SCHOOL FACTORS INFLUENCING INSTRUCTION OF KISWAHILI

GRAMMAR IN PUBLIC SECONDARY SCHOOLS IN

BARINGO CENTRAL SUB-COUNTY

KENYA

BY

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THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL

FULFILLMENT OF THE REQUIREMENT FOR THE AWARD

OF THE DEGREE OF MASTER OF EDUCATION IN

KISWAHILI EDUCATION OF DEPARTMENT

OF CURRICULUM, INSTRUCTION AND

EDUCATIONAL MEDIA

MOI UNIVERSITY

NOVEMBER, 2017.

DECLARATION

Declaration by Candidate

This thesis is my original work and has not been presented for any research study in any other university. No part of this thesis may be reproduced without prior permission of the author or/and Moi University.

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DEDICATION

I wish to dedicate this thesis to my family and friends for their support during my study.

ACKNOWLEDGEMENT

My profound gratitude goes to Godfor providing me with knowledge, wisdom and strength of completing this thesis successfully. My thanks goes to my supervisors, Prof. Mukwaand Dr. Wanyonyi for their constructive criticism, guidance and patience through all stages of writing this thesis. I also register my thanks to all my friends especially Messer's, Kigaro M and Waihiga E. for giving me moralsupport throughout this research.I also register my thanks to all principals, teachers and students who volunteered to give information which facilitated the completion of this study.

Lastly, my family deserves a lot of thanks for supporting me through my study and any other persons who assisted me in this study and have not been mentioned above. May God bless you abundantly.

ABSTRACT

Kiswahili is one of the core subjects that are taught in secondary schools curriculum in Kenya. It is official and national language in the Republic of Kenya. Nevertheless, this subject has been experiencing some challenges in schools. The study set out to investigate school factors influencing instruction of Kiswahili grammar in public secondary schools in Baringo Central sub-county, Baringo County. The objectives of the study were: to identify school resources that influence students' achievement in Kiswahili grammar, find out the staffing of Kiswahili teachers in Baringo Central sub-county, identify teachers' perception towards Kiswahili grammar and find out students' perception towards Kiswahili grammar. The study was based on the production function theory of education. The research employed descriptive survey design. Baringo Central Sub-county has a total of 36 public secondary schools with a total population of 2057 students, 50 teachers of Kiswahili and 36 principals leading to total target population of 2143. Stratified random sampling was used to select 12 public secondary schools, each one class totaling to twelve (12) classes. 20 students were selected from the sampled 12 public secondary schools using simple random sampling per stream totaling to 240 students. 16 teachers of Kiswahili were purposively sampled and 12 principals totaling to a sample size of 268. Data was collected through questionnaires for students and teachers and interview schedule for principals. The questionnaires were administered to both students and teachers while interview schedules were administered to principals of sampled schools. Mixed research method was used whereby qualitative data was organized into themes, categories and patterns relevant to the study and findings represented using, tabulation. Quantitative data which was collected was coded then analyzed and results presented using percentages, means, frequency distribution tables, bar graphs and pie-charts. From the study it was established that 66.7% of sampled schools lacked the necessary teaching and learning resources like library and classes hence impeding academic achievement. The findings also indicated that most schools did not have enough Kiswahili teachers employed by Teacher Service Commission thus hired BOM teachers. The study further established that teachers' perception towards Kiswahili grammar influenced Kiswahili teaching and learning and was positive. The research also found out that learners had positive perception towards Kiswahili language. The study should help school authorities, Ministry of Education, County authorities and other stakeholders to provide enough facilities and resources for teaching and learning like libraries and class rooms. The Teacher Service Commission should see the need to post adequate qualified Kiswahili teachers to all public secondary schools and enforce policy on who should be appointed by BOM. Teachers should be constantly engaged in refresher courses, seminars and symposia to update their skills on language pedagogy and inculcate interest to the students by lobbying for the subject as well as having sound language policy.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATION AND ACRONYMS

K.N.E.C	Kenya National Examination Council
HOD	Head of Department
CQASO	County Quality Assurance & Standards Officer
EU	European Union
MOEST	Ministry of Education Science and Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
L1	(First Language) this refers to one's native language acquired from the environment of early childhood teaching and learning.
L2	(Second language) this refers to any language acquired or to be acquired after the first language (language of early childhood teaching and learning).
SLA	Second Language Acquisition
BOM	Board of Management

CHAPTER ONE

INTRODUCTION OF THE STUDY

1.1 Introduction

This chapter consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, scope of the study and limitations of the study. It also presents the assumptions of the study as well as theoretical framework and ends with operational definition of terms.

1.2 Background of the study

Kiswahili language has made huge strides forward in its usage in Kenya since independence though the academic achievement in most parts of the country has been below average. According to Republic of Kenya (2010) Kiswahili was entrenched in Kenyan constitution as both national and official language. Ogechi (2003), states that Kenya is multilingual and multiracial, however, it is difficult to state the exact number of codes used. This means that though the main reason for choosing Kiswahili as a national language was to attain cohesiveness and identity, the goal is not yet achieved.

Owing to multilingualism situation in Kenya at independence, Kenya needed a language that would unite all people. Kasfir(1976) argues that though language is just one characteristic for identifying an ethnic group, in Kenyan context, it's a crucial marker of ethnic group. National integration requires a country to have a national language for it to be achieved. The introduction of Kiswahili therefore, not only acted as a vehicle for national unity, but also as an avenue for transmission, preservation

and development of African culture. Allan (1979) argues that a country without a national language has nothing to be proud of as a nation.

