our varied cultures. The K.I.E syllabus (2002) emphasizes incorporating emerging issues in the teaching of Kiswahili literature. Therefore while teaching literature; emphasis should be laid on issues such as environmental conservation, incurable diseases (HIV/ AIDS, Diabetes, and cancer), new technology, and child labour, domestic violence, gender equality, education for the girl child and so forth. This has been well incorporated in written literature (set books) used in our school and even in written poems. This is in reference to set books approved for examinations, such as "Kifo Kisimani" by Mberia (2001), "Utengano" by Mohamed (2007), *Mayai Waziri wa Maradhi na Hadithi Nyingine* by Wamitila (2004), *Kitumbua Kimeingia Mchanga* by Mohamed (2000), *Kilio cha Haki* by Mazrui (1984) among others.

2.8 Related Studies/Literature

Roe (1968) in an essay on the teaching of literature in Tanzania schools notes that the study of literature should provide the student with the ability to grasp meaning at a more sophisticated level than that achieved by language course. The learner has also to respond to what he reads and to consider the problems in the light of his own environment and society. Roe (1968) also observes that the pupil must be trained to relate each social or human problem or situation to his /her own and those of his society. He notes that the terminal behaviour expected of a pupil is expressed in terms of "skill" that in what the pupil can do for him/herself. He laments that at worst the teaching of literature has been rote learning of model answers. Roe further proposes that to train the pupil to understand and respond to what he reads, the teacher should organize group discussions. He considers discussion method as the most effective instructional evidence. According to him emphasis is laid on learner centered approaches of teaching. Among them is group discussion.

Mbunda (1976) as quoted in Ambula (1986) points out two major factors that are the main causes of inherent difficulties in teaching and learning of Poetry in Kiswahili. He advances the view that teaching methods currently in use and absence of instructional media in the teaching process are two indices responsible for poor performance in K C S E. He therefore concluded that inappropriate methods of instruction largely affect the teaching and learning of Poetry.

Kathuri (1982) studied teaching methods as influencing factors that affect students' achievements and established that allowing students to be involved in practical activities, giving assignments and less teacher talk were considered as evidence of modern teaching methods. Badiribo, (1985) also observes that the methods of

instruction are the source of poor performance in Kiswahili poetry. It is evident that both teachers and students face various problems during the teaching and learning of poetry in Kiswahili which is an aspect of literature in Kiswahili.

Brown (1986) underscores that instructional media tells a story in its own way. When visual media is integrated with general methods, the latter mode of instruction acquires power to translate experience into new forms. He asserts that instructional methods too affect the effectiveness of teaching. His study aimed at visual media. Ambula (1986) observed that, the poor standards in Kiswahili exams are as a result of the poor methods of instruction used in our secondary schools. Similar sentiments were echoed by Wallah BinWallah (2003). He observed that most teachers of Kiswahili dwell on old training methods of teaching due to their inability to adapt research findings on teaching. He asserts that unless teachers were helped to adopt research findings on teaching trends geared towards academic excellence, exam failures would persist. In his own words: Teachers need to update their skills in accordance with the changing trends to meet students' demands. Those who wallow in ignorance can therefore not be equal to the job. Wallah bin Wallah (2003).

Maundu (1986) study of Students Achievement in Sciences and Mathematics on Extra-Provincial, provincial and Harambee Secondary schools in Kenya asserts that "... a teacher would have to combine such methods as lecture and demonstration with practical, discussion and field trips." The choice of the methods would vary from one teaching situation to another depending on teaching facilities and teacher competency in the topic at hand.

The Kenya institute of education (1987) *A Handbook for Teachers of English in Secondary Schools in Kenya* explains that teaching is an interaction between the learner and the teacher. It is an occupation that teachers in the field are competent, with long teaching experience and who have entrenched effective teaching habits and methods. It is expressed that education should be learner centered and all efforts must be made to involve the learner practically in the learning process. The handbook is against the lecture approach in teaching poetry that may deny learners opportunity for practical involvement. This shows the need to employ the learner centered approaches in teaching Kiswahili Literature.

Research carried out by Omollo (1990) and Muutu (1993) indicate that teacher dominance methods used to teach the Integrated English affect learning. This study shows the inadequacy of teacher centered approaches in teaching and learning. Therefore there is need for the current research to find out the role of group discussion, a student centered approach in teaching literature in Kiswahili.

K N E C (2003) revealed that the general poor performance in Kiswahili paper might have been due to poor instructional methods. Luvisia (2003) in a study of Availability of Instructional Resources in Teaching Kiswahili Grammar in Bungoma found out that the use of appropriate instructional methods help the learners grasp concept.

M'mbone (2007) study on the Effect of Interactive Teaching Methods on Oral Communicative Competence in Learners of English, observed that the use of discussion method was effective in learner instruction.

Wanyama (2007) reported that in addition to the teachers enthusiasm in promoting academic success, the use of the integrated approach in Kiswahili, clarity of the teachers presentation, his/her constructive criticism of the learner and his/her use of various teaching methods is consistently related to the students achievement. He adds that the poor performance in Kiswahili is associated with poor methods of instruction.

Ndavula (2008), study on the Effect of Question and Answer, and Small Group Discussion Methods on Students Performance in Poetry, concluded that both methods enhance students' performance. He noted that there is student's active involvement in the learning process through frequent verbalization in both extensive and intensive ways. Koross (2008) study on Factors affecting The Teaching and Learning of Short stories in Kiswahili in secondary schools in Uasin- Gishu district quoted Standa (1980:3) who observes that, the teachers' role is to gain control of the external environment of the learner in order to produce change in the learners' condition, in other words to stimulate learning to occur.

To attain this, the teachers need to employ a variety of student centered instructional methods. While such teaching methods as practical (demonstration), discussion and fieldwork are more students centered: Others like the lecture method involve less pupil participation. Bhatnagar and Dahama (1992) quote the Chinese proverb by the educationist, Confucius that gives support to the value of student –centered learning saying;

“When I hear, I forget, when I see, I remember and when I do, I Understand.”

This indicates that what the students see and do is retained for a longer time than what they hear.

Wairimu (2009) study on comparative study of the effects of instructional modes on performance in Kiswahili report writing in Uasin-Gishu district observed that small group work method of teaching is a better tool than the teacher exposition method of teaching in functional writing. The current study seeks to find out the use of group discussion method on teaching Kiswahili Literature. Kimenjo (2009) carried out a study on factors affecting learning of Kiswahili at secondary school level in Keiyo District, Mutua (2008) also carried out the same study but in West Pokot district. They established that instructional Methods are among the factors affecting achievement of secondary school students in Kiswahili. Makena (2009) points out that, Akivaga et al., (1982) too blame the methodology of instructing oral literature. He indicates that oral literature teaching is haphazard in African countries, Kenya included. This sentiment is echoed by Kimenjo (2009), on factors affecting learning of Kiswahili at secondary school level when she acknowledges the teaching methodology as essential in classroom as Farrant (2000) put it. According to him, a child centered method for teaching older primary and secondary school students tries to break from conventional methods of teaching. This method is comparatively a better teaching strategy. Therefore, the teacher must choose a method that caters for all the level of learning as outlined in the Blooms taxonomy.

These studies show the use of learner centered approaches in the teaching and learning process unlike the teacher centered approaches. From the examined literature, it is evident that these studies mainly focused on; short stories, oral literature, functional writing, poetry and Oral communication competence. The

current study therefore, tries to examine the role of group discussion on Kiswahili Literature in totality.

2.9 Summary

The chapter has presented literature review which has dealt with; the general teaching methods, factors to consider in selecting a teaching method, group discussion method in teaching of Kiswahili literature in secondary schools, how to organize a presentation, importance of groups, teaching Kiswahili literature in secondary schools, and the importance of Kiswahili literature. Also presented is the related literature to the current study. The next chapter presents research methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY.

3.1 Introduction

This chapter deals with the procedures that were followed in conducting the study. It includes the research design, study area, the population, sample size and sampling techniques, research instruments, validity, reliability and data analysis procedures. The pilot study is also covered in this chapter.

3.2 Research Design

According to Orodho (2008), a research design is the conceptual structure within which research is conducted. The function of research design is to provide for the relevant evidence with minimal expenditure of effort, time and money. However, how all these can be achieved depends mainly on the research purpose for example exploration, description, diagnosis or experimentation. It should show if it is a survey, case study or an experiment. Kerlinger (1983) says that, the use of survey is useful for educational finding. This study being an educational one, findings of the types of methods teachers of Kiswahili literature use was carried out using survey design. Mugenda and Mugenda (2003) assert survey research is probably the best method available to social scientists and other educators who are interested in collecting original data for the purpose of describing a population which is too large to observe directly. It was carried out in several schools in the research area. Cohen and Manion (1989) observe that the intention of the survey research is to gather data at a particular point in time and use it to describe the nature of existing conditions which suits the aim of this study. Survey has been preferred because according to Koul (1986) the design is sufficient in collecting a large amount of information within a short time. It

is used when collecting information about people's attitudes, opinions, habits, or any of the variety of education or social issues. The researcher employed the survey design since it is useful in determining relationships that exist between specific events. For the purpose of this study, the researcher was to establish the relationship between group discussion as a teaching strategy and performance in Kiswahili literature. The researcher surveyed the use of group discussion in teaching of Kiswahili literature in selected secondary schools in Wareng district. The researcher tried to survey the degree to which this strategy is employed and the attitude of both the teachers and students towards this it. The researcher also used the survey strategy to find out if there are problems associated with the use of this strategy.

3.3 Study Area

The study was conducted in Wareng District of Rift Valley province, Kenya. The study was conducted in public secondary schools within the district. The district has two administrative divisions; Kesses and Kapsaret. It has five education zones; Kesses, Cheptiret, Timboroa, Tulwet and Kapsaret. The district was selected because the researcher is familiar with the schools and it is convenient in terms of accommodation and travelling costs as it neighbours the researcher's district of residence. Singleton (1993) observed that the ideal setting for any study is one that is directly related to the researchers' interests. He further argues that the ideal setting for any study should be easily accessible to the researcher and that which allows immediate rapport with the participants. Wareng district was chosen because it is a cosmopolitan district with different communities residing there hence the outcome of the study can be generalized to the entire population unlike when only one community could have been involved. More importantly, the performance in Kiswahili has always

been below average as reflected in the K N E C reports for the years between 2000 and 2007. From the reports the mean score for Kiswahili literature has ranged between 34.62 and 48.48. In Wareng district, in 2008 the mean was 5.00 approximately 42% and 2009 was 5.06 approximately 46% (Wareng District Education Day Booklet 2010).

3.4 Population

The study targeted all form three students and teachers of Kiswahili literature in secondary schools in Wareng District. Like in other subjects, teachers of Kiswahili were targeted because they are forces that employ different strategies in the teaching of Kiswahili literature. But the sub population of form three students was used because they are at a level where mastery of content in Kiswahili literature is critical to their performance. According to Wareng District Education Day Booklet (2010), there are 41 secondary schools, 1,800 form three students and 50 teachers of Kiswahili in Wareng District.

3.5 Sample Size

Orodho (2009) states that, a sample is a small part of the large population which is thought to be representative of the larger population. Any statement made about the sample should be true for the entire population. Kerlinger (1983) recognizes the sample size of between 10% and 30% of the entire population of the subjects. However, in 1986 he recommends a sample size of 30% as adequate in generalization of results. Mugenda and Mugenda (2003) quote Gay recommending 10% of the accessible population for descriptive studies. On the other hand Patton (2002) argues that the sample size depends on what one wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done

with available time and resources. For the purpose of this research, the researcher used 30% of the population. Therefore, the researchers' Sample sizes was 12 secondary schools, 540 form three students and 12 form three teachers of Kiswahili in the sampled schools. The researcher hoped to use these samples to generalize the results to the entire population so that policy makers and curriculum developers and implementers can benefit from the findings.

The population of form three students in Wareng district is 1800. However, the researcher required a sample size of 540 across the five education zones (strata). The researcher first computed the sampling fraction. The sample fraction is defined as the required sample size of subjects divided by the population size of the subjects $540/1800 = 0.3$, Where 540 is the required sample size of students and 1800 is the population size of all the form three students in the five zones. Each category of the population was multiplied by the sampling fraction. For 41 schools, the sample size was 12. For each randomly selected school in each zone, the population of the form three students was multiplied by the sampling fraction (0.3) to get the sample size. To finally select the individual students to be in the sample, the researcher accessed the class registers of form three students and used a simple random method where a raffle was employed. A total of 560 questionnaires were dispatched to students where 550 duly filled student questionnaires were collected and analyzed making the sample size to change from 540 to 550. On the part of the teachers; seventeen questionnaires were dispatched where 14 were returned duly filled. Therefore the researcher analyzed all the returned questionnaires.

3.6 Sampling Techniques

The study employed purposive sampling, simple random sampling and stratified sampling. According to Mugenda and Mugenda (2003), in purposive sampling, a researcher is allowed to use cases that have the required information with respect to the objectives of his or her studies. The subjects are handpicked because they are informative or they possess the required characteristics. Purposive sampling was used to select form three teachers of Kiswahili literature. Simple random sampling is a process of selecting a sample from a population that provides every sample of a given size an equal probability of being selected. It has advantages in that it yields research data that can be generalized to a larger population within margins of error that can be determined statistically and also because it permits the researcher to apply inferential statistics to the data. This enables the researcher to guard against wild samples and ensures that no sub-population is omitted from the sample. Stratified sampling was used to get schools to be involved in the study. The goal of stratified sampling is to achieve desired representation from various sub-groups in the population. Schools were stratified according to the education zone. This ensured that every zone was equally represented in the study.

3.7 Research Instruments

The study used the following instruments to collect data; Questionnaire, observation and document analysis.

3.7.1 Questionnaire

According to Mugenda and Mugenda (2003), questionnaires are commonly used to obtain important information about the population. Each item in the questionnaire is developed to address specific objectives, research questions or hypotheses of the study. Kothari (1993) says questionnaire gives respondents adequate time to give well

thought out answers where they are free from bias of the interviewer, answers are in respondents own words, large samples can be made use of thus results can be made more dependable and reliable. This is echoed by Gay (1992) when he says, a questionnaire is much more efficient in that it requires less time, is less expensive, and permits collection of data from a much larger sample. Therefore, the researcher used questionnaires in the study. To test the attitude of the students and teachers' attitude towards group discussion, a Likert scale was employed where they were asked to respond to a series of statements by indicating whether he/she strongly agrees, is undecided, disagrees or strongly disagree with the statement (Gay 1992). Questionnaire comprising of closed –ended and Open –ended questions were used. Closed –ended questions were regularly employed than Open –ended questions because they are easier to code and analyze. Open ended questions were used to get respondents own opinions as they permit self-expression and also permit unlimited number possible answers.

3.7.2 Observation.

Classroom observation is one of the primary research data collection procedures. Research experts Cohen (1989), Nachmins and Nachmins(1992) state that classroom observation is important because of the range and reliability of information it provides. It produces a broad description of the class teacher's practices and methods. The researcher used classroom observations on teachers' use of group discussions and other methods of teaching Kiswahili literature by using specified lesson plans. Observation was carried out to establish the actual techniques employed by teachers and students' activities in the classroom. Observation provided a conceptually adequate analysis of classroom life based on factual recording and descriptions. This

technique was employed to ascertain whether the responses in the questionnaire were actually what appear in real situation.

3.7.3 Document Analysis

The document analysis entails content analysis. According to Mbwesa (2006) data is obtained by observing and analyzing the content message, reports and letters. It involves systematic analysis as well as observation to identify the specific information, content and characteristics of the message. The objective is to measure a quantitative description of the manifest content. The researcher analyzed the teaching documents to establish the frequency of group discussion as employed in teaching Kiswahili literature. It goes beyond just counting the items to a system of analysis to secure relevant and meaningful data. The document analyzed included: lesson plans, schemes of work, lesson notes, progress record, records of work, Kiswahili syllabus and student attendance register.