Thus, for Kiswahili to be used effectively by all and be taken as a national language there was need to teach it in schools. According to ROK, (1964:5) The Ominde Commission recommended for the general spread of Kiswahili language, not only to provide an additional and specifically a vehicle for national coordination and unification but also to encourage communication on an international basis not only within East Africa but also within the Eastern part of Congo (Zaire) and part of Central Africa."

Kiswahili language can be traced back to the colonial period. According to Ogechi (2011) the Kenyan society was for a long time associated with the oral culture. However, with the advent of foreign religions such as Islam and Christianity, writing was introduced. It is safe to assert that Kiswahili was the first indigenous code to be written. Mazrui & mazrui (1995) states that this was done in Arabic scripts. This was a booming writing culture that saw many literary works such as Inkishafi and Fumo Liyongo epics records that existed long before the advent of Europeans.

The missionaries used Kiswahili as a tool of evangelizing to the Africans. The colonialists together with the missionaries trained teachers who were supposed to teach Kiswahili in schools. Kiswahili was first confined to lower primary where pupils were taught basic Kiswahili. The subject experienced problems such as lack of teaching staff and learning materials despite the effort of training teachers. (Palome 1967)

After independence in 1963, the then President of the Republic of Kenya, Jomo Kenyatta declared Kiswahili a National language in August 1969 (Mbaabu1978). During this period, Kiswahili was then seen as a unifying factor since it was the language that was acceptable to all (Republic of Kenya, 1964). All subsequent educational commissions that were instituted by the government to review the educational system stressed the need of Kiswahili in the curriculum. According to ROK (1976) Gachathi recommended that Kiswahili be made compulsory but not examinable subject both at primary and secondary school levels. By this time, only English was compulsory and examinable and above all, the medium of instruction for all subjects. This had some negative impact on Kiswahili since teachers and student did not give Kiswahili much attention.

Kiswahili language was considered part and parcel of life in society and the main vehicle of culture through which, we share and exchange our values, attitudes and aspirations as bearers of this culture and makers of future culture. It is a forceful instrument for giving people their identity. It is against such a realization, that the Kenya government after independence deliberately began an ambitious program to reform the education system to address challenges in the education sector through commissions and taskforces. (ROK, 2004).

The government of Kenya, through the Education Commission recommended the teaching of Kiswahili as part of the Africanisation of the curriculum to make it responsive to African culture(ROK, 1964-65). Sayoum (1997), notes that indigenous languages do reflect learners' background or addresses their needs while positively influencing their educational achievements. In that sense, they are relevant, practical and necessary for the revival of Africa's institutions. The introduction of Kiswahili

therefore, not only acted as a vehicle for national unity, but also as an avenue for transmission, preservation and development of African culture. The Kenya bilingual system of education thus need to address itself to the question of who learns a second language more easily, more quickly and with better retention if the expected output in competence in the languages targeted by the systems is to be achieved (Mutiga, 2008).

In Kenya, a pupil joining school has at least competence in his/ her mother tongue or first language, and at times English or home variety of Kiswahili. According to the theory of language Teaching and Learning by (Bloom 1970), the level of language that a person acquiring it gets, is determined by how much exposure one gets in his or her immediate environment and how much of that language one interacts with in terms of speaking it and being spoken to by others.

According to Mutiga, (2008) the goal of language teaching and learning is to avail language knowledge to the individual and the community at large. In an ideal set up, individuals have available to them all the language exposure they need within the confines of their linguistic borders and every speech community has available to it the language it requires for communication competence.

The Kenyan situation, for instance, has it that, every Kenyan will speak as their first language or the language of their early childhood, one of the over 42 languages of their ethnicity.

The introduction of standard Kiswahili (in schools where the medium of instruction is Kiswahili for lower primary school) as a medium of instruction from standard one to three and as a taught subject throughout school poses a challenge which must be

strategically handled against the required principles of second language learning and teaching. This leads to conflict in a learner who must leave their first language and use a second language (Kiswahili) hence lack competence in both languages.

There are a number of reasons why individuals learn second language which comprise several motivations. One such motivation is cultural awareness whereby learning a second language helps to collapse national ethnic and stereotype barriers and subsequently creates intercultural sensitivity and awareness. Indeed, language has the power to foster improved understanding between people of various cultural backgrounds. This is because culture is embedded in language and increasing cultural sensitivity is important as the world becomes more of a global village.

The second motivation for second language learning is traditional bias. This is the learning of a language for general educational and academic value. In the prevailing Kenyan language policy, Kiswahili is a compulsory and examinable subject in both primary and secondary school. This means that a good grade in Kiswahili is a requirement for upward mobility in education and in career choice and development. Indeed a student joining the university is required to have average mark and above, that is C^+, either in English or Kiswahili. Subsequently, all the public primary and secondary schools teach Kiswahili alongside English as compulsory and examinable subjects. This language policy together with the need of career choice has made Kiswahili get more attention from the teachers and the learners just like any other examinable subject. For one to do well in Kiswahili examination at the national level, grammar section is very vital.

The proponents of grammar teaching argue that some focus on 'form' may well be necessary for many students to achieve accuracy as well as fluency in their acquisition

of a second or foreign language. The fact that the main objective of learning language is to use it as a mean of communication makes grammar essential. However grammatical competence is not communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals and knowing how to do this in a socially appropriate way. Communicative goals are the goals of students studying Kiswahili language. So grammar teaching is necessary to achieve the goals.