3.8 Validity and Reliability

3.8.1 Validity

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from analysis of data actually represent the phenomenon under study Mugenda and Mugenda, (2003). An instrument is valid if it measures what it claims to measure, Best and Kahn, (1989). Validity should not depend on the subjective judgment of one specialty. It should be based upon careful analysis, by several specialists, of instructional objective and of actual subject matter studied. According to Gay (1992), there are three types of validity;

- i. Content validity
- ii. Criterion validity
- iii. Construct validity.

Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. This study was based on content validity. As Mugenda and Mugenda (2003) put it, the usual procedure in ascertaining the content validity of a measure is to use professionals or experts in a particular field.

Criterion validity-It relates to the researchers` ability to predict some outcome or estimate the existence of some current condition. It must possess the following qualities: relevance, reliability and availability.

Construct validity is the degree to which attest measures an intended hypothetical construct (unobservable tract such as intelligence) which explains behavior (Gay, 1983:88). Therefore, to test the validity of the instruments, the researcher will utilize the knowledge of subject experts who will determine the instruments validity before the actual execution of the research process.

This study was based on content validity. According to Mugenda and Mugenda (2003), the usual procedure in accessing the content validity of a measure is to use professionals or experts in a particular field. The researcher used questionnaires and observation schedule that were reviewed by two specialists in the Department of Curriculum, Instruction and Educational Media of Moi University. Their recommendations were incorporated in the final questionnaire and observation schedule.

3.8.2 Reliability

Reliability according to Mugenda and Mugenda (2003:95) is a measure of the degree to which a research instrument yields consistent results or data for a few repeated trials. It is a degree of consistency that an instrument demonstrates (Best and Kahn 1989). A reliable instrument measures whatever it is measuring consistently. To ascertain reliability of the measuring instruments, the researcher conducted a pilot study which involved one static group and a teacher of Kiswahili literature from a school outside Wareng district. According to Mugenda and Mugenda (2003), the number of cases in the pretest should not be very large. Normally the pretest sample is between 1% and 10% depending on the sample size.

3.9 Pilot study

Pilot study aims at pre-testing the instruments. This is to ensure that the items in the instrument are stated clearly and have the same meaning to all respondents. The respondents to which the instruments are pre-tested should not be part of the selected sample Mugenda and Mugenda (2003).

The feedback is very useful for finalizing the research instruments (Wiersman, 1995). The purpose of the pilot run was to check for ambiguity, confusion and poorly prepared items. Through piloting, deficiencies were uncovered that were not apparent by simply reviewing the item. Additional items were also suggested as tabulating may be identified (Wiersman, 1995). Piloting is one way of checking reliability of research instruments (Bell, 1993). For the purpose of this study; the instruments were presented to a selected group before carrying out the main study.

They were administered to a teacher of Kiswahili literature and form three students in a pilot school which was selected from a neighboring district other than Wareng district. According to Orodho (2008), 1% of the sample size is adequate for the pilot study. In this case, the researcher used one Secondary school in Nandi Central District to pilot the study where form three students and teachers of Kiswahili were used. Using the pilot study it was realized that some of the items were poorly prepared and some repeated. Therefore, pilot study offered an opportunity to refine the study process so as to avoid setbacks in the main study. The same questionnaires were administered to the same respondents after a period of two weeks.

3.10 Data collection Procedure

The researcher got an official introductory letter from Moi University to secure a research permit from the National Council for Science and Technology before commencement of the research. Permission from the District Commissioner (D.C), District Education Officer (D .E .O) and Heads of schools was sought so that the researcher could access the targeted respondents from selected secondary schools. The researcher made reconnaissance visits to the schools selected and made appointment with the schools principals and heads of language departments and subject teachers. This allowed for proper arrangements and facilitation of data collection process.

During these visits, the questionnaires for teachers were dispatched. On the prearranged dates, the researcher assisted in organizing the classes in administering of questionnaires to the form three students. The questionnaires were collected immediately on completion to avoid discussions and sharing of information that may lead to dishonest answers. The researcher attended Kiswahili literature lessons to observe how teachers conduct their lessons using group discussion. The researcher also accessed teacher's lesson plans, schemes of work and records of work to gain deeper understanding of teaching methodology and the scope of content matter in Kiswahili literature. Other documents that the researcher accessed were: mark lists, text books, and examination papers together with their marking schemes.

3.11 Data Analysis Technique

Orodho (2009) defines data analysis as the process of systematically searching and arranging interview transcripts ,field notes, data and other materials obtained from the field with the aim of increasing one's own understanding and being able to present them to others. He further says analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them and searching for patterns.

The analysis consists of synthesizing information from research instruments; teacher and student questionnaires, observation and document analysis. Kerlinger (1986) says the purpose of data analysis is to reduce data to intelligible and interpretable form so that the relations of the research problems can be studied and tested.

Data collected from each instrument was analyzed separately. SSPS statistics 17.0 was used in the analysis. After coding the data, the items were analyzed in terms of frequencies and presented in percentages using tables and bar graphs. Qualitative description was given in relation to percentages recorded from the findings. Conclusions were made based on data collected.

3.12 Summary

The chapter has dealt with the procedures to be followed in conducting the study. This has included the study area, research design, population, sample size and sampling techniques, research instruments, validity, reliability, pilot study and data collection procedures. The next chapter deals with data presentation, analysis, interpretation and discussion.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, INTERPRETATION
AND DISCUSSION

4.1 Overview

In this chapter, the presentation, analysis, interpretation and discussion of the collected data is done. Orodho (2009) defines data analysis as the process of systematically searching and arranging interview transcript, field notes, data and other materials obtained from the field with the aims of increasing one's own understanding and being able to present them to others. He further says analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them and searching for patterns. The analysis consists of synthesizing information from the research instruments; teacher and student questionnaires, class observation and document analysis. Kerlinger (1986) says the purpose of data analysis is to reduce data to intelligible and interpretable form so that the relations of the research problems can be studied and tested.

The objectives and research questions provided a guideline for investigation of the teachers' strategies of teaching Kiswahili literature. The analysis is based on the following specific objectives. To:

- i) Establish the role of group discussion on students' performance in Kiswahili literature.
- ii) Examine the degree of using group discussion in teaching of Kiswahili literature.

- iii) Establish the attitude of students towards the use of group discussion in Kiswahili literature.
- iv) Find out the teachers' attitude towards the use of group discussion in Kiswahili literature.
- v) Identify other teaching methods commonly used in teaching of Kiswahili literature.

The information provided by 550 students and 14 teachers was analyzed and helped in getting a comprehensive account of how teachers utilized group discussion in teaching Kiswahili literature. The findings were presented using descriptive statistics where frequencies and percentages were employed. Tables and Bar graphs were used in illustrating some of the important information.

4.2 Gender of the Respondents

There were five hundred and fifty students involved in the study. The sample comprised of both male and female students. Their responses revealed that out of the five hundred and fifty, two hundred and eighty three were male representing 51.5% while two hundred and sixty seven were female representing 48.5%. The inclusion of both genders in the study helped to avoid bias that would have emerged if only one gender was used.

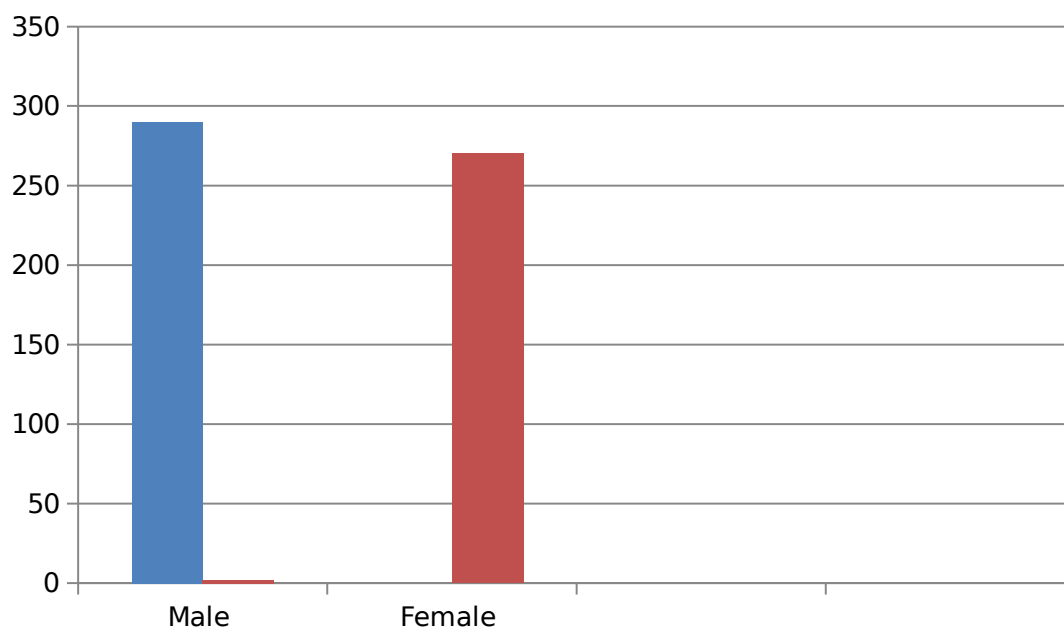


Figure 1: Students by Gender

4.3 Students views on the Use of Group Discussion on Performance in Kiswahili Literature

The respondents were to indicate if the use of group discussion enhances performance in Kiswahili literature. Five hundred and twenty (94.5%) said Yes while thirty (5.5%) said No. Most of the respondents who said yes attributed it to improvement in scores in examinations when involved in group discussion in class and during their free time. Moreover, the respondents were also asked to give reasons why group discussion doesn't enhance performance in Kiswahili literature. Seventy one (12.9%) said it was a waste of time. One hundred and thirty three (24.2%) said teachers are not actively involved in knowledge acquisition. Two hundred and twenty six (41.1%) said learners could acquire wrong information. Seventy eight (16.6%) said it was not the best strategy and forty two (8.9%) gave other reasons. This could be some of the factors affecting the students' attitude towards the use of group discussion. Therefore from the students' responses, it is clear that the use of group discussion enhances

performance. From the constructivist theory according to Bruner (1966), children learn effectively when allowed to construct personal understanding based on experiences and reflections. This could boost students understanding and longer retention of the learned material which is translated into good performance during examinations. However, the reasons given as to why group discussion does not enhance performance could be contributing factors towards negative attitude and low degree in the use of group discussion. Table 4.1 and Table 4.2 illustrate this information.

Table 4.1: Use of Group Discussion enhance Performance in Kiswahili Literature

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	520	94.5	94.5	94.5
	No	30	5.5	5.5	100.0
	Total	550	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
Waste time	71	12.9	12.9	12.9
Teacher no actively involved in knowledge acquisitions	133	24.2	24.2	37.1
Learners can acquire wrong information	226	41.1	41.1	78.2
Not the best strategy	78	14.2	14.2	92.4
other reasons	42	7.6	7.6	100.0
Total	550	100.0	100.0	

Table 4.2 Reasons why Group Discussion Does Not Enhance Performance in Kiswahili Literature

4.3.1 The Main Challenge Facing Kiswahili Literature

The respondents were to indicate the main challenge facing Kiswahili Literature. Eighty nine (16.2%) respondents said the main challenge facing Kiswahili literature was inadequate learning materials. Fifty six (10.2%) said poor student background in Kiswahili. Eight (1.5%) said it was the school setting. Twenty two (4.0%) said student attitude. One hundred and sixty one (29.3%) said insufficient time. Forty nine (8.9%) said it was due to lack of Kiswahili teacher while one hundred and sixty two (29.5%) said it was poor content presentation. Two (0.4%) said it was because of other reasons and one (0.2%) said all the above reasons given. It was revealed that the main challenge facing Kiswahili literature was poor content presentation (29.5%). In relation to the objectives, there was need to establish how group discussion was used in the teaching of Kiswahili literature and its effect on students' performance. Therefore, this could be an indicator that there is poor performance in Kiswahili literature because of poor content presentation. Investigating other teaching methods

commonly used, teacher centered approaches were preferred by most of the teachers. However, the constructivist theory according to Bruner (1966) emphasizes need for interactive and student centered learning activities and encouragement of active involvement of learners in the learning process. Group discussion is one of the learner centered approaches. For this reason, there was need to investigate if the use of group discussion could yield better results. Information on main challenge facing Kiswahili literature is summarized in Figure 2.

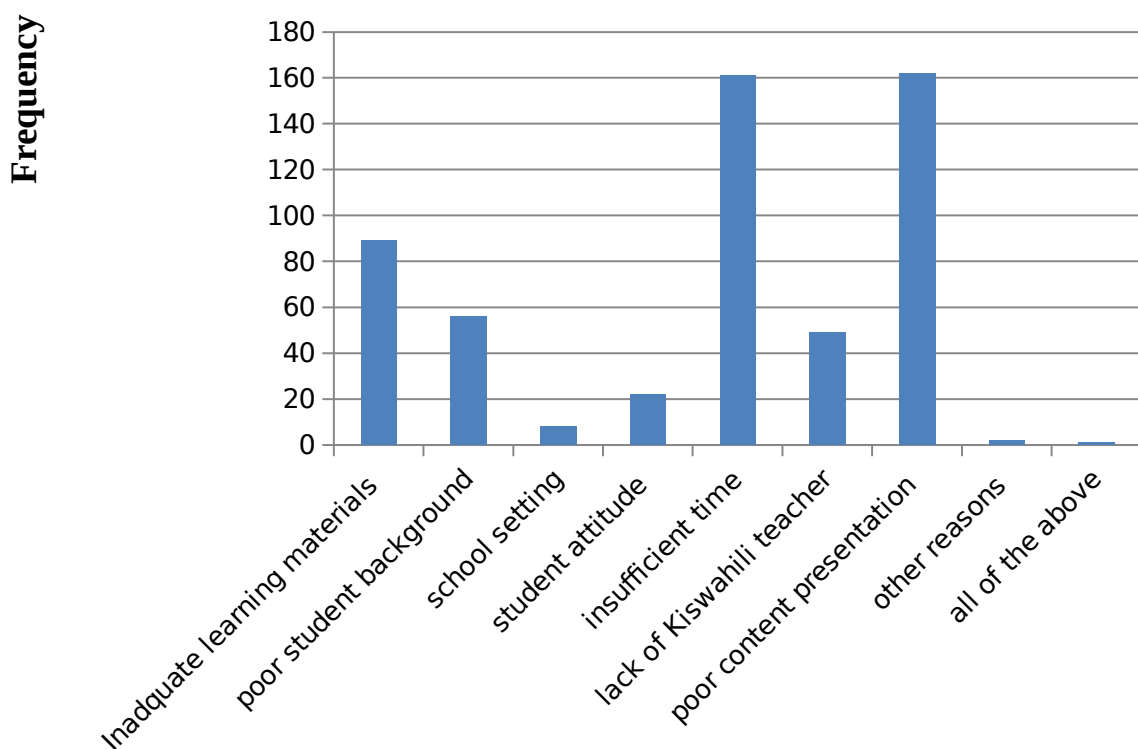


Figure 2: Main challenge facing Kiswahili Literature

4.3.2 Frequency in the Use of Group Discussion during Kiswahili Literature Lessons

The researcher sought to establish the frequency in the use of group discussion during Kiswahili literature. The students were given three options and expected to select one.

They were to show if it was rarely used, often used or never used.

Three hundred and six (55.6%) respondents indicated that group discussion was rarely used during Kiswahili literature lessons. One hundred and eighty three (33.3%) said group discussion was often used and sixty one (11.1%) indicated that group discussion was never used.

Frequency in use of group discussion in teaching Kiswahili literature is an important element in students' performance. This was very vital as it justified the need to investigate the number of times teachers employed group discussion technique during the teaching and learning process of Kiswahili literature in secondary schools. Information given by the students revealed that, group discussion was rarely used in the teaching of Kiswahili literature. Group discussion being one of the learner centered approaches need to be employed frequently as it enhances learning and performance unlike teacher centered approaches. According to Rutto (2009), teacher centered approaches produces an authoritarian atmosphere in the class. This denies the learners a democratic learning environment which is one of the characteristics of the constructivist classroom environment Bruner (1966). The frequency in the use of group discussion could help detect the degree to which group discussion was used in

the teaching of Kiswahili literature. The frequency in use of group discussion is illustrated in Figure 3.