However, for several years (2009 – 2013), the performance of students sitting for the Kenya Certificate of Secondary Education (KCSE) and the Kenya Certificate of Primary Education (KCPE) in Kiswahili subject has been a source of concern due to the perennial poor results. This is in contrast to the objectives of the Kiswahili syllabus in both primary and secondary schools in Kenya that expects learners at the end of their various courses to, among other things, be able to: listen with understanding; express themselves clearly, logically and coherently in writing and speech; to read with comprehension; and to communicate appropriately. (Musau. 1999: 121).

Over these years; 2009-2013, student performance in KCSE Kiswahili Paper 2 which examines in part, grammar, in the national Kiswahili examinations ran by the Kenya national Examinations Council (KNEC) continued to drop painting a grim picture on the future of this language in Kenya as shown in Table1.1

Table 1.1Students' national performance in Kiswahili KCSE paper 2 (102/2) marked out of 80 marks

Year	Mean score	Expected score	Standard deviation
2013	29.92	80	12.68
2012	29.6	80	10.77
2011	43.45	80	13.18
2010	33.77	80	14.09
2009	29.3	80	11.96

Source: (KNEC 2013:13 KCSE Examination Report Vol. 1.)

The information presented in Table 1.1 shows performance in Kiswahili Paper 2 that tests 40 marks of grammar out of the maximum 80. There is need to get a lasting solution to this since from the results above, it is only in one year (2011) that there was improvement over a period of five years. The standards of written and spoken Kiswahili in Baringo Central sub-county has also been falling as evidenced by K. C.S.E performance over the five years under study. Given that Kiswahili is a key subject in the languages in the 8-4-4 system of education in Kenya, this continued trend has serious implications to the country, (Ogutu, 2005).

Table 1.2Baringo Central sub-county Student Performance in KCSE Kiswahili (KCSE 102/2) 2009 - 2013

Year	Candidature	Mean grade	Maximum grade
2013	1913	6.3089	12
2012	1951	5.9348	12
2011	1833	6.6108	12
2010	1814	5.9557	12
2009	1977	5.5030	12

Source: Baringo central sub-county CQASO Office – KCSE Result Analysis 2014

From table 1.2, the researcher links the under-achievement in KCSE Kiswahili paper 2 with the under-achievement in Baringo central sub-county KCSE which has also remained below average as Indicated.

KNEC (2013) in its KCSE analysis recommended that teachers should get a lasting solution to Kiswahili performance as they cite the grammar section as the poorest performed over the years in Kiswahili paper two. It is with this in mind that the researcher seeks to investigate school factors which may be contributing to this under-achievement. These factors include, physical resources and facilities, teacher staffing, teachers and students attitude towards grammar. These factors act as inputs in education whereas achievement is the output.

1.3 Statement of the Problem

To achieve the goals of education, language is viewed as an agent of national unity. Kenya at independence adopted Kiswahili as her national language. This led to Kiswahili being included in the school curriculum as a subject. Thus, being a teaching

subject, it is worth noting that Kiswahili is also a growing and dynamic language. Kenya being a competitive society, minimum entry requirements into various courses in higher institutions of learning have gone up. A mean grade of C+ is required for entry into a Degree program. This indicates that the learners who under-achieve in Kiswahili affect their aggregate mean score since Kiswahili is a compulsory subject in K.C.S.E. Baringo Central sub-county was the focus of study in which Kiswahili performance was below average as seen in the KCSE paper 2 mean scores for the past five years under study as shown in table 1.2**.**

Table 1.2 showed that there was need to get a lasting solution to the under-achievement in Kiswahili in Baringo central sub-county as it shows that very few students attain the average grade required for enrolment in institutions of higher learning. This research thus, sought to investigate the school factors that influenced instruction of Kiswahili grammar in Baringo central sub-county in Kenya.

1.4 The Purpose of the study

The purpose of this study was to determine the influence of selected school factors on instruction of Kiswahili grammar in Baringo Central sub-county, Baringo county in Kenya.

1.5 Objective of the Study

The study was guided by the following objectives:

i)   To identify how school resources influence instruction of Kiswahili grammar in Baringo Central sub-county

ii)   To find out the influence of staffing of Kiswahili teachers on instruction of Kiswahili grammar in Baringo Central sub-county.

iii)   To determine the effect of teachers' perception on instructing Kiswahili grammar in Baringo Central sub-county.

iv)   To establish the effect of students' perception on learning Kiswahili grammar in Baringo Central sub-county.

1.6 Research Questions

i.   Do school resources influence instruction of Kiswahili grammar?

ii.   Did teacher staffing have influence on instruction of Kiswahili grammar in Baringo sub-County

iii.   How do the teachers' perception towards Kiswahili affect instruction of Kiswahili grammar?

iv.   How do the students'perception towards Kiswahili affect instruction of Kiswahili grammar in Baringo County?

1.7 Significance of the study

The findings of the study were expected to assist in guiding the school administration to provide necessary resources for teaching and learning of Kiswahili grammar. Kiswahili language curriculum developers and course designers would benefit from the study because they would get informed on teachers and subject requirements. The research would influence school administration to adopt sound language policies that would foster positive attitude towards Kiswahili grammar. The study expected to also contribute to advancement of knowledge in Kiswahili by giving recommendations on possible solutions to the factors that lead to achievement in Kiswahili grammar.

1.8 Scope of the study

The study covered public secondary schools in Baringo central sub-county which had done KCSE for the previous five years; 2009-2013. The study focused on school factors that affect instruction of Kiswahili grammar hence leading to achievement in Kiswahili KCSE examination. The study sought to establish the school resources available for learning, establish the staffing of Kiswahili teachers, the perception of teachers and learners on Kiswahili grammar. The study was therefore limited to the classroom situation during the period of study. The study confined itself to school factors that affected instruction of Kiswahili grammar though there were other external factors like socio- economic back ground and language ecology and learners entry behavior among others that affect overall performance. It was important to examine the teachers of Kiswahili and students at the primary school level, but the study confined itself to form four Kiswahili teachers and students in secondary schools during the year of study. The principals, teachers and students included in the study were those who were in session in the respective sampled institutions by the time of the study. Those absent were not be included in the study even though they might have had valuable input.

1.9 Limitation of the study

The study was limited by the following factors;

 a. The study did not involve Kenya Institute of Curriculum Development (KICD) officials and Kenya Education Staff Institute (KESI) officials although they were involved in developing Kiswahili syllabus and providing in-service training to Kiswahili teachers.

b. Since little research had been done on school factors influencing instruction of Kiswahili grammar, more literature review was done from within and outside Kenya on English language.

c. The research was limited to public secondary schools since they were the majority that received teachers from TSC despite the fact that they sit for the same national examination.

1.10 Assumption of the study

The study made the following assumptions.

i. That the Kiswahili teachers in Baringo Central sub-county public secondary schools were adequate.

ii. That all sampled students in Baringo Central sub-county public secondary schools had the same Kiswahili grammar problems.

iii. All schools in Baringo Central sub-county had same language use.

iv. All students in form four had the same level of tuition in terms of teaching time.

1.11 Theoretical Framework

The study was guided by Production Function theory of education This theory is similar to Input-Output theory postulated by Fred C Lunenburg in 2008. The production function theory of education advances that a school is seen as a firm which receives inputs (students, facilities, resources, teachers') and transforms them to educational outputs through a process. Input is something put into a system or expended in its operation to achieve output or a result. Output is the information produced by a system or process from a specific input. Within the context of systems

theory, the inputs are what is put into a system and outputs are the results obtained after running an entire stipulated process. Because the outputs can be the results of an individual unit of a larger process, thus outputs of one part of a process can be the inputs to another part of process.

Education according to Coombs (1970) consists of two components: inputs and outputs. According to Coombs, inputs consist of human and material resources and outputs are the goals and outcomes of the education process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects of one component on the other must be examined.

This theory had been used by a number of authorities such as Coleman, (1966) and Fuller (1985) in an attempt to measure the contribution of various factors of educational output. The production function theory of education measures output (student achievement) by standardized achievement test scores

Education is a service which transforms fixed quantities of input (i.e. individuals) into individuals with different quality attributes, to enable students to cope with and perform in society after they have left schooling. The theory explains how student achievement (outputs) is dependent upon school inputs such as teaching and learning resources, staffing and qualification of teachers, school language policies as well as the school administration. A school receives input, that is, students, teaching personnel, teaching and learning resources and instructional materials. A certain process of transformation that is, teaching and learning takes place where skills in Kiswahili language practices are disseminated to students. The process is guided by

teachers who utilize their academic and professional, qualifications, teaching experience and school language policies to influence student language usage, development of the right attitudes towards Kiswahili and proper time management. This results to high output (student achievement) measured through high grades and competence in Kiswahili grammar. In this study, the school factors will be the inputs while students' achievement will be the outputs.

1.12 Conceptual Framework

Fig 1.1 shows diagrammatically the conceptual model which was used in the study and it encompasses the major variables and their possible pattern of influence on each other and eventually on the implementation of Kiswahili curriculum as measured by student achievement.

Mugenda & Mugenda (2003) define conceptual framework as a hypothesized model of identified concepts under study and their relationships. The study sought to find out the school factors that affect instruction of Kiswahili grammar from the production function theory described above. Instruction of grammar is affected by factors such as school resources. School resources entail things such as class size, physical facilities, and instructional materials, teaching learning resources and the categories of the school. Teachers adequacy, teachers and students attitude and school language use also affect instruction of Kiswahili grammar as shown in figure 1.1