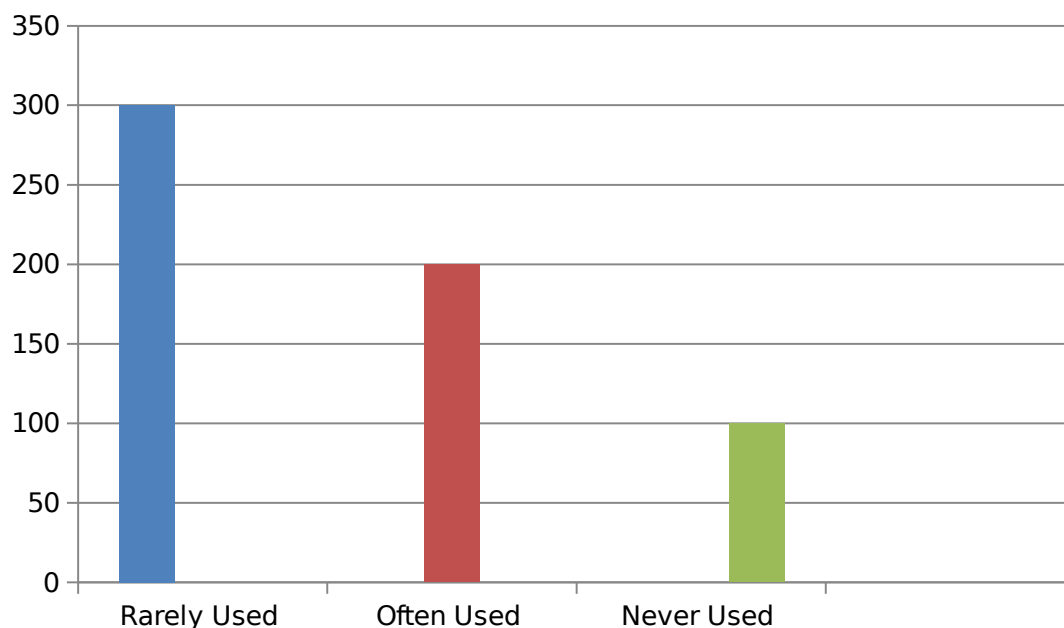


Figure 3: Group Discussion in Kiswahili Literature Lessons

4.3.3 The Utilization of Group Discussion during Free Time

The respondents were required to indicate if they utilized group discussion during free time. Three hundred and eighty one (69.3%) said Yes while one hundred and sixty nine (30.7%) said No. That is they did not utilize group discussion during free time. Attitude is an important factor as regards students' use of group discussion. That is, if they had positive attitude then they were likely to employ it even out of the Kiswahili literature lessons or during free time. On the other hand, if they had negative attitude, then they could not make any effort using it even during free time. Therefore this item assisted in finding out the students' attitude towards the use of group discussion in the teaching and learning of Kiswahili literature. Figure 4 shows students' utilization of group discussion during free time

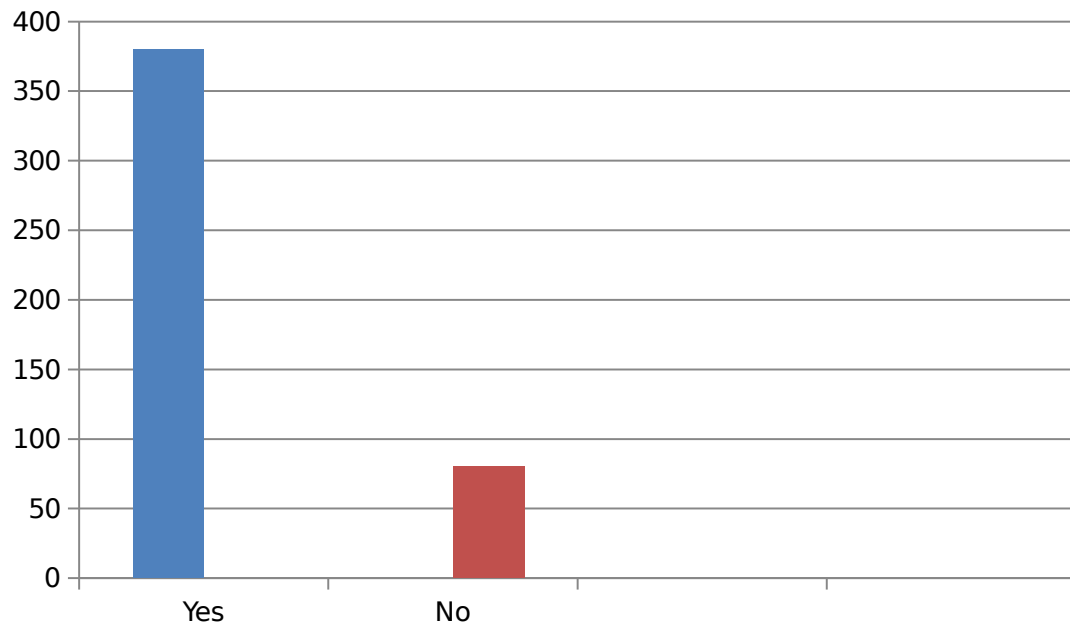


Figure 4: Students' Application of Group Discussion during Free Time

Moreover, when the respondents were asked why some students were not involved in group discussion during free time, Eighty seven (15.8%) said there was no time. Seventy five (13.6%) said there were no members. Two hundred & fifty two (45.8%) there was lack of cooperation among participants. Thirty seven (6.7%) related it to fear of intimidation by their colleagues. Thirty three (6.0%) attributed this to the teacher unwillingness. One (0.2%) had no reason, and twenty five (4.5%) associated it with long distance between the participants homes.

This means that there are several factors associated with students' inability to use group discussion during free time. Among them is lack of time, lack of members, lack of cooperation among the members, fear of intimidation by the colleagues and poor group work orientation. Since the study sought to find out the students attitude towards the use of group discussion and its degree of use, then such factors could

adversely affect their attitude and degree to which the method is employed in the learning and teaching of Kiswahili literature. The information on why students do not apply group discussion during free time is shown in Table 4.3

Table 4.3: Reasons why some Students do Not Employ Group Discussion during free time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No time	87	15.8	15.8	15.8
	No members	75	13.6	13.6	29.5
	Long distance between homes	25	4.5	4.5	34.0
	Lack of cooperation among participants	252	45.8	45.8	79.8
	Fear of intimidation	37	6.7	6.7	86.5
	Poor group work orientation	40	7.3	7.3	93.8
	Teacher un willingness	33	6.0	6.0	99.8
	No reason	1	0.2	0.2	100.0
	Total	550	100.0	100.0	

4.3.4 Time allocation to Group Discussion in Kiswahili Literature is sufficient.

The respondents were to indicate if they strongly agreed, agreed, strongly disagreed, disagreed with the statement or were undecided. Out of five hundred and fifty (100%) respondents, fifty (9.1%) strongly agreed, seventy one (12.9) agreed, two hundred and ninety six (53.8%) strongly disagreed, one hundred and twenty six (22.9%) disagreed while thirty seven (1.3%) were undecided. Most respondents either strongly disagreed or disagreed with the statement. From the responses, the implication is that, time

allocated group discussion in teaching Kiswahili literature is insufficient. The degree in the use of group discussion could be low because of limited time. Moreover insufficient time could also contribute to negative attitude towards the use of group discussion by the students. It was realized that insufficient time is due to students' busy schedule. The information on time allocation to group discussion is summarized in Table 4.4

Table 4.4 Allocation of Time to Group Discussion in Kiswahili Literature is Sufficient

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	50	9.1	9.1	9.1
	Agree	71	12.9	12.9	22.0
	Strongly disagree	296	53.8	53.8	75.8
	Disagree	126	22.9	22.9	98.7
	Undecided	7	1.3	1.3	100.0
	Total	550	100.0	100.0	

4.3.5 Popularity of Teaching Methods in Kiswahili Literature

The five hundred and fifty respondents were required to indicate the teaching methods that were popularly used in teaching Kiswahili literature in their schools. The methods included group discussion, question and answer, dramatization, fieldtrips, role playing, chalk and talk, audio visual and computer assisted.

Three hundred and four (55.3%) said group discussion was rarely used. One hundred and ninety nine (36.2%) said it was often used and forty seven (8.5%) said it was never used. For question and answer method ninety one (16.5%) said it was rarely used. Four hundred and thirty three (78.7%) said it was often used and twenty six (4.7%) said it was never used.

On dramatization method, one hundred and forty two (25.8%) said it was rarely used. Forty (7.3%) said it was often used and three hundred and sixty eight (66.9%) said it was never used. Field trip is an activity which enable learners have first-hand information. One hundred and thirty nine (25.3%) respondent said it was rarely used. Twenty one (3.8) said it was often used and three hundred and ninety (70.9%) said it was never used.

Role playing as a teaching strategy gives learner's opportunity to practice language use in speech and also develops the learners' argument skills hence contributing a lot to language learning. One hundred and seventy two (31.3%) said this method was rarely used forty five (8.2%) said it was often used and three hundred and thirty three (60.5%) said it was never used.

Audio visual method of teaching can work well with a set of questions and discussion. This method is an entertaining way of introducing content and raising issues which usually keeps group attention, stimulates discussion and ensures a high retention of the learnt material. One hundred and seventy one (31.1%) said audio visual strategy was rarely used in teaching Kiswahili literature. Seventy eight (14.2%) said it was often used and three hundred and one (54.7%) said it was never used.

Chalk and talk method of teaching is one of the oldest methods of instruction and it is used by most teachers. On students response, eighty seven (15.8%) said this method

was rarely used, four hundred and forty (80.0%) said it was often used and twenty three (4.2%) said it was never used.

Computer assisted method is the most current method based on the use of technology. Seven (1.3%) responded saying it was often used. Nine (1.6%) said it was rarely used and five hundred thirty four (97.1%) said it was never used. This is because schools either don't have computers; teachers don't have knowledge on computer use or lack of electricity in some schools.

Lecture method is an activity which can be used to convey information to students which might not be available in their text books, used to reinforce learned material and at times used to change the teaching pace. One hundred and fifteen (20.9%) said this method was rarely used in teaching Kiswahili literature. Two hundred and sixty seven (48.5%) said it was often used and one hundred and sixty eight (30.5%) said it was never used.

All the methods investigated that is; group discussion, question and answer, lecture, dramatization, role playing audio visual, chalk and talk and computer assisted were thought to be important in the teaching of Kiswahili literature. The choice and use of a given teaching method influences the learning and teaching process and performance in examinations. Therefore it was necessary to find out teaching methods commonly used in teaching Kiswahili literature. This is because the methods commonly used by the teachers might not be effective thus the reason for poor performance.

It was revealed that the most commonly used teaching methods are question and answer, chalk and talk and lecture. According to K I E syllabus (2000), emphasis is

laid on learner centered approaches. This is a situation where here learners are to discover on their own during the learning process. The instructor is just a facilitator and a guide. With domination of teacher centered approaches, learners are denied the opportunity to actively participate in the teaching and learning process. This item answers the question which sought to find out other teaching methods commonly used in teaching Kiswahili literature. Summary of popularity of teaching methods in teaching Kiswahili literature is shown in Figure

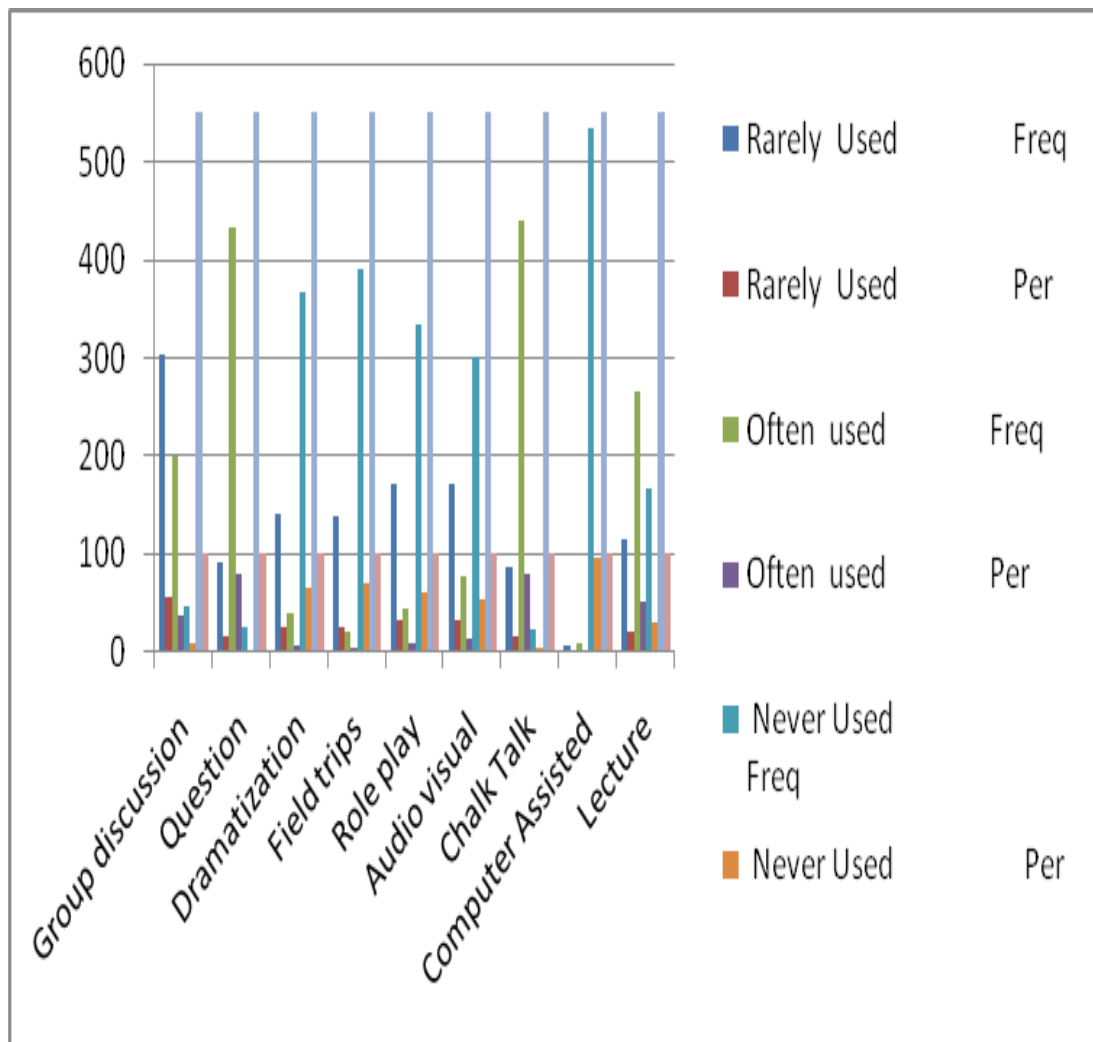


Figure 5: Popularity of the Teaching Methods

TEACHER RESPONSES

4.4 Gender of the Respondents

Fourteen teachers were involved in the study. They were both male and female. Their responses revealed that seven (50%) were male and seven (50%) were female. The inclusion of both the genders provided a sample whose opinions were against bias which would otherwise emerge if only one gender was involved. Table 4.5 shows gender of the respondents.

Table 4.5: Gender of the Teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	7	50.0	50.0	50.0
	Female	7	50.0	50.0	100.0
	Total	14	100.0	100.0	

4.4.1 Professional Qualification of the Respondents

Out of the fourteen respondents, one (7.1%) had a diploma in education. Twelve (85%) had a bachelor's degree in education and one (7.1%) had a bachelor's degree in arts. The level of education of a teacher usually dictates the qualification, the quality and relevance of textbooks, frequency of marking and interest among students thus affecting student's achievement (Kiragu 1986). The teacher qualification plays an important role in influencing instructional competence. As Mutunda and Safuli put it, the quality of education depends to a large extent on the quality of teachers involved in its development and delivery. It is because of this that the researcher felt it was necessary to find out the education level of the respondents. The results show that a good number of teachers were qualified to teach the subject (Kiswahili Literature)

Any teacher well-grounded on the content of his/her subject in this case literature in Kiswahili will teach it well. The teacher qualification influences his/her choice of the teaching methods and content delivery. Therefore it was necessary to find out if the professional qualification of a teacher hindered or facilitated the choice and use of group discussion in teaching Kiswahili literature. This was in line with the objective that sought to establish the degree to which group discussion is used in the teaching of Kiswahili literature. Most of the teachers involved were qualified as they were professionally trained as indicated in the questionnaire. They too had adequate knowledge of the techniques employed in the teaching of Kiswahili literature. Most of the teachers involved were holders of a bachelor's degree in education. The Information on professional qualification of the teachers is presented in Table 4.6

Table 4.6: Professional Qualification of the Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma in education	1	7.1	7.1	7.1
	Bachelor's degree in Education	12	85.7	85.7	92.9
	Bachelor's degree in Arts	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

4.4.2 Teaching Experience of Respondents

The respondents were asked to indicate their years of teaching Kiswahili literature. One (7.1%) had less than one year. Two (14.3%) had served for a period between 1-2 years. Six (42.9%) had served for between three and four years. This was the largest serving bracket. Two (14.3%) had experience of between 6-10 years. One (7.1%) had served for between 11-15 years and two (14.3%) had served for more than 15 years.

Teacher experience was crucial in teachers' performance as the years of practice would present a variety of experiences to a teacher. It was important to establish the teaching experience of the respondents because it encompasses the level of understanding of the content and its presentation. Experience comes with new and applicable skills in ones line of expertise. Therefore it was expected that the more a teacher was experienced, the more he/she was expected to be a better teacher thus able to enhance the students' abilities and performance.

Blackie (1994) asserts, the teacher's understanding of language, language learning and his experience in the methods and techniques of language teaching are very important in his/her professional skill. Therefore the teaching techniques the teacher employs, understanding and experience on subject matter detects the effectiveness of the teacher. In this study, it was important to establish if the teachers experience was a factor in his/her choice and use of a given technique. Therefore it was necessary to establish if the experience of the teacher influenced the choice and use of group discussion in teaching Kiswahili literature. The teacher's experience could determine the degree to which group discussion is used in the instructional process. This was in line with the objective which sought to establish students' performance when group discussion is used and the degree of its use in teaching Kiswahili literature. Table 4.7 illustrates this information.

Table 4.7 Teaching Experience of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1year	1	7.1	7.1	7.1
	1-2 years	2	14.3	14.3	21.4
	3-4 years	6	42.9	42.9	64.3
	6-10 years	2	14.3	14.3	78.6
	11-15 years	1	7.1	7.1	85.7
	More than 15 years	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

4.4.3 Students Performance when Group Discussion is employed.

Respondents were to indicate students' performance when group discussion was employed. They were to rate them as very good, average or below average. Out of the fourteen respondents, five (35.7%) said the performance was good, nine (64.3%) said it was average and none said if it was very good or below average. From this information it is evident that the respondents were positive. Therefore, the use of group discussion improves students' performance. However, the average performance in Kiswahili literature could be because of the low degree in the use of group discussion among other factors. The rare use of group discussion was revealed in the schemes of work where teachers rarely schemed for group discussion in teaching Kiswahili literature. Moreover, there were those who schemed for it but from the lesson plans it was not employed. According to Farrant (2000), teaching methodology is fundamental for the success of any learning process. He further suggests that, child centered approaches of teaching for secondary school students attempt to break the formal and conventional methods of teaching which are marked by partly lack of

keenness in real life. Therefore, there is need for teachers to regularly employ group discussion technique in teaching Kiswahili literature as it is one of the child centered approaches. The Kenya Education Commission (1964) blames the neglect of activity and pupil participation methods for low achievement in education. This item answers the question that aimed at establishing the effect of group discussion method on students' performance in Kiswahili literature. The statistics is shown in Table 4.8

Table 4.8: Students Performance When Group Discussion is used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	5	35.7	35.7	35.7
	Average	9	64.3	64.3	100.0
	Total	14	100.0	100.0	

4.4.4 Frequency in the Use of Group Discussion

The respondents were required to indicate the frequency in use of group discussion method in teaching Kiswahili literature. They were to indicate if it was rarely or often used. Ten of the respondents (71.4%) said it was often used while four (28.6%) said it was rarely used. However this information contradicts the students' responses which indicated a high percentage of the technique being rarely used during Kiswahili literature lessons. From the observation, it was revealed that the method was rarely used during literature lessons. However it appeared often used specifically during or when exams were approaching and when teachers had covered the syllabus (revision time). It was necessary to establish the frequency in the use of group discussion as the teachers' attitude is determined by the frequency in its use. This also revealed the degree to which the method is employed in teaching Kiswahili literature. The implication is that, if the method is rarely used then this could be an indicator that the

degree to which the method is used is low. From document analysis group discussion was rarely used in the teaching of Kiswahili literature. Being a learner centered approach there is need to frequently employ the technique in the teaching and learning of Kiswahili literature. Insufficient time and teacher workload however acts as a setback in the frequent use. As Kithinji et al., (2007) puts it, influence of constraints such as time, resources and class size may alter the choice of method to be used. Information on the frequency in the use of group discussion is shown in Figure 6.

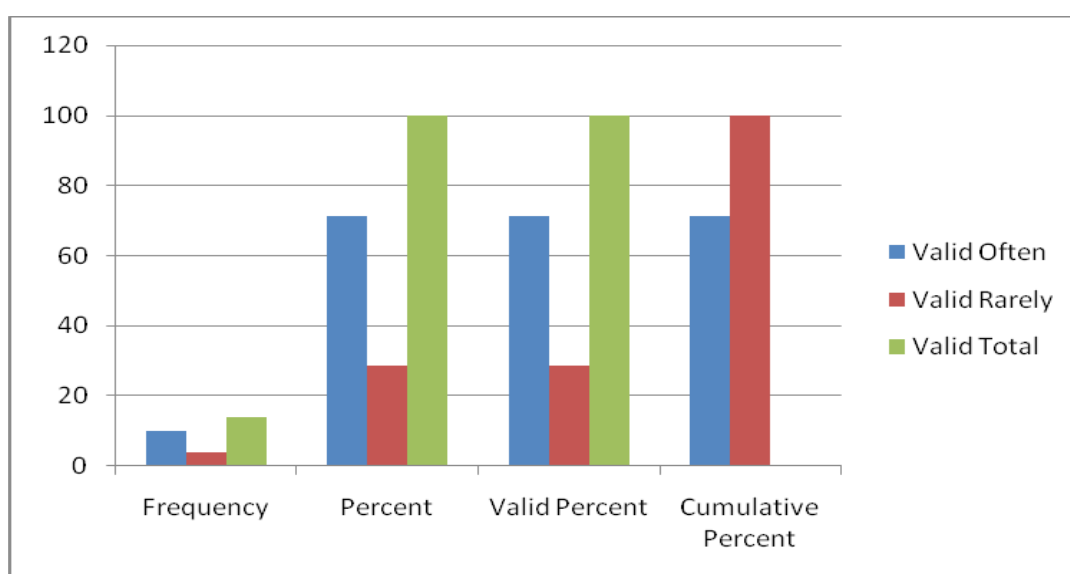


Figure 6: Teacher Use of Group Discussion

4.4.5 The number of Kiswahili Lessons per Week

The respondents were asked to indicate the number of Kiswahili lessons taught per week in form three. Ten (71.4%) had six lessons. This is the maximum number of lessons allocated for form three and forms four. Three (21.4%) had twelve lessons. This may be because they have two classes in form three. One (7.1%) had more than eighteen lessons. The number of lessons allocated the subject determines the methodology to be employed. On the ground, most teachers' had six lessons for

Kiswahili in form three. The few number of lessons allocated Kiswahili as a subject means a few lessons allocated Kiswahili literature. That is 5 lessons in form 1 and 2, and 6 lessons in form 3 and 4. The teachers were not able to frequently use group discussion. With the demand to cover the syllabus on time, most teachers avoided the use of group discussion thus its rare application. This information on number of lessons for Kiswahili in form three is summarized in Table 4.9

Table 4.9: Number of Kiswahili Lessons per Week

Number of lessons	Frequency	Percentage
6 Lessons	10	71.4
12 Lessons	3	21.1
More than 18 Lessons	1	7.1
Totals	14	100.0

This prompted the next question which asked the respondents to indicate the number of lessons used for Kiswahili literature per week. One (7.1%) said one lesson per week. Eight (57.1%) had two lessons. This might be because of the two lessons in the timetable which were allocated literature. Five (35.7%) had three lessons. This could be because these teachers did not know the number of lesson allocated literature according to the syllabus. The number of lessons in literature per week could affect the attitude and degree to which group discussion is used. This is because of inadequate time that could affect the choice of the method to be employed in the teaching and the degree to which the method is used. This is in line with the objectives which sought to establish the teachers' attitude towards the use of group discussion and the degree to which group discussion is used in the teaching of Kiswahili literature. This statistics is shown in Table 4.10

Table 4.10: Lessons Allocated Kiswahili Literature per Week

Number of lessons	Frequency	Percentage
1 Lesson	1	7.1
2 Lessons	8	57.1
3Lessons	5	35.7
Total	14	100.0

4.4.6 Factors Limiting the Choice and Use of Group Discussion

Respondents were to indicate factors that limit the use of group discussion in the teaching of Kiswahili literature. Eight respondents (57.1%) said the use of group discussion was limited in its use because of teacher workload. Two (14.3%) attributed it to poor student participation and two (14.3%) related it to financial constraints. It was evident that the teacher workload largely affects or limits the choice and use of group discussion. This is because the teachers of Kiswahili literature had a second subject to teach which increased the workload. This could have contributed to the teachers to have negative attitude towards the use of group discussion. This could also affect the degree to which group discussion is used. This is because the method needs adequate time to plan and run. According to Kithinji et al., (2007), time is one of the factors that determines the choice and use of any teaching method. Therefore this information was vital in justifying the objectives which sought to establish the teacher attitude and the degree to which group discussion is used in teaching Kiswahili literature Figure 7 gives a summary of this information

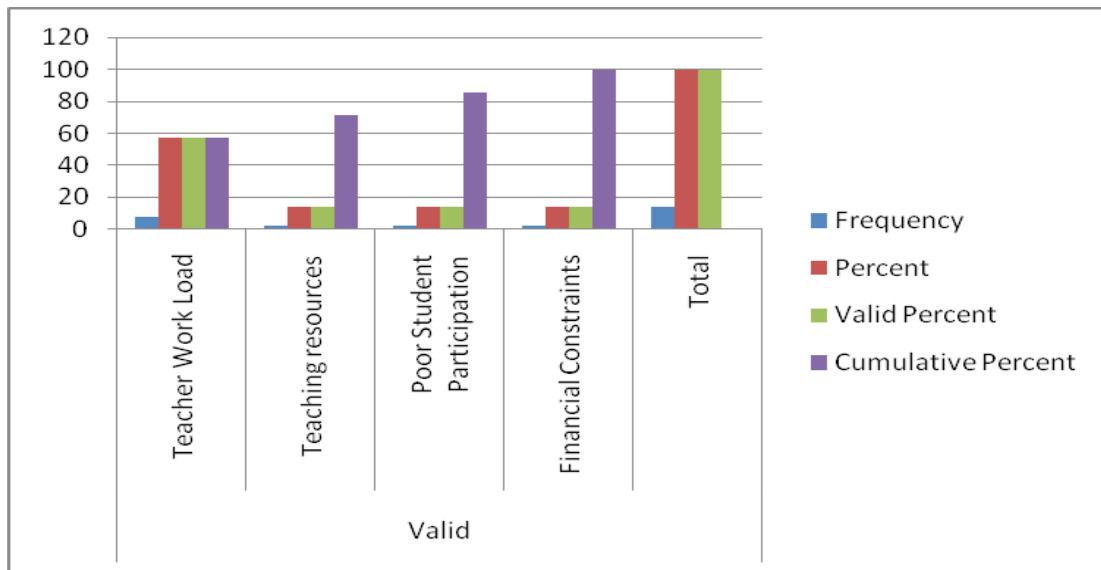


Figure 7: Factors Limiting the Choice and Use of Group Discussion

4.4.7 The Popularity of Teaching Methods

The respondents were given various instructional methods to show how popular they were in their use. The methods included group discussion, question and answer, lecture, role playing, field trips, audio visual, chalk and talk, dramatization and small groups. They were required to show if they were often, rarely or never used.

On the use of group discussion, ten (71.4%) said the method was often used, four (28.6%) said it was rarely used and none said it was never used. However these responses contradict the student responses on the use of group discussion during literature lessons. Their responses showed that this technique was rarely used.

Seven (50.0%) said lecture method was often used. Six (42.9%) said it was rarely used and one (7.1%) said it was never used. On the use of role playing, two (14.3%) said it was often used. Nine (64.3%) said it was rarely used and three (21.4%) said it was never used.

There was no respondent who said field trip method was often used. This implies that while teaching Kiswahili literature most teachers never employed field trips. It is a discovery method, interesting thus liked by most students. However it could not have been often used in schools because of the expenses involved that is; from the school administration and the parents. Eight (57.1%) said it was rarely used and six (42.9%) said it was never used.

For audio visual technique, two (14.3%) said it was often used. Ten (71.4) said it was rarely used and two (14.3%) said it was never used. Twelve (85.7%) of the respondents said the chalk and talk was often used in teaching Kiswahili literature. Two (14.3%) said it was rarely used and none said it was never used. Four (28.6%) respondents said dramatization strategy was often used in the teaching of Kiswahili literature. Eight (57.1%) said it was rarely used and two (14.3%) said it was never used.

On the use of small groups, eleven (78.6%) said it was often used. Three (21.4%) said it was rarely used and there was none who said it was never used. From the frequencies and percentages as illustrated in Table 4.10, it is evident that some of the methods were commonly used while others were never or rarely used during the instruction process. The commonly used methods included the question and answer, chalk and talk. Lecture and small groups. The teaching methods rarely used included; dramatization, field trips, audio visual and role play. These methods are learner centered thus needs to be popular in the teaching of Kiswahili literature. However, teacher centered approaches seem to be popular unlike the learner centered approaches. According to Rutto (2009), there is need for learner involvement in the

learning of Kiswahili literature. The teacher should avoid ‘emptying’ his/her knowledge into the learners mind. Therefore, this calls for the frequent use of learner centered approaches among them group discussion.

The K I E (2002) syllabus emphasizes the use of learner centered approaches in the teaching. However, it was revealed that some of the commonly used methods in teaching are teacher centered like question and answer which had (92.9%). Chalk and talk with (85.7%). Group discussion and small groups were also shown to be often used by the teachers. However the students’ information contradicts this. From the observation as will be seen later, group discussion was rarely used. To a limited extent buzz group were used only taking 3-5 minutes. This information answers the question which sought to find out other teaching methods commonly used in the teaching of Kiswahili literature.

Table 4.11: Popularity of the Teaching Methods

Teaching method	Often		Rarely		Never		Total	
	Frequency	%	Frequency	%	Frequency	%		
Group	10	71.4	4	28.6	00	00	14	100

discussion								
Question	13	92.9	1	7.1	00	00	14	100
Lecture	7	50.0	6	42.9	1	7.1	14	100
Role pay	2	14.3	9	64.3	3	21.4	14	100
Field trip	00	00	8	57.1	6	42.9	14	100
Audio visual	2	14.3	10	71.4	2	14.3	14	100
Chalk Talk	12	85.7	2	14.3	0	0	14	100
Dramatizatio n	4	28.6	8	57.1	2	14.3	14	100
Small groups	11	78.6	3	21.4	0	0	14	100

4.4.8. Teachers views towards the Use of Group Discussion in Teaching Kiswahili Literature

4.4.8.1 Student Ability Influences the Choice of the Teaching Method.

As a teacher charged with helping students grasp and practice scholastic material, keeping students awake and engaged is a vital part of the learning process. Therefore by embracing a variety of teaching styles, the teacher can gain students interests and better serve the various ways may prefer to learn.