SCHOOL FACTORS   LEARNERS'ACHIEVEMENTS

Dependent variables - output
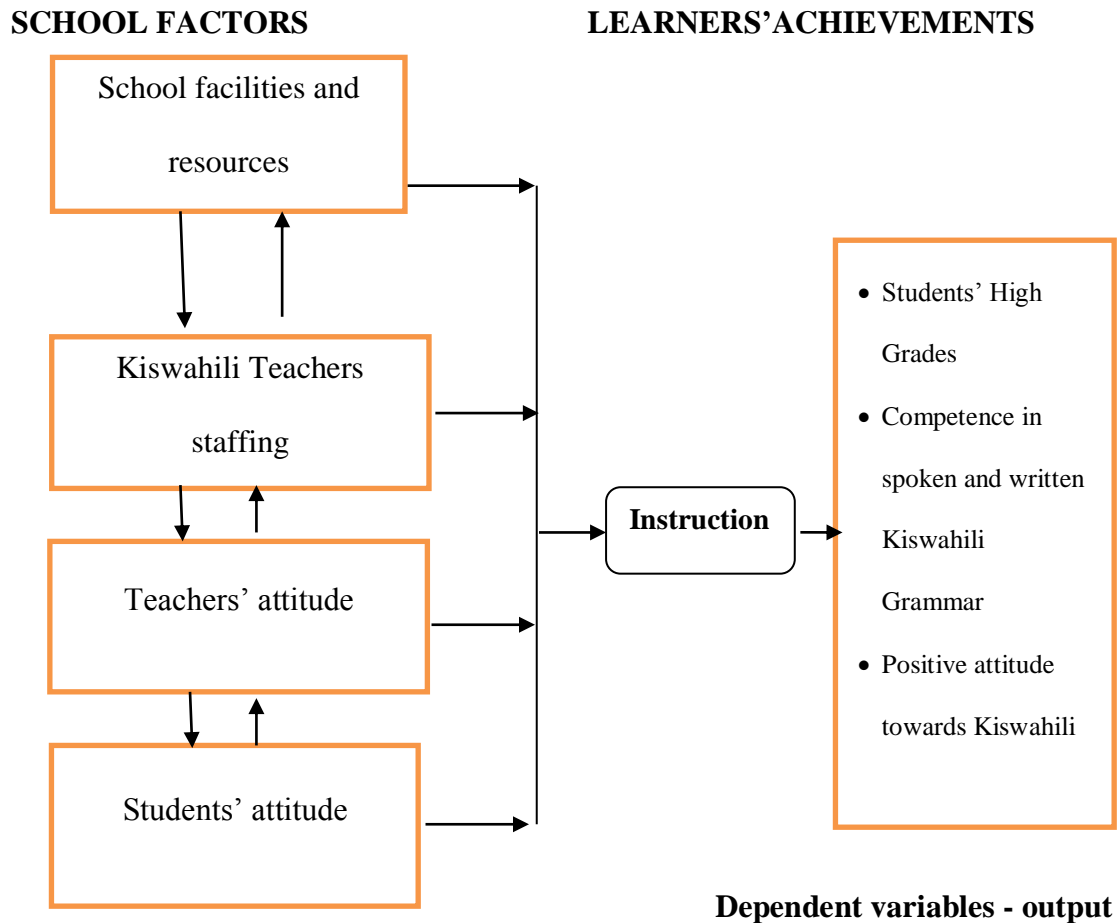
Independent variables- input

Figure 1.1showing determinants of achievements in Kiswahili grammar in public secondary schools

Source: modified from Orodho. (2009)

School resource inputs include classes, library, text books teaching aids like charts, television set projectors and radio cassettes. Teacher staffing include; professional qualifications, academic qualifications, teaching experience and teaching methods. Teachers' and students' attitude input involve their perceptions towards Kiswahili grammar. Students' attitude further influence their language use which solely depends on school language policy and determines how much the learner is able to apply grammatical rules in sentence construction on daily basis.

Student academic achievement is taken to be educational output. To realize high academic achievements, students are admitted to schools based on their academic abilities and teachers posted according to their academic and professional qualifications.

Using the instruction resources, teachers guide learners' through a process that involves the teaching of language skills both spoken, written and daily language tests. In other words, teachers use their academic and professional prowess to enable students to read, write and develop proper use of Kiswahili grammar. In addition, they should help learners develop the right attitudes towards Kiswahili through motivation. Once learners have been prepared for four years, they sit for their final KCSE examination, which is used to gauge their grasp and application of language skills. In this case, high academic achievement is taken to be the output. For this process to succeed, the interplay of the main variables is key. Therefore, the study sought to find out school factors influencing instruction of Kiswahili grammar in Baringo central sub-county.

1.13 Operationalization of Terms

Attitude Scale: It's a technique of measuring a person's reaction to something.

Examination: A tool for measuring that is used to evaluate the students.

Facilities   Equipment in a school used for learning, for example classes and libraries

Grade: Refers to quality of a students work in an examination such as the Kenya Certificate of secondary Education in which the grades range from A (Highest) to E (Lowest) or standardized achievement test score.

High achievement: Attainment of grade C+ and above at K.C.S.E examination

Influence: Ability to persuade people to behave in a certain way.

Instruction   Teaching and learning Kiswahili grammar

Kiswahili grammar   Mastery of structural rules governing the sequence of words into vocabulary, phonology as well as the effective use of language.

Multi- Lingualism: The ability of a person to speak more than one language at a level that can be understood by other persons speaking the same language.

National Language: Refers to a language in a county that serves an entire nation rather than region or ethnic subdivision.

Official Language: Refers to a language used for government business, in other words it is a language legally prescribed as the language of government operations of a given nation.

Perception: This is the particular way of thinking about Kiswahili grammar.

Public Secondary Schools: It's a TSC staffed post-primary institution that offers KCSE at the end of a four year course. It's sponsored by government.

Resources   They are things that are needed by a school so as to help in Kiswahili grammar instruction.

School factors   Factors within the school setup that affect instruction.

School staffing   Teacher-student ratio in a school

Second language: Any language acquired or to be acquired after the language of early childhood through teaching and learning.

sentences and the forms of words, clauses, phrases,

Teachers of Kiswahili: Refers to a person who instructs students in Kiswahili.