In every classroom, there will be a variety of students with different skills, interests, abilities and learning styles. Teachers need to be aware of these differences and should also be aware that their own preferred learning teaching styles will influence the way in which they plan and teach. These differences need to be planned for in order to ensure that all students have an equal access to the curriculum and an equal opportunity to learn and succeed. Teaching methods used by the teacher to a large extent determines the performance of the students. The type of students that a teacher has determines the type of method to be used. In class there can be quick and slow learners. For quick learners, they require only the teachers' directions therefore for them a lecture method can do well. For the slow learners this method might be fruitless. For them a method like group discussion with a follow-up activity could be appropriate. From the statistics, five (35.7%) strongly agreed with the statement, nine

(64.3%) agreed with the statement and there was none who disagreed. The responses were positive. Therefore this means that students' ability influences the choice of a teaching method.

4.4.8.2 Teachers Understanding of Mechanisms Employed in Using Group Discussion in teaching literature.

Understanding the mechanism of any given method before using it in the instruction process is very vital. From the teachers who responded three (21.4%) strongly agreed, eleven (78.6%) agreed and none strongly disagreed or disagreed with the statement. Therefore this meant that because they understood the mechanics then it was easy for them to employ it.

4.4.8.3 Group Discussion is the Most Effective Method in Teaching Kiswahili Literature.

Respondent were to indicate if they agreed or disagreed with the statement. An effective method in teaching means a good understanding of the content thus good performance. Six (42.9%) of the respondents said they strongly agreed, seven (50.0%) agreed and one (7.1%) disagreed. A big percentage of the respondents were positive. That is they either agreed or strongly agreed.

4.4.8.4 Time Constraints make it Difficult to Use Group Discussion.

Time factor was one of the problems associated with the use of group discussion. Seven (50.0%) strongly agreed with the statement and seven (50.0%) agreed. None of the respondents strongly disagreed, disagreed or was undecided. All the respondents were positive. That is time constraints to a teacher makes it difficult for him/her to employ group discussion while teaching Kiswahili literature.

4.4.8.5 Group Discussion Enable Student to Think Logically and Perform Well in Kiswahili Literature.

Varied responses were given. Four (28.6%) strongly agreed eight (57.1%) agreed. One (7.1%) disagreed and one (7.1%) strongly disagreed. A big percentage of the respondents were positive. That is they either strongly agreed or agreed. This question was in line with one of the objectives which aimed at establishing if the use of group discussion in teaching Kiswahili literature improves students' performance.

4.4.8.6 Group Discussion enables Learners Retain the Learned Materials for a Longer Time and Gaining of Skills.

Some of the advantages of using group discussion are; it promotes longer retention of learned materials and also acquisition of skills such as the listening and speaking. Six (42.9%) strongly agreed with the statement. Seven (50.0%) agreed and one (7.1%) disagreed. Majority of the respondents were positive.

4.4.8.7 Group Discussion Influences Student Attitude Towards Kiswahili Literature.

The respondents were to indicate if the use of group discussion facilitated change in students' attitude towards the subject. Seven (50.0%) strongly agreed. Six (42.9%) agreed while one (7.1%) disagreed. (92.9%) of the respondents were positive.

4.4.8.8 Group Discussion Enhances Syllabus Coverage

From the various techniques, there are some which when employed enhance syllabus coverage while others might drag /slow the coverage. From the responses six (42.9%) strongly agreed, five (35.7%) agreed two (14.3%) disagreed while one (7.1%) strongly disagreed. Majority of the respondents were positive

4.4.8.9 Group Discussion Enhance Teacher Effectiveness.

Out of the fourteen respondents, one (7.1%) strongly agreed that group discussion influence teacher effectiveness. Nine (64.3%) agreed, two (14.3%) disagreed. One (7.1%) strongly disagreed and one (7.1%) was undecided. Therefore, approximately seventy one (71.4%) of the respondents were positive with the statement indicating that the use of group discussion influences teacher effectiveness.

This information helps to establish the degree in the use of group discussion and the teachers' attitude towards the use of group discussion in teaching Kiswahili literature. Group discussion should be frequently used and students and teachers need to have positive attitude towards the use of group discussion. As Nasibi (2003) puts it: the use of groups in learning is important as it provides opportunity for learners to interact freely, enhance learners listening and speaking skills instills confidence and self – discipline, enhances pooling together and sharing of ideas, develop students higher level cognitive skills and makes learning more effective as studies show peers learn from each other easily than from adults. Table 4.12 summarizes the teachers' views on the use of group discussion.

Table 4.12: Summary of the Teachers Views on The Use of Group discussion

ITEM	SA		A		D		SD		U		TOTAL	
	FRE	PERC	FR	PER	FRE	PER	FRE	PER	FRE	PER	FRE	PER
Student ability influences the choice of the teaching method	5	35.7	9	64.3	0	0	0	0	0	0	14	100
Teachers have an understanding mechanism employed in using group discussion in teaching literature	3	21.4	11	78.6	0	0	0	0	0		14	100
Group Discussion is the most effective method used to teach Kiswahili literature	6	42.9	7	50.0	1	7.1	0	0	0	0	14	100
Time constraints make it Difficult to use group discussion	7	50.0	7	50.0	0	0	0	0	0	0	14	100
Group discussion enable student think logically and perform well in Kiswahili literature	4	28.6	8	57.1	1	7.1	1	7.1	0	0	14	100
Group Discussion enable learners retain the material longer	6	42.9	7	50.0	1	7.1	1	7.1	0	0	14	100
Group Discussion influences student attitude	7	50.0	6	42.9	1	7.1	0	0	1	7.1	14	100
Group Discussion enhance syllabus coverage	6	42.9	5	35.7	2	14.3	1	7.1	0	0	14	100
Group Discussion influence Teacher Effectiveness	1	7.1	9	64.3	2	14.3	0	0	0	0	14	100

4.5 Classroom Observation

Classroom observation was carried out in all the twelve schools sampled. A total of twelve lessons were observed. The observation schedule was prepared having different categories of questions which were in line with the objectives of the study. The major category was the teachers' use of group discussion in teaching Kiswahili literature. This was to verify the teachers' use of this strategy in relation to students' performance.

The observation was also to determine other teaching methods used during group discussion, genres taught using discussion, class size, the teacher and student attitude towards the use of group discussion and student performance when group discussion is used.

The aim of these observations therefore was to illuminate any issues connected with or arising from the actual use of group discussion as a teaching strategy. Its purpose was to form a "realistic" impression of what actually happens in the sessions where it was employed. This helped provide useful contextual details to help understand factors which might deeply affect the way in which group discussion is viewed by the teachers of Kiswahili literature and the students.

4.5.1 Observed Student Performance

From the observation, performance was measured from the students' participation in answering oral questions or the outcome of the results from the short quizzes given after group discussion. From these lessons, one (8.3%) performance seemed very good. The students actively and joyfully participated in the lesson. When asked questions they answered most of them correctly and when given the short quizzes they scored very high marks. Six (50.0%) of the lessons, performance was good.

Students participated well, when questions were asked (Orally and written) they answered very well. Four (33.3%) of the lessons had an average performance. In these lessons not all the students were actively involved in the group discussion. When asked questions a few could answer correctly therefore average performance. One (8.3%) of the lessons observed performed below average. The lesson was dull; students seemed shy and unwilling to talk when asked to do so. Most of the questions were answered wrongly and when given assignments they scored lowly. From the statistics, it was evident that the use of group discussion in the instruction process enhanced performance in Kiswahili literature. This is shown in Figure 8. According to Nasibi (2003), the use of groups makes learning more effective. The effectiveness can be measured through students' performance in oral or written examinations. This justifies the objective which aimed at establishing whether the use of group discussion enhances performance in Kiswahili literature.

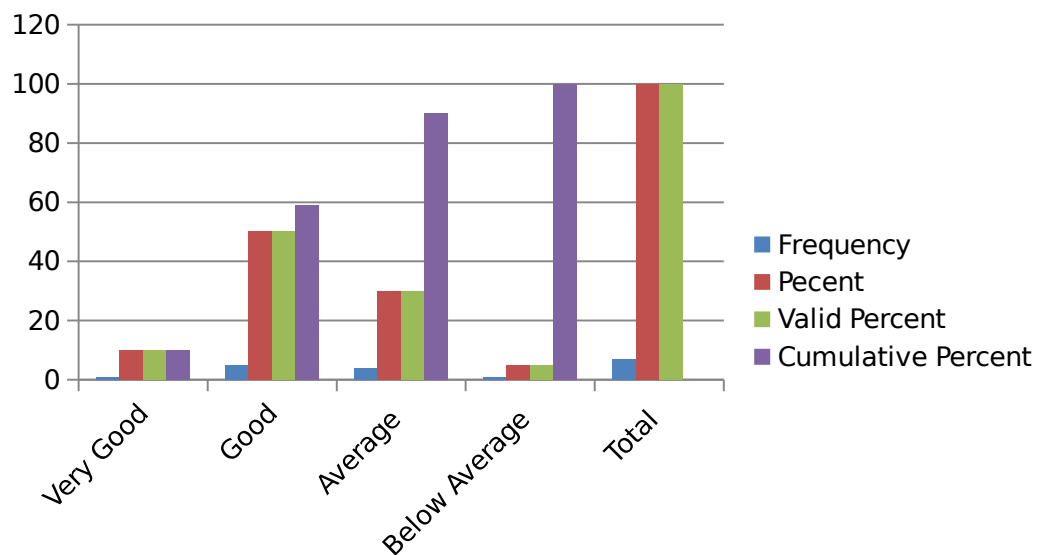


Figure 8: Students' performance during group discussion

4.5.2 Students' Participation during Group Discussion

Eight (66.7%) of the lessons observed show that students were active. Four (33.3%) were passive. The teachers' role was to give out tasks, guide and had to be consulted where necessary. This means participation was based on learners' ability to talk fluently in Kiswahili. This was the reason for their free and willingness to participate. The passive ones were either shy or had speech problems therefore afraid of talking as they feared making mistakes. The passive students remained silent unless when pointed at by the teacher for a contribution. These factors seemed to contribute to the attitude of students towards group discussion that is either positive or negative. According to Gelula (1997), students should be encouraged to contribute in the discussions as decisions ought to be a group process not just for the self-centered and outspoken ones. Table 4.13 summarizes students' participation in a lesson that employed group discussion.

Table 4.13: Students Participation during Group Discussion

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Active	8	66.7	66.7	66.7
	Passive	4	33.3	33.3	100.0
	Total	12	100.0	100.0	

4.5.3. Teacher Participation during Group Discussion

From the observation, most of the teachers understood their role in carrying out group discussion. Nine (75.0%) of the teachers were seen guiding the students. This was

evident in the introduction section of the lesson. During lesson development, teachers were seen moving around the groups and their presence enhanced good student participation in the discussion. One (8.3%) was absent during the discussion that is the teacher had assigned students some work thus had to carry out the tasks on their own. In this case there wasn't anybody to control the group discussion. The researcher had to step in in case of poor group control and noise making. Two (16.7%) were not concerned. These teachers introduced their lessons, gave out tasks to the different groups and carried out personal work throughout the lesson as the students continued with the discussions. The students concluded their work in groups then were required to present the findings. After the presentation, one of the two teachers collected work done for marking while the other just concluded the lesson. As for the teachers absent and those not concerned, the implication could be that they did not understand the techniques of running group discussion nor had a negative attitude towards its use. The active teacher participation could have been boosted by early preparations in the use of the method.

This means that as much as the technique is student centered, the teacher has to be available to guide and facilitate the running of group work to effectively meet the lesson objectives. The teacher is to ensure all students participate. He /she should move round the class room and be consulted if need be, evaluate students' work for example using oral questions or short quizzes and summarizing of the lesson. According to Gathumbi (2005), the teacher should participate in the organizing and running of group discussion. His role is to facilitate and give guidance where required. The teacher should not impose his/her opinion. He/she should be interested in the learners' ideas rather than the mistakes they make and they should be formal, patient and relaxed during group discussion. This item answered the question which

sought to find out the teacher attitude towards the use of group discussion. This is summarized in Figure 9.

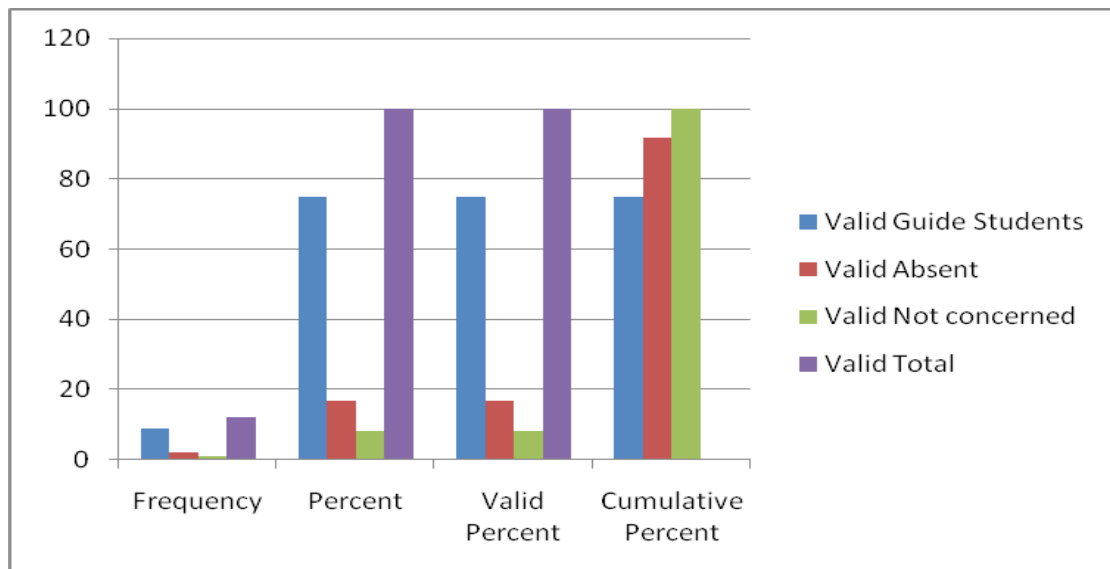


Figure 9: Students Participation during Group Discussion

4.5.4 Observed Students Attitude towards Group Discussion

Out of the twelve lessons observed, there were nine (75.0%) of the lessons which showed the students had a positive attitude towards the use of group discussion. In these lessons students actively participated in their groups and in the presentations. They were seen actively answering the questions when asked by the presenters and the teachers. Gelula (2007) encourages student participation in the groups as it enhances learning. Generally, these students enjoyed the lessons. Three (25.0%) of the lessons observed showed bored or frustrated students. Others were shy and even not ready to contribute and answer questions when asked by the teacher. The lessons appeared dull and there was less interaction between the teacher and students and

among students themselves. The teacher tried to involve such students by asking questions but in most cases they gave irrelevant answers. They did not seem to utilize the instructional resources (textbooks) available unlike during the other lessons where students were seen going through books to get more information. The information is summarized in Table 4.14

Table 4.14: Observed Students` Attitude towards Group Discussion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive	9	75.0	75.0	75.0
	Negative	3	25.0	25.0	100.0
	Total	12	100.0	100.0	

4.5.5 Observed Teacher Attitude towards Group Discussion

Out of the twelve teachers observed, ten (83.3%) showed a positive attitude towards the use of group discussion. The teachers seemed to understand the techniques of organizing and running group discussion. These teachers appeared lively; they taught the lessons with ease and enjoyed the lessons. Two (16.7%) appeared to have a negative attitude towards the use of group discussion. From the observation, the lessons were dull; there was poor interaction between the teacher and students or even among the students. There were less evaluating activities such as oral questions and assignments or short questions. The teachers seemed to teach with a lot of difficulties. According to Gelula (2007), the teacher should probe students' knowledge. He should pose questions for students to give all they know. From the information it is clear that, some teachers had negative attitude toward the use of group discussion. This is shown in Figure 10