Under achievements: Refers to attainment of grade C plain and below at KCSE Examination

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature on the school factors such as school facilities and resources, staffing of Kiswahili teachers, teacher and student attitudes towards Kiswahili as well as the language use which determine instruction of Kiswahili grammar examinations.

2.1 School Facilities and Resources

2.1.1 Physical Facilities

The development and maintenance of physical facilities in educational institutions by communities, parents and sponsors should continue to be encouraged. This is because lack of such facilities interferes with learning process (ROK,1988a). The evidence from research in other parts of the world points to the great importance of school facilities in relation to quality education. Difference in school facilities is seen to account for difference in achievement. Physical resources include classrooms, lecture theatres, auditoriums, administrative block, libraries, laboratories, workshops, play grounds, assembly halls and special rooms like clinic, staff quarters, students' hostels, kitchen cafeteria and washroom.

Learning experiences are fruitful when there are adequate quantity and quality of physical resources; and unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. To emphasize further on the issue of

physical facilities, there is need to develop adequate and appropriate physical facilities for quality education to be realized.

Sallis (2002) indicates that an educational program cannot be effectively implemented using only policy guidelines even if the teachers are trained and committed without adequate and appropriate physical facilities such as classrooms, toilets and play ground. MOEST (2005) explains the importance of ensuring that there are adequate and appropriate facilities for teaching – learning so that educational programs could be implemented effectively.

Schools that lack adequate classrooms for instance, hold their lessons outside or under trees. During bad weather such lessons are postponed or are never held altogether. This interferes with syllabus coverage and students from such schools do not perform well in examination. ROK, (1988a) states that Kenya schools are characterized by variety in the size and quality of buildings.

Some schools share classrooms and science laboratories, which are too small for current classes of forty and above students. Some new schools in the other hand have teaching rooms which are too smalls because they were not built to specifications. Moreover, most school buildings and other facilities are poorly maintained. Such facilities hamper the teaching and learning process and eventually affect students' performance in examinations.

 Sufficient coherence should be made between the supply and distribution of resources, buildings and equipments and lack of rooms, equipments, financial and

material resources, and delay in procurement and late delivery may act as a hindrance to innovation and subsequent performance.

Musau(2004) found out that lack of library facilities was one of the most serious problems standing in the way of achieving high education standards in learning institutions.

Ayoo (2002) carried out a study on the effects of school physical facilities on academic performance and established that availability of facilities had a direct link with the performance of learners' examinations. Students in schools that have adequate physical facilities perform better than those that do not have adequate physical facilities. Raju(1973) in his study on education in Kenya observed that schools were poorly equipped in the rural areas. There was lack of suitable teaching aids and poor teaching facilities and this negatively related to performance. This could be attributed by inception of free primary and secondary education which has in the years led to high admissions in schools thus overcrowding in classes.

According to presidential working party on education and Manpower Training for the next decade and beyond, ROK (1988)in Kamunge Report, school learning resources should be planned for properly and utilized in an effective manner to bring about efficient provision of quality and relevant education. Mworia (1993) found out that some schools lacked enough classrooms, desks and chairs leading to overcrowding and such conditions frustrated students during learning. Mutua(2002) in his study on the importance of learning facilities noted that most schools in Mtito-Andei Division were poorly equipped and they lack the essential physical facilities which are necessary for learning.

Kathuri (1986) further notes that better facilities in a school lead to better performance in examinations. This is witnessed in KCSE results where by equipped schools perform better than those that are not fully equipped.

2.1.2 Instructional resources

Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum and the use of instructional resources would make discovered facts glued firmly to the memory of students. A well planned and imaginative use of visual Aids in a lesson should do much banish apathy, supplement inadequacy of books as well as arouse student's interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves.

On the other hand, scarcity of textbooks, libraries and physical facilities will constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials and resources are needed.

It is important to have appropriate personnel plan and adequate instructional materials and physical facilities to support educational effort. Material resources include textbooks, charts, maps, audio-visual and electronic instructional materials such as radio, tape recorders, television and video tape recorder. Other category of material resources consist of paper supplies and writing material such as pens, eraser, exercise books, crayons, chalk, drawing books, notebook, pencil, ruler, slate, workbooks and so on. Newton (1997) Professed that the magnitude of instruction are more scientific

based, make instruction more powerful; make learning more immediate and finally make access to education more equal.

Adeogun, (2001) discovered a very strong positive significant relationship between instructional resources and academic performance. According to him, Schools endowed with more resources performed better than schools that are less endowed. He discovered a low level of instructional resources available in public schools and stated that Kenya's public schools are starved of both teaching and learning resources. He expressed that effective teaching cannot take place within the classroom if basic instructional resources are not present.

For effective teaching and learning, textbook and resource materials are basic tools. In absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it a dry and non-existing. (Eshiwani,1984). In addition, Ayot and Briggs (1992) point out that poor results in education relate to the amount of resources and instructional materials allocated.

2.1.3 School environment

The quality of school's environment and its facilities has influence on students learning. Besides regular use in organizing and managing schools activities, records of school physical facilities and materials resources such as furniture and equipment can provide data to drive many indicators for assessing the quality of education in a school.

Mohammed (2010) observes that school environment is of paramount importance in promoting learning. Research has shown that factors closer to students' actual learning process have strongest impact. WanyHaertel, and Walberg (1993) argues that

school environmental factors have impact than more distant factors such as administrative characteristics of the education systems at the national level.