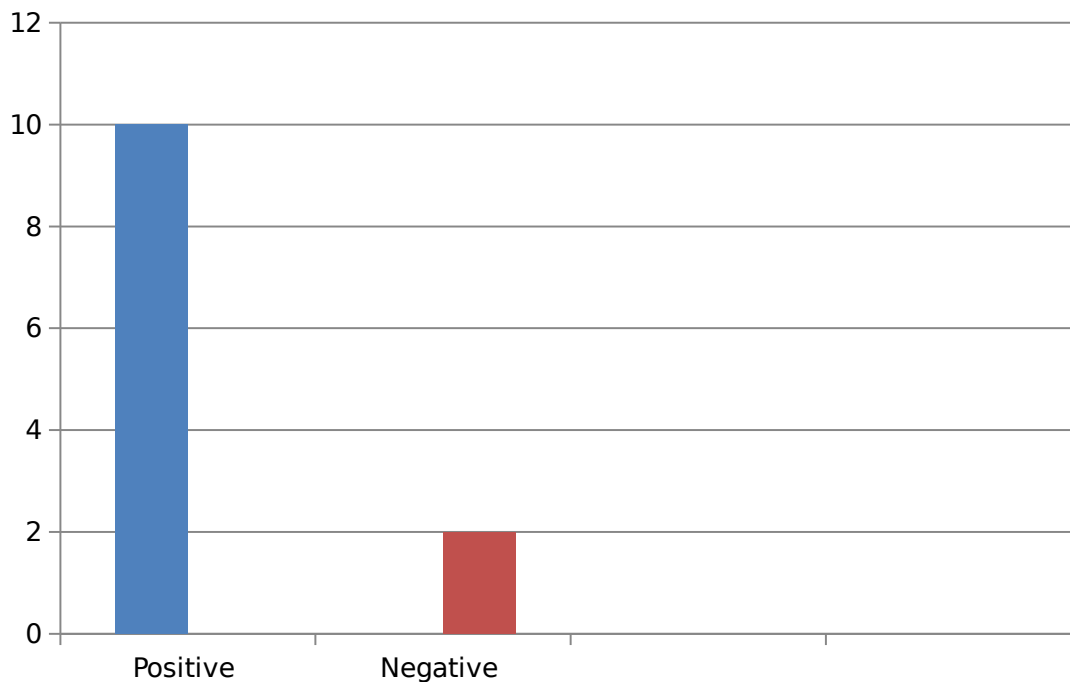


Figure 10: Teacher Attitude towards Group Discussion

4.5.6 Class Size

From the twelve lessons observed, nine (75.0%) lessons had students between forty one and forty five. These classes seemed easily manageable by the teacher. The teacher could be seen moving easily between the rows as the group discussion was on. On two occasions (16.7%) of the lessons the students were congested. The classes had students between fifty six and sixty. The students even took long to assemble. Moreover there was less space to allow free movement of the teacher. This was evident especially when the teacher was of the opposite sex. One (8.3%) lesson had students above seventy five. The teacher taught two streams therefore had to combine the classes. It seemed difficult to control the students and even effectively run the group discussion. The class size determines the choice of teaching methodology,

Kithinji et al., (2007). This therefore assisted in revealing the methods commonly used in teaching Kiswahili literature. The class size will also affect the teachers' attitude to which group discussion is used. Information on class size is shown in Table 4.15

Table 4.15: Size of Class

		Frequency	Percent	Valid Percent	Cumulative Percent
	41-45	9	75.0	75.0	75.0
	56-60	3	25.0	25.0	100.0
	Total	12	100.0	100.0	

4.5.7 Other Teaching Methods Used With Group Discussion

Group Discussion is an excellent teaching method when used in conjunction with other methods. Instruction should be varied from day to day to reach most students as much as possible. Teachers of Kiswahili Literature need to provide their students with note taking skills before starting discussions. It is important that teachers be good at managing and facilitating discussions. Question answer techniques are effective for this. From the observation, teachers employed group discussion as required according to arrangements that were made during the first visit. However, apart from using this technique there were other teaching methods which were commonly used. What was evident showed that four respondents (33.3%) used question and answer where the teacher asked probing questions where there was need for a better understanding and clarity of information. Students rarely asked questions and if they asked, it was only when the teacher forced them. This means it was a teacher driven activity.

Chalk and talk was another method where five (41.7%) of the teachers observed used. This was used by both the teachers and students. During the introduction the teachers talked giving instructions, grouping and writing the tasks for the groups on the chalk board. During group presentation the students (group secretary) too used chalk and talk in presenting the group information.

Another commonly used method was the lecture method. Three of the respondents (25.0%) used lecture method. The teachers used lecture method in the lesson introduction while reviewing the previous lesson and giving an overview of what was required from the students during the lesson (lesson objectives). These teachers also used the lecture method in the lesson development. This was only when the students showed poor participation. They too used it at the end of the lesson when giving a summary of the discussion. Other teaching methods such as dramatization, role playing, audio visual, computer assisted were not evident. This means they were rarely or never used in the teaching process. The findings revealed that, the commonly used methods included, question and answer, chalk and talk and lecture. This shows that, there is need for teachers to frequently employ learner centered approaches among them group discussion in the teaching Kiswahili literature. As Mukwa and Too (2002) put it, discussion helps students to access their learning. Their attitudes are shaped towards making progress and growing. Discussion helps students in clarifying and sharpening issues as well as crystallizing their thinking and identifying concepts needed for their studies. This information was in line with the objective seeking to find out other teaching methods commonly used in teaching Kiswahili literature. The information is summarized in Figure 11.

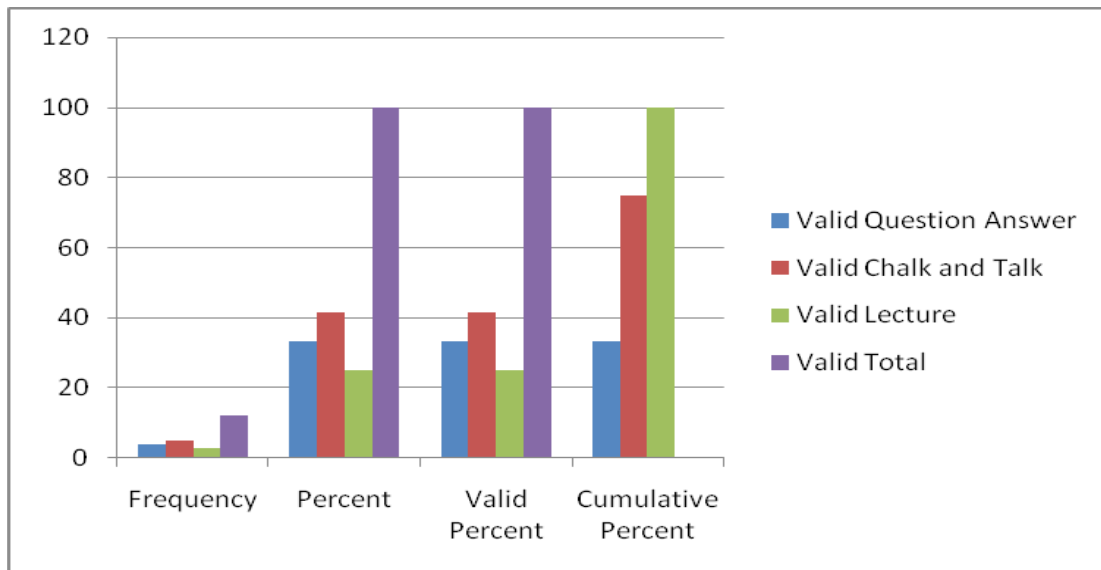


Figure 11: Commonly Employed Teaching Methodology

4.5.8 Genre of Literature Observed Using Group Discussion

Out of the twelve lessons observed, two (16.7%) taught the novel, two (16.7%) taught the play while eight (66.7%) taught oral literature. There was no teacher who taught short stories and poetry. Most of the teachers (66.7%) taught oral literature. The lessons were enjoyable and students actively participated in the learning process. Different sub-genres of oral literature were taught. This proved true the teachers' responses in the questionnaires where most of them indicated that the genre that lends to use of group discussion was oral literature. There is need for teachers to use group discussion in teaching all the genres of literature to enhance performance. Information on observed genres is shown in Figure 12.

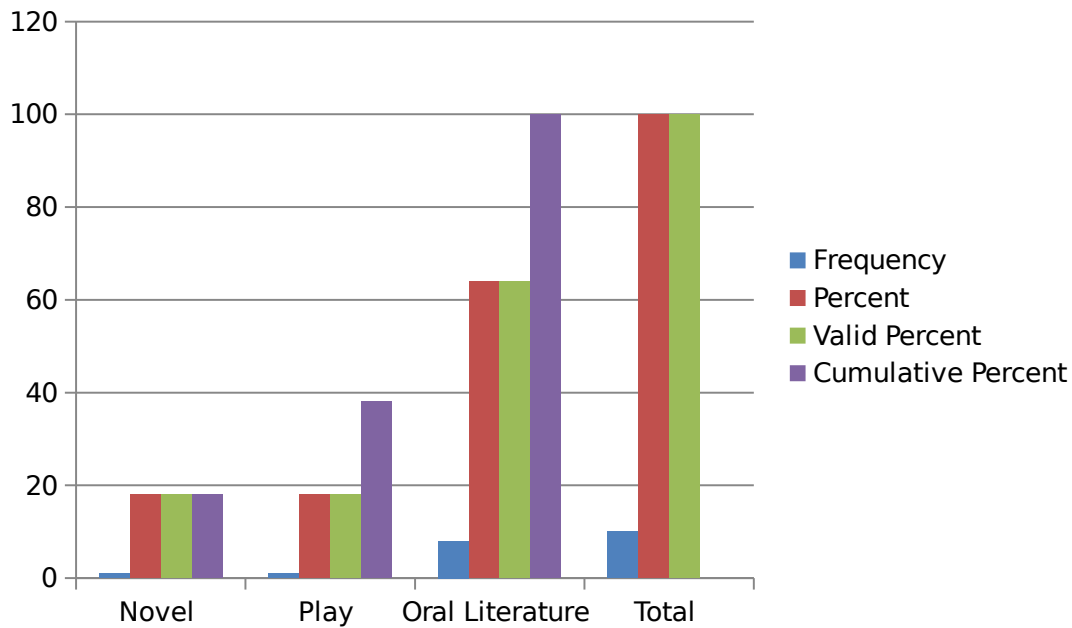


Figure 12: Genre of Kiswahili Literature Taught During Group Discussion

4.6 Document Analysis

In document analysis, various documents were analyzed by the researcher. They included class timetables, class registers, schemes of work, lesson plans, record of work covered, teacher and students’ notes, book record list and progress records.

4.6.1 Students’ Performance in Kiswahili Literature

When analyzing the mark books, students’ performance in literature in general seemed average. One (8.3%) was very good. Two (16.7%) was good, six (50.0%) was average and three (25.0%) was below average. This was an indicator that most of the students’ performance in Kiswahili literature was average. This could be the reason why students’ performance in the national examination was also average thus not encouraging. This is shown in Figure 13.

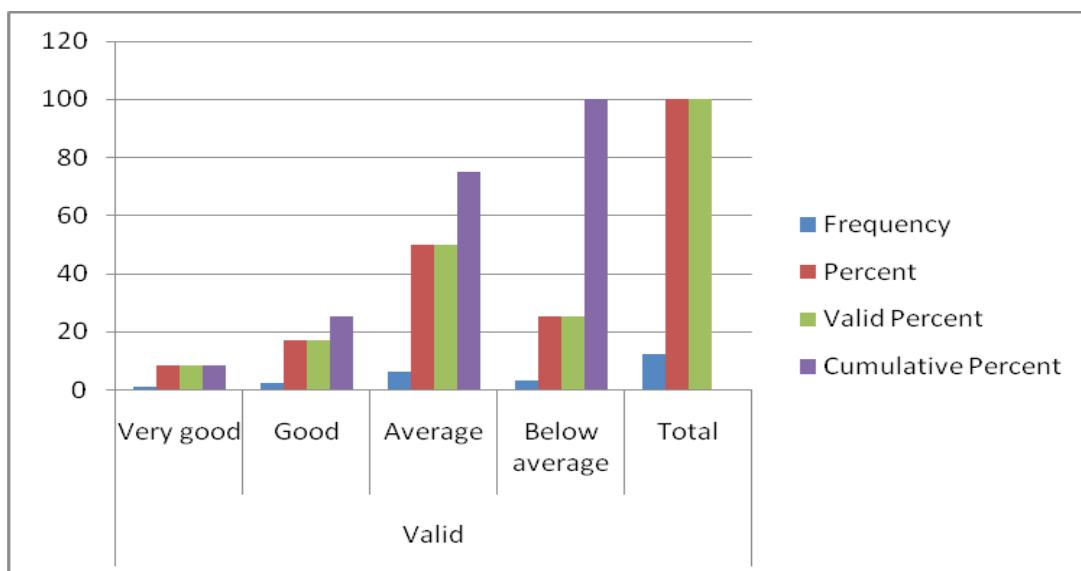


Figure 13: Students' Performance in Kiswahili Literature when Group Discussion is used

4.6.2 Records of Work.

Hand in hand with the schemes of work and lesson plans, the other requirement was the record of work covered. This documents show if the work schemed and planned for was covered. Nine (75.0) had the records of work. While three (25.0%) did not have. There is need for all teachers to have record of work covered. This enables them to be consistent in their work and to avoid disparities. This information allowed the researcher to get information on how frequent group discussion is schemed for and taught thus need to establish the degree to which group discussion is used. This is shown in Table 4.16

Table 4.16: Records of Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Available	9	75.0	75.0	75.0
	Not Available	3	25.0	25.0	100.0
	Total	12	100.0	100.0	

4.6.3 Possession of the Time Table by the Teacher

Out of the twelve teachers, eight (66.7%) possessed class time tables while (33.3%) did not have timetables. Class time tables are documents very important for the teachers. This document allows for proper time management, non-interference with other teachers time/lessons and effective planning and running of the lesson syllabus coverage. There was need to access the timetables in order to plan for lesson

observation. That is when the teacher had Kiswahili literature lesson. It was also necessary to confirm the number of lessons allocated Kiswahili and specifically Kiswahili literature. This information was necessary to help find out the degree to which group discussion is used in teaching Kiswahili literature. With it the attitude of the teacher could be determined in that the number of lessons could determine the teaching method to be employed by the teacher thus the attitude of the teacher towards the use of group discussion. The information on timetable possession is shown in Table 4.17.

Table 4.17: Teachers Possession of the Time Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	66.7	66.7	66.7
	No	4	33.3	33.3	100.0
	Total	12	100.0	100.0	

The timetable was also used to determine the number of times group discussion was allocated. Five (41.7%) showed it was allocated once in a week. Three (25.0%) allocated twice a week and four (33.3%) did not allocate it at all. This shows that group discussion was rarely used as majority only allocated it once a week and also a big number did not allocate it at all. This indicated that the degree to which group discussion was used was low. This answers the question which sought to find out the degree to which group discussion is used in teaching Kiswahili literature. Figure 14; give a summary of this information.