Dorman (2008) Postulates that school physical resources refer to school physical structure, equipments, other teaching and learning resources and class size among others. Environment in an educational setting refers to the emotional atmosphere, tone, ambience or climate that prevails in a particular setting. Nijihuis (2005) states that school environment is of paramount importance to promote learning. The type of atmosphere prevailing in school is a perpetual inspiration for the children to learn more and more.

Classroom environment is the total of all social, emotional, mental and physical factors that make overall contribution to the teaching learning process within a classroom.

According to Goddard, (2000) a favorable learning environment improves academic and professional standards of the school and leads to higher achievement. Schreeren, (2003) argued that availability of teaching learning resources enhances the effectiveness of school as they are basic things that can bring about good academic performance.

Febummi and Okore (2003) further add that class factors are very important in the teaching-learning activities particularly when students' academic performance is being considered. He adds that class size is an important factor in relation to academic performance of students. There is a consensus among various resources and educationists that, the lower the class size or teacher student ratio, the higher the achievement and those students' achievement decreases as class size increases. In

view of this fact, it could be said that teacher-pupils ratio is one of the important factors determining good academic achievement.

2.2 Kiswahili teachers staffing

2.2.1 Teacher qualities

Teachers' quality is the most important school resources because they predict students' achievements. Ferguson and Gilpin (2001) argue that "Teacher quality is a broad category which include dimension such as experience, subject knowledge, scholastic aptitudes and their teaching ability." Several researchers studying the relationship between teachers and student achievement show that teachers, with high test scores or highly selective educational backgrounds are more likely to produce higher grades in students' achievements. It is common knowledge that academically qualified teacher has more authentic knowledge about the relevant subject than the academically less qualified teacher."

Mohammed and Rashid (2011) argue that academic qualifications, professional qualifications, refresher courses or trainings and teacher experience are the most important qualities of a teacher. The qualities like academic qualification and knowledge of the subject matter competences, skills and their commitment in teaching and learning process affect performance. This shows that schools with teachers with higher academic qualifications prepare their learners well. On the other hand, teachers who attend refresher courses are able to update themselves on emerging issues and cope with changes in the syllabus unlike those who do not attend at all.

This is echoed by Metzler and Ludge (2010) who in their study found that "Teacher quality is a key determinant of student learning and subsequent academic achievement.

Okumbe, (1998) argues that "The quality of doctors, teachers, lawyers' accountants engineers and other professionals depend on how well they have been prepared   for the various roles in the society by their teachers. Further, he postulates that there is a strong indication that most teachers in developing countries are conscripted into teaching professions. This implies that the teaching profession in developing countries has two types of teachers; those who choose the profession for intrinsic reasons and those who for reason beyond their control find themselves in the profession. It is expected that teachers who choose teaching career are more motivated to work and the work hard and ensure that their students are also motivated.

According to Kombo (2005) learners regard the teacher as a source of power resources (knowledge and skills) as well as personal satisfaction (such as recognition, approval and acceptance). In the classroom, the teacher is expected to play multiple roles which include teaching, guidance and administration. Olembo, (1992) acknowledge that the demands on the teacher change considerably during the career. In view of the continuous renovation and development of teaching knowledge and the constant change taking place within the education system, it does not seem possible to equip the teacher trainee with all knowledge and skills required for an entire professional life.

However, Shiundu and Omulando (1992) observe that given their vital role in curriculum implementation, teachers need appropriate and relevant training to be able

to teach. In addition, they need encouragement alongside a continuous training process to update their skills. According to Newstrom& Davis (2002) in a study on student quality and teacher training and student achievement indicated that trained teachers do make a difference and in particular teacher qualification, experience and amount of education and knowledge were positively related to student achievement. It's worth noting that it's the teacher who translates the broad general curriculum goals into learning experiences and the method of presenting content. They do most of the evaluation. Therefore, the teacher initiates, develops and directs students learning so as to realize good results in the national examination.

Slanders and Rivers (1966) argue that students who are assigned to several ineffective teachers in a row have significantly lower achievement than those who are assigned to several highly effective teachers in a sequence. Certain teacher attributes like verbal ability, subject matter knowledge, years of experience and certification status influence students achievement. According to Coleman et al (1996) teachers' verbal ability is related to students' achievements and that the relationships may be differently strong for teachers of different types of students. Munane (1985) observes that verbal ability is hypothesized to be sensitive measure of teachers' ability to convey ideas in clear and convincing ways.

Teaching experience is another parameter of teacher quality. Munane (1985) argues that student learning is heavily influenced by teacher effectiveness and their years of experiences. Further, he observes that inexperienced teachers (those with less than three years of experience) are typically less effective than more senior teachers and that the benefit of experience appear to level off after about five years, especially in non-collegial work settings. However, veteran teachers in settings that emphasize

continual learning and collaboration continue to improve their performance. The teacher being the implementer of change at the classroom level needs to be kept abreast with new trends in education especially new teaching pedagogy through regular in-service courses. (Eshiwani 1975).

Olembo et al (1992) observes that in the Kenya education system, the term in-service education has at various times been referred to as refresher courses, orientation courses, updating courses and similar terms, have been used. They conclude that in-service training is a life -long process in which the teacher is constantly learning and adopting the new challenges of his job. Research clearly shows that teacher expertise is the most significant school - based influence on students learning (Saracologlu 2000).

School improvement always calls for enhancing the knowledge, skills and disposition of teachers whatever course of action a school adopts, success usually hinges on providing support and resources for teachers to strengthen existing expertise or to learn new practices.