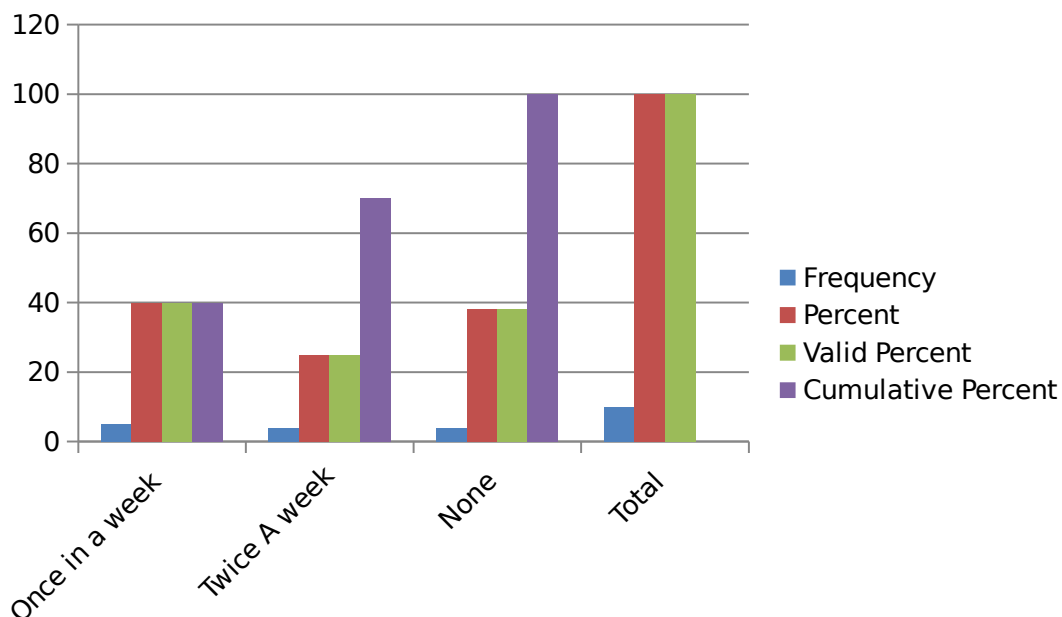


Figure 14: Allocation of Group Discussion in the Time Table

4.6.4 Possession of Class Registers by the Teacher

This document is essential for any teacher. It enables the teacher to know students present in class and if there are those absent, the teacher will be able to know and identify reasons why and make a follow up or know how to handle them when they come back to class. The class register therefore assists in knowing the number of students in class. In relation to this study the class register could assist in knowing the total number of students in order to group them for group discussion. Six (50.0%) of the teachers had class registers and six (50.0%) did not have class registers. Table 4.18 gives a summary of this information

Table 4.18: Availability of the Class Register

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	6	50.0	50.0	50.0
	No	6	50.0	50.0	100.0
	Total	12	100.0	100.0	

4.6.5 The Student Record Book and Group Discussions

Checking the book record some teachers had lists of students who were in discussion groups. The groups had varied number of students ranging from four to eight. Some of the teachers allocated the groups names of characters in the set books. It was also evident that alongside the groups were questions or literature tasks to be handled and also indication of work covered from the different groups. From the documents, five (41.7%) reflected this information while seven (58.3%) did not have the group lists and questions assigned. This information is shown in Table 4.19

Table 4.19: Student Record Book and Group Discussions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	41.7	41.7	41.7
	No	7	58.3	58.3	100.0
	Total	12	100.0	100.0	

4.6.6 Teaching Methods and Schemes of Work

The scheme of work is an essential document to any teacher. It enables the teacher to plan, choose the teaching activities/methods and plan for evaluative activities

accordingly. It therefore facilitates effective syllabus coverage. From the schemes of work, the researcher was to identify how often teachers employed various teaching methods. For the sake of this study, these documents assisted in getting information on the frequency in the use of group discussion in teaching Kiswahili literature. Going through the schemes of work it was revealed that the frequency of use of group discussion was one (8.3%), chalk and talk five (41.7%), question and answer 4 (33.3%) and lecture method two (16.7%). This clearly indicates that group discussion method which is learner centered is rarely employed in the teaching of literature in Kiswahili. That is, the degree of its use is low. Orlich et al., (1985) asserts, there is need for use of groups as students who work in groups are likely to learn more quickly with more accuracy than those engaged in other learning methods. On the other hand, other common methods employed are chalk and talk, question and answer and lecture method. Omollo (1990) and Muutu (1993) established that, teacher dominance methods that were used to teach integrated English affected learning. The study shows that, teacher centered approaches were commonly employed in teaching of Kiswahili literature. This information answers the question which was seeking to establish other methods commonly used in teaching Kiswahili literature. A summary of the information is shown in Figure 15

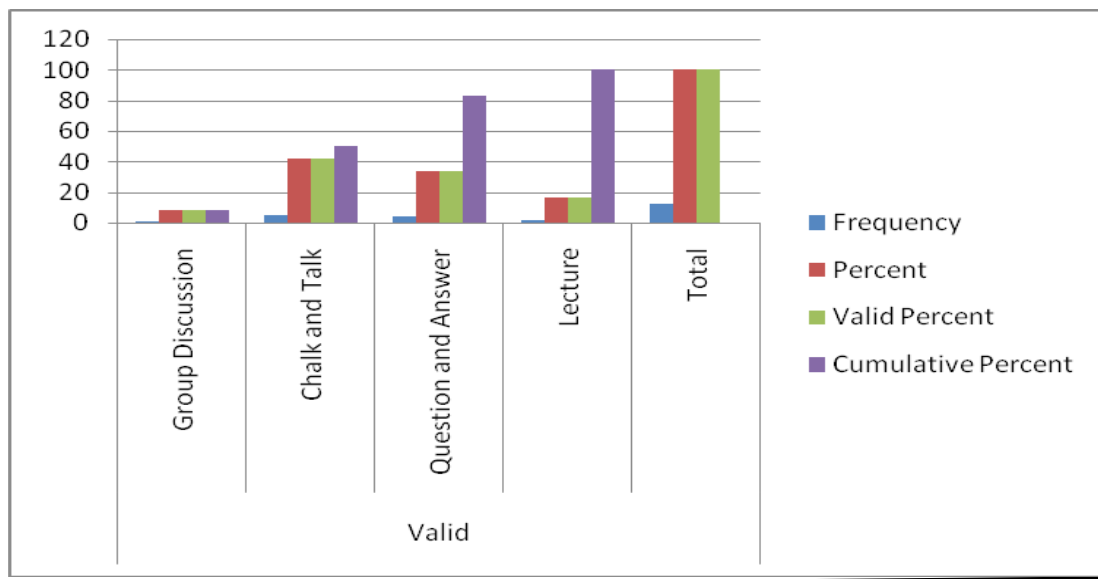


Figure 15: Teaching Methods in the Schemes of Work

4.6.7 Consistency of the Lesson Plan

When analyzing the consistency of lesson plans in the schemes of work, it was revealed that seven (58.3%) of the lesson plans prepared by the teachers were consistent with the schemes of work. Scaling down to the use of group discussion, the teachers who had schemed for the use of group discussion had planned for it in the lesson. Nevertheless, five (41.7%) of the documents were inconsistent. The lessons planned were not consistent with the schemes of work. The lesson plans reflected employment of group discussion but was not in the schemes of work. There was need for consistency of the teachers' lesson plan with schemes of work. The inconsistency between lesson plan and schemes of work imply that teachers had negative attitude towards its use of Group Discussion.

Table 4.20: Consistency of the Lesson Plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	58.3	58.3	58.3
	No	5	41.7	41.7	100.0
	Total	12	100.0	100.0	

4.6.8 The Availability of Teaching Materials

From the documents analyzed, it was realized that nine (75.0%) had teaching materials. This was reflected in the book records which clearly showed books were available for use in teaching Kiswahili literature. Other resources were newspapers (Taifa Leo) which were put in the class libraries while others in the school library. Video tapes were also available in a few cases. Kiswahili literature set books available included the set books, poetry books and oral literature books. Three (25%) of the teachers did not have teaching materials. Availability of teaching resources determines the teaching methods to be employed. Therefore the presentation of the content by the teacher is detected by the available resources. According to Kithinji et al (2007), influence of constraints such as time, resources may alter the choice of method to be used. This could mean that when the students are grouped and tasks allocated, adequate resources should be available in order to enhance the teaching and learning process. Table 4.21 gives a summary of the information

Table 4.21: Availability of Teaching Materials

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	75.0	75.0	75.0
	No	3	25.0	25.0	100.0
	Total	12	100.0	100.0	

4.6.9 Disparity in the Documents

The documents analyzed showed a high level of disparity. Five (41.7%) reflected teachers inconsistency in using the documents. Five (41.7%) showed poor document preparation. Most of the documents appeared sketchy right from the schemes of work, lesson plans, the students' progress records and the mark books. Most of them were not duly filled. Two (16.7%) showed there was bias in the use of teaching methods. From the schemes of work and lesson plans, it was clear that some teaching methods were regularly employed unlike others. Question & answer, chalk and talk and lecture were commonly employed unlike field trips, dramatization, and role playing which were rarely used or not used at all. This means that most teachers tended to be biased towards particular methods which would allow them to complete the syllabus in time. Learner centered approaches were rarely employed. This means learners were denied participation in the learning process. Therefore there was a clear indication of differing preference of teaching and learning methods. Table 4.22 summarizes this information.

Table 4.22: Disparity in the Documents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Inconsistence of the Teacher	5	41.7	41.7	41.7
	Poor Document preparation	5	41.7	41.7	83.3
	Biasness in the use of Teaching methods	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

4.7 Comparison of Students' and Teachers' Questionnaires, Observation and Document Analysis.

4.7.1 The Use of Group Discussion during Kiswahili Literature.

From the students' questionnaire responses, it was evident that group discussion was rarely used, 55.6% as in Figure 3. However, from the teachers' responses; group discussion was often used 71.4%. This information was contradicting. From document analysis it was evident that most teachers never or rarely used group discussion in their teaching. As evident in the schemes of work, only 8.3% of the teachers schemed for group discussion. It was revealed that often, it was used after syllabus coverage and during examination time. Statistics is shown in Figures 3, 6 and 15 respectively.

4.7.2 Group Discussion and Performance in Kiswahili Literature

Most of the students felt that when group discussion was used they had positive performance. This is reflected in Table 4.1 having 94.5%. From the teachers' responses the outcome was positive that is 64.3% said the performance was average and 35.7% said it was good. This is shown in Table 4.8. From document analysis 50% said performance was average, 16.7% indicated it was good and 8.3% said it was very good. This information is shown in Figure 13. This means that both the students and teachers were in agreement that group discussion when used in teaching literature in Kiswahili yielded positive performance.

4.7.3 Attitude towards Group Discussion

From the students' questionnaire, the attitude was positive because when asked to show if they had group discussion during free time, majority of them said Yes (69.3%). This shows they had positive attitude towards group discussion. This is

reflected in Figure 4. For the teachers they had positive attitude and that is why they indicated that with the use of group discussion in teaching Kiswahili literature there was positive performance. This is illustrated in Table 4.8. However, the attitude could have been negative because of reasons such as teacher workload, inadequate teaching resources and poor student participation. Figure 7 show that teacher workload was the main factor that limited the choice and use of group discussion. From the observation, (83.3%) of the teachers had positive attitude towards the use of group discussion and the students (75%) this is shown in Tables 4.14 and Figure 10.

4.7.4 Factors Limiting Choice and Use of Group Discussion.

From the teachers responses it was clear that the teacher work load was the main factor affecting the choice and use of group discussion 57.1%. Others were inadequate instruction materials, poor student participation and financial constraints. This is shown in Figure 7. This means that with the many lessons, teachers didn't have time to plan and use group discussion effectively. Students' responses showed that group discussion during free time was majorly hindered by lack of cooperation among participants. That is 45.8% as in Table 4.3. From the observation it was realized that insufficient time was a factor that limited the use of group discussion. This is because most of the Kiswahili literature lessons observed spilled into the next lessons. From document analysis it was revealed that group discussion was often used during revision for exams and after syllabus coverage. This means insufficient time and need to cover the syllabus on time does not allow them to often use group discussion frequently during Kiswahili literature lessons as it requires a lot of time.

4.7.5 Other Methods Commonly Used apart from Group Discussion in Teaching Kiswahili Literature.

From the students' responses, other methods that were commonly employed in teaching Kiswahili literature are question and answer 78.7%, chalk and talk 80.0% and lecture method 50.4%. Figure 5 shows this information. The teachers' responses indicated that question and answer 92.9%, chalk and talk 85.7%, lecture 50.0% and group discussion 71.4% were commonly used. The information is reflected in Table 4.11. However from document analysis, it was revealed that most teachers rarely used group discussion in teaching Kiswahili literature 8.3%. The information is shown in Figure 15. This implies that other teaching methods commonly used include question and answer, chalk and talk and lecture. These methods are teacher centered meaning that student participation in the learning process is limited. Therefore there is need for the teachers to employ learner centered approaches such as group discussion to allow student participation in the learning process. This is because group discussion enhances longer retention of learned material which can be easily recalled in the examinations. This therefore means that the frequent use of group discussion in teaching and learning of Kiswahili literature enhances students' performance in the subject.

4.8 SUMMARY

Chapter four discussed the presentation, analysis interpretation and discussion of data under the following sub headings; students and teacher responses from the questionnaire, observation, document analysis and comparisons of the three. Chapter five presents summary of the findings, conclusions, recommendations and suggestions for further studies.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

The chapter gives a short summary of the study, gives a summary of the findings, conclusions, recommendations and suggestions for further studies.

The purpose of the study was to establish the role of group discussion on teaching Kiswahili literature. Five objectives were formulated that guided the study in chapter one. The objectives were: Establish the effect of group discussion on students' performance in Kiswahili Literature, determine the degree of group discussion in teaching Kiswahili Literature, establish the attitude of students towards the use of group discussion in Kiswahili Literature, find out the attitude of teachers towards the use of group discussion in Kiswahili literature and find out other teaching learning methods commonly used in teaching Kiswahili literature. The study was a descriptive survey of the teaching of Kiswahili literature in Wareng District. Chapter two presented related literature and the theoretical framework. Chapter three presented the methodology and procedures of the study. Five hundred and fifty students and fourteen teachers responded to the questionnaires. Twelve lessons were observed and document analysis carried out in these twelve schools. Data collected was presented, analyzed, interpreted and discussed in chapter four. Data was collected using Questionnaires, Observation schedule and Document Analysis Guide.

5.2 Summary of Findings

5.2.1 Role of group discussion on students' performance in Kiswahili Literature

On the role of group discussion on performance, it was exposed that the use of group discussion in teaching Kiswahili literature enhances performance. This was evident in

the students' responses of 94.5% and 64.3% of the teachers said it was average and 35.7% who said it was good. These respondents felt that the use of group discussion in teaching Kiswahili literature enhanced performance in Kiswahili literature.

5.2.2 Degree of Group Discussion in Teaching Kiswahili Literature

Regarding the degree of group discussion in teaching Kiswahili literature, it was clear that group discussion method was rarely used (8.3%). This was revealed in the students' responses. From document analysis, most teachers did not scheme for group discussion and even those who schemed were not reflected in the lesson plans.

5.2.3 Students Attitude in Use of Group Discussion

In relation to students' attitude towards the use of group discussion, the replies revealed positive attitude. This was manifested in their responses when asked to indicate if they were involved in group discussion during free time. Their responses showed that 69.3% were involved. Moreover, from classroom observation, 75% exhibited positive attitude through their active participation in the lessons that employed group discussion.

5.2.4 Teacher attitude in Use of Group Discussion

On the teacher attitude towards the use of group discussion in teaching Kiswahili literature, majority of them posited positive attitude of 83.3%. During lesson observation, they exhibited an understanding of the techniques of organizing and running group discussion. They directed the students' and facilitated the process. Majority taught with affluence and loved the lessons. They said that the use of group discussion enhanced students' performance with 64.3% said it was average and 35.7% said it was good.

5.2.5 Other Teaching Methods Used with Group Discussion

Regarding other teaching methods commonly used in teaching Kiswahili literature, it was established that most teachers employed, chalk and talk 80.0%, question and answer 78.7% and lecture method 48.5%. These methods are where the learner is denied the opportunity to participate in the learning process. This is an indicator that most teachers rarely employ learner centered approaches in teaching Kiswahili literature.

5.3 Conclusion

In the teaching and learning process, different activities are to be employed at the three different stages; lesson introduction, lesson development and conclusion. The employment of these different methods varies with the topic at hand and the objectives to be met. These activities could be teacher or learner centered. A careful choice of teaching methods enhances effective delivery of content. Student centered approaches are underscored as they lead to high retention of information, support students generate ideas where they discover information in the learning process .Therefore this is why the study aimed at establishing the role of group discussion in teaching Kiswahili literature. From the observed lessons in the study, most teachers involved the students in the learning process. This could have been because of the early preparations as they were aware of the date and method to be employed during the lesson. Quite a number of teachers were involved in too much talking that is why there was the often use of chalk and talk, lecture and question answer methods which are teacher centered. This is because most of the questions came from the teachers. Students were either free or pressurized to answer the questions to make the lesson lively. Therefore there is need for students to be wholly involved in the learning

process. That is learner centered approaches such as group discussion should be employed in the teaching and learning process. This is because from the study, students and teachers were in agreement that the use of group discussion enhanced performance in Kiswahili literature.

On the degree of using group discussion, the findings indicate that the degree in the use of group discussion is low. This was evident from the students' responses in the questionnaire where it was clear that group discussion was rarely used. From document analysis, teachers did not scheme for the use of group discussion and those who scheme did not reflect in the lesson plans. In some schools observed, participation in lessons that employed group discussion was poor. Therefore there should be regular use of group discussion during Kiswahili literature lessons and students stimulated to actively participate in group discussion.

On the students' attitude towards the use of group discussion, they posited positive attitude. This was apparent when they actively contributed in the lesson which employed group discussion. Moreover, the attitude was positive in that students employed group discussion during free time and were also for the opinion that when group discussion was employed in teaching Kiswahili literature performance was enhanced. Despite positive performance when group discussion is used, challenges such as inadequate time because of students' busy schedule, poor group organization, fear of intimidation and teacher unwillingness affected the outcome. The study concludes that group discussion as an instruction method should be regularly scheme for and employed in teaching Kiswahili literature. This will boost the students'

attitude towards its use in the learning of Kiswahili literature. Group discussion should not only be employed during exam time as it was evident in the teachers' documents as this affects the students' attitude towards its use. In class and during free time, teachers should motivate students to be involved in group discussion.

Teachers presented positive attitude towards the use of group discussion in teaching Kiswahili literature. It was crucial to note that the attitude towards the choice and use of a given technique could determine the teacher effectiveness and students' performance. Some of the methods when used enhance performance while others do not or enhance to a minimal extent. Despite the positive attitude of the teachers towards the use of group discussion, certain factors hindered its effective use. For example, inadequate time and teacher work load. This is because the use of group discussion requires time and takes a teacher and student through vigorous work. Therefore the study concludes that the teachers' positive attitude towards group discussion should be enhanced by confronting some of the challenges.

Concerning other methods employed in teaching Kiswahili literature, question and answer, chalk and talk and lecture are frequently employed. Other methods which are learner centered are rarely used. The study concludes that teachers should vary and often employ discovery methods in teaching Kiswahili literature such as group discussion.

Moreover it was revealed that most teachers had more than twenty eight lessons in a week. This is because they also teach another subject in addition to Kiswahili which

increases work load hence affects the degree of group discussion. From document analysis it is revealed that teachers rarely use group discussion in teaching Kiswahili literature. Through interaction with the teachers, some of them preferred the second subject to Kiswahili.

5.4 Recommendations

The study recommends the frequent use of group discussion in teaching Kiswahili literature as it involves learner participation, promotes acquisition of basic language skills (listening and speaking) and also improves content retention. This therefore enhances performance. Group discussion should be accompanied by other methods like question and answer, chalk and talk, dramatization, audio visual among others to be effective. As observed by the researcher, some teachers tend to be biased towards particular techniques, which enable them cover the syllabus in time. This denies the learners participation in the learning process and understanding of the content. The heads of departments in schools and the administration should ensure that teaching is effective by ensuring schemes of work are consistent with the lesson plans, work covered and students' notes to avoid disparities among these documents.

Students learning activities should be enforced in the teaching of Kiswahili literature which should be within their ability where teachers come out as instructors, guiders, facilitators and models to the students in the learning process where they are guided to develop positive attitude towards group discussion .

The study recommends allocation of more time to Kiswahili as the sister language English. The number of lessons should be increased from five to seven in form one and two and in form three and four, six to eight respectively. This means that more

time will allow more lessons for Kiswahili literature. They will also provide adequate time for teachers to use group discussion in teaching Kiswahili literature and hence boosting the degree of its use. Moreover, more time will enable the students perfect their language and teachers to handle the subject content comprehensively. With adequate time, the teachers too will be able to attend to the learners' individual inadequacies. They will also effectively supervise the learning process and learner centered approaches will be employed appropriately. From the study, insufficient time was one of the factors hindering the choice and use of group discussion.

The study recommends that Literature (Fasihi) and language (Lugha) should be treated as distinctive subjects. Teachers of Kiswahili should be trained to teach Kiswahili language (Lugha) and Kiswahili literature (Fasihi) only. With the second subject, teachers are pushed to use techniques that allow for faster syllabus coverage. This is because the content in the two subjects is too wide. Moreover this means the workload is too much to allow for organization of group discussion for effective teaching. Therefore, the school administration should not only look into fast syllabus coverage but how well the content is presented and objectives achieved. The teachers should teach to cover the syllabus as they allow learners acquire basic skills and knowledge in the subject where the students' performance will be enhanced. To enhance performance, student centered approaches should be employed in the teaching of Kiswahili literature. Teacher work load was a challenge towards the use of group discussion and the reduction in the work load will allow for frequent use of group discussion.

Teachers should be encouraged to organize field trips. From the responses, this method was limited in its use. With this teaching method, learners get first-hand information and it is interesting. Learning oral literature requires active employment of this method. However, it should not mean that field trips should involve visits very far from the school. Several field trips should be carried out within the school locality that makes it less expensive. Field trip method of instruction is student centered like group discussion thus need to be employed frequently in the teaching of Kiswahili literature.

The study recommends a reduction in cost of learning materials where the cost of set books is affordable to all students irrespective of their social-economic background. The degree in the use of group discussion in the teaching of Kiswahili literature is limited by inadequate learning materials. Inadequate learning materials also affect the students and teachers attitude towards the use of group discussion in teaching Kiswahili literature.

In service courses for teachers of Kiswahili should be regularly organized (at least every term) by the Ministry of Education, K.I.E and other stake holders on the teaching methodology in Kiswahili literature. This will offer adequate information on various teaching methods. It will also enable the teacher to vary the approaches and not always rely on the text book as a source of information, assist those teachers having problems in organizing and using certain teaching methods and enable them to have adequate knowledge on the mechanisms to be employed in using different instructional .

Poor mastery of Kiswahili by the students affects their performance. During group discussion, most students could not express themselves adequately. The study

therefore recommends change in school policies in regard to use of Kiswahili where teachers are role models in the speaking the correct form of Kiswahili and even confidently use Kiswahili in official functions where programs for such occasions are written in Kiswahili to capture the attention of all the participants. Consequently, grammar will improve and students will be able to express themselves well using the correct language in Kiswahili literature discussion and in literature exams thus improved performance. Confidence will increase the students and teacher attitude and the degree to which group discussion is used.

5.5 Suggestions for Further Research

- i) Studies should be carried out on the use of group discussion on remedial teaching of Kiswahili literature and its effectiveness.
- ii) Studies should be carried out on the effect of group discussion on speaking skills in Kiswahili language.
- iii) Studies should be carried out to establish the effect of teacher training on the choice and use of teaching methodology in Kiswahili literature.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR STUDENTS

INTRODUCTION

Dear respondent,

You have been selected as one of the main participant in this study .The study intents to investigate the effect of group discussion in teaching Kiswahili literature in secondary schools in Kenya. The key objective is to find out if group discussion enhances literary appreciation and positive performance in Kiswahili literature. You are therefore requested to respond to all the items as honestly as possible. The information will be kept confidential and will only be used for the purpose of the study. Thanks for your collaboration.

Sign -----Date-----

Instructions

- a) Respond to all items accordingly.
- b) Do not write your name and the name of your school anywhere in this questionnaire.
- c) Tick {√} accordingly

1. i).Gender

Male ()

Female ()

ii) Age

15-17 ()

18-20 ()

21 and above ()

2. Indicate by a tick whether the following methods have been used during Literature lessons?

Method	Often used	Rarely used	Never used
Group discussion			
Question and answer			
Lecture			
Dramatization			
Field trips			
Role playing			
Audio-visual			
Chalk and talk			
Computer assisted			

3 i) How frequent do you have lessons using group discussion in Kiswahili Literature per term? Tick accordingly.

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

ii) Do you have group discussions during your free time?

- Yes ()
- No ()

If No, give reasons

iii) Rank the methods in the table above in ascending order in regard to popularity during Kiswahili literature lessons.

4. a) Does group Discussion contribute to positive performance in Kiswahili Examination?

Yes () No ()

b) Explain your choice in 5(a) above _____

5. In your opinion, what is the major challenge facing the learning of Kiswahili Literature?

(Tick accordingly)

- a) Inadequate learning materials ()
- b) Poor students back ground in Kiswahili ()
- c) school setting ()
- d) Students attitude ()
- e) Insufficient time ()
- f) Lack of Kiswahili Literature teacher ()
- g) Poor presentation of content ()

If any other, outline in the space below.

.....

6. Time allocated for group discussion in Kiswahili literature is sufficient?

- a) Strongly Agree ()
- b) Agree ()
- c) Strongly Disagree ()
- d) Disagree ()
- e) Undecided ()

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

INTRODUCTION

Dear respondent,

This study is meant to investigate the effect of group discussion in teaching Kiswahili Literature in secondary schools in Kenya. The researcher has identified you as the key partner in this study. The findings of this study will go a long way to improve performance in this critical paper. Therefore, your cooperation is highly acknowledged and the response you give will solely be used for the purpose of this research. Thanks for your collaboration.

Sign_____

Date-----

SECTION A

1. Respond by putting a tick (✓) against all that apply to you.

i) Gender

Male ()

Female ()

(ii) Age of the teacher _____

(iii) Indicate your professional qualification.

Dip.Ed ()

B.Ed ()

B.A ()

B. A and P.G.D.E ()

M.ED/M.PHIL. ()

Others (state) _____

iv) For how long have you been teaching?

a) Less than one year ()

b) 1-2 years ()

c) 3-4 years ()

d) 6-10 years ()

e) 11-15 years ()

f) More than 15 years ()

v). a) How many Kiswahili lessons do you have per week in form III?

Six lessons ()

Twelve lessons ()

Eighteen lessons ()

More than eighteen ()

b) Of the lessons stated in (a) above how many of them do you use for Kiswahili

literature per

week _____

One lesson ()

Two lessons ()

Three lessons ()

Four lessons ()

More than four lessons ()

2) (a) Rate the following teaching methods according to how frequently you use them to teach literature. Tick accordingly.

METHOD	OFTEN	RARELY	NEVER
Group discussion			
Question and answer			
Lecture method			
Role playing			
Field trips			
Audio visual			
Chalk and talk			
Dramatization			
Small groups			

b) Why do you prefer the methods in order of your ranking? _____

c) Explain the position you have given group discussion _____

3) What are some of the instructional methods used in teaching Kiswahili literature in your school? (Tick those that apply)

Group discussion ()

Question and answer ()

Team teaching ()

Chalk and talk ()

Role playing ()

Dramatization ()

Audio visual ()

4) In your opinion, what are the effects of inappropriate teaching methods on the teaching of Literature? (Rank in order i-iv)

- i) Poor student performance
- ii) Poor student participation
- iii) Lack of motivation (students)
- iv) Negative attitude (students)

5) In your opinion, what is the main factor that limits the choice and use of the various teaching methods in your school?

- Teacher workload ()
- Class roll ()
- Lack of teaching resources ()
- Poor student participation ()
- Financial constraints ()

Give any other comments_____

6 i) How do you rate your student's performance in Kiswahili Literature when group discussion is employed? Tick accordingly

- a. Very good ()
- b. Good ()
- c. Average ()
- d. Below average ()

ii) Give two reasons why in 5 (i) above.

iii) Which genre lends to the use of group discussion? _____

Why? _____

7). Consider to what extent you agree or disagree with the following statement, you are given alternatives which include: agree **(A)** strongly agree **(SA)**, Disagree **(D)**, strongly disagree **(SD)**, Undecided **(UD)**. Put a tick (✓) against the alternative that **BEST** describes your opinion.

ITEMS	SA	A	D	SD	UD
Students ability influences my choice of teaching method in Literature					
I have a clear understanding of the mechanics employed in using group discussion method in teaching literature.					
Group discussion method is the most effective method to use in teaching literature					
There is a difference between group discussion and other teaching methods.					
Time constraints make it difficult for me to use group discussion in teaching literature					
Using group discussion in teaching Kiswahili literature makes students experience vivid enabling them to think logically and perform well in the subject					
Use of group discussion method in teaching Kiswahili literature ensures longer retention of learned material and gaining of skills.					
Use of group discussion facilitates change in student's attitude towards Kiswahili literature					
Use of group discussion enhance syllabus coverage in Kiswahili literature					
Use of group discussion influence teacher effectiveness in Kiswahili literature					

APENDIX I11: OBSERVATION SCHEDULE**NAME OF TEACHER**-----**FORM**-----**DATE**-----**TIME OF OBSERVATION**-----**OBSERVER**-----

In carrying out observation in the classroom, the following items were put into consideration:

1. The gender of the teacher.

Male ()

Female ()

2. Genres taught during the lesson observed.

Novel ()

Play ()

Short stories ()

Oral literature ()

Poetry ()

3. Student participation in group discussion.

Active ()

Passive ()

4. Teacher's participation in running the group discussion and his/her apparent confidence in Promoting and controlling group discussion

Guide students ()

Absent ()

Not concerned ()

5. Class size.

Below 40 ()

41-45 ()

46-50 ()

51-55 ()

56-60 ()

61-65 ()

66-70 ()

71-75 ()

76 and above ()

6. Other instructional methods used apart from group discussion. That is, is it integrated into teaching mode or is it treated as "Stand-alone" activity?

Chalk and talk ()

Field trips ()

Computer assisted ()

Lecture ()

Audio visual ()

Role play ()

Dramatization ()

7. Problems encountered by the teacher and students while using group discussion.

No leadership ()

Deviation from the topic ()

Insufficient time ()

Poor participation ()

Misleading responses ()

Lack of instructional materials ()

Large number of students. ()

8. Teacher attitude

Positive ()

Negative ()

4 Student attitude

Positive ()

Negative ()

10. Students performance

Very good ()

Good ()

Average ()

Below average ()

APPENDIX 1V: DOCUMENT ANALYSIS GUIDE

The documents to be analysed included the following; Class timetables, class register, schemes of work, lesson plans, book records, teaching notes, record of work and mark books.

1. Possession of time tables

Yes ()

No ()

2. Possession of class registers

Yes ()

No ()

3. Teaching methods in the schemes of work.

Group discussion ()

Chalk and talk ()

Question and answer ()

Role play ()

Field trips ()

Lecture ()

Dramatization ()

4. Availability of lesson plans

Yes ()

No ()

5. Availability of book records

Yes ()

No ()

6. Allocation of group discussion in the scheme of work

Once in a week ()

Twice in a week ()

None ()

7. Availability of Kiswahili literature set books

Short stories ()

Play ()

Novel ()

Poetry ()

Oral literature ()

All ()

8. Disparity in documents

Inconsistence of the teacher ()

Poor document preparation ()

Biasness in the teaching methods ()

9. Availability of records of work

Available ()

Not available ()

10. Availability of mark books

Students performance in Kiswahili literature ()

Available and not updated ()

Not available ()

11. Students performance in Kiswahili literature

Very Good ()

Good ()

Average ()

Below average ()

APPENDIX V: RESEARCH PERMIT

PAGE 2


THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss..... NEKESA.....
 CATHERINE WAMOKHELA.....
 of (Address) MOI UNIVERSITY.....
 P.O. BOX 3900, ELDORET.....
 has been permitted to conduct research in
Location,
 WARENG.....District,
 RIFT VALLEY.....Province,
 on the topic...THE EFFECT OF GROUP.....
 ...DISCUSSION METHOD IN TEACHING..
 KISWAHILI LITERATURE, A CASE OF
 WARENG DISTRICT, KENYA.....

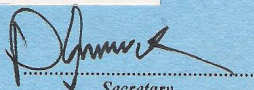
 for a period ending...31ST AUGUST.....,20.....11

PAGE 3

Research Permit No. NCST/RRI/12/1/SS/874
 Date of issue 13/10/2010
 Fee received SHS 1,000



Catherine Wamokhela
 Applicant's Signature


 Secretary
 National Council for
 Science and Technology

APPENDIX VI: WARENG DISTRICT MAP