Qualification of Kiswahili teachers weighs heavily on language performance in secondary schools thus compromising quality of education. The ministry of Education has failed to employ enough teachers leading to an acute teacher shortage. The student- teacher ratio stands at 60:1. What is not clear however is how teachers in public schools cope with this situation in their day to day activities in classroom?

Teachers' qualities include:

Teacher experience

Several studies have found a positive effect of experience on teacher effectiveness; especially the "learning by doing" effect is most obvious in the early years of teaching.

Teacher preparation programs and degree

Research suggests that the selectivity prestige of the institution a teacher attended has a positive effect on student achievement, particularly at the secondary level. This may partially be a reflection of the cognitive ability of the teacher and this evidence suggests that teachers who have earned advanced degrees have a positive impact on high school mathematics and science achievements when the degree earned were in these subjects. Likewise, teachers with advanced degrees in Kiswahili perform relatively better than those of lower education because of long term exposure in the content.

Teacher course work

Teacher course work in both the subjects area taught and pedagogy contribute to positive education outcomes. Pedagogical coursework seems to contribute to teacher effectiveness at all grade levels, particularly when coupled with content knowledge. The importance of content course work is most pronounced at the high school level.

While the studies on the field experience component of teacher education are not designed to reveal casual relationships, they suggest positive effects in terms of opportunity to learn the profession and reduced anxiety among new teachers

Teachers own test scores

Tests that assess the literacy levels or verbal abilities of teachers have been shown to be associated with higher levels of students' achievements. Studies show the National

Teachers Examination and / or teaching abilities are less consistent predictors of teacher performance.

Characteristics matter

Preparation in both pedagogic and subject content, credentials, experience and test scores the findings from the literature imply that there is no merit in large scale elimination of all credentialing. Teachers' policies need to reflect the reality that teaching is a complex activity that is influenced by the many elements of teacher quality.

Education policy makers and administrators would be well served by recognizing the complexity of the issue and adopting multiple measures along many dimensions to support existing teachers and to attract and hire new, highly qualified teachers. Investing in teachers can make a difference in students' achievement. In order to implement needed policies associated with staffing every classroom even the most challenging ones with high quality teachers, substantial and targeted investments must first be made in both teacher quality and education research.

2.2.2 Teaching methods

The method of language teaching is yet another area where the learning and sustainable development of Kiswahili may need to get enough nurturing. Kiswahili in Kenya is taught using explicit method. We find that learners are made to cram a lot of vocabulary and expressions which they then use to write repeated composition. Grammar is constantly corrected by the teacher either by assignment grading or by directional classroom engaging. In addition, the learners are engaged in drills of vocabulary mastery, grammar and sentence structures. The teachers' success is

measured in terms of how accurate and close to the native speaker a learner can get. These are seen in how highly and frequently examinations are given.

This kind of approach does not help the learners to master and retain the standards variety of Kiswahili learnt at school. In actual fact, even the best student will be heard speaking a home variety or even sheng' as soon as he or she steps out of the   choice of variety she/he uses. Due to this, Kiswahili achievement remains low.

2.3 Perception of Kiswahili teachers' towards Kiswahili grammar.

Likert (1932:9) cited in Gardner (1980:67) defines the term attitude as "an inference which is made on the basis of a complex of beliefs about an object."Gardner (1980:267) elaborates on Likert's definition by defining attitude as, "The sum total of a man's instinct ion and feelings, prejudice or bias, preconceived notions, fears, threats and convictions about any specific topic."

Ajzan (1988:4) considers attitude as "A disposition to respond favorably or unfavorably to an object, person, institution or event" Baker (1992:10) defines attitude as "a hypothetical construct used to explain the direction and persistence of human behavior."

Gardner (1985) considers attitude as components of motivation in language learning. According to him, motivation refers to a combination of effort plus the desire to achieve the goal of learning the language plus favorable attitudes toward learning the language.

Teachers' attitude plays an important role in the present context. In the professional courses, the teachers have changed their role from being the controllers of the class to the facilitators. They accept students' mistakes in the language use as a necessary part of the

language learning. They help motivate students to use more and more language in their daily life. Learners learning outcomes are influenced by the interpretation of teachers' interpersonal behavior.

On their own right, students want a teacher who can motivate them to speak more and more in the classroom and teach them how to use language outside the classroom. They want their teacher to be fluent in Kiswahili and capable of correcting their mistakes without hurting their ego or without accusing them of not having knowledge of Kiswahili. Teachers should take a little more careful approach when disseminating knowledge in language. This is so because not all second language students have sufficiently developed language skills and that this adversely affects their potential for success.

2.3.1 Teachers' Perception towards grammar instruction.

In teaching grammar, three areas have to be considered: grammar as rules, grammar as form and grammar as resource. For many L2 learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. Teachers often believe that this will provide the generative basis on which learners can build their knowledge and will be able to use the language eventually. For them, prescribed rules give a kind of security. A better approach is perhaps to see grammar as one of many resources that we have in language which help us to communicate. We should see how grammar relates to what we want to say or write, and how we expect others to interpret what our language use and its focus.

"According to Widdowson (1990:86) "...grammar is not constraining imposition but a liberating force; it frees us from a dependency on context and a purely lexical categorization of reality." Given that many learners and teachers tend to view

grammar as a set of restrictions on what is allowed and disallowed in language use-the conception of grammar as something that liberates rather than represses is one that is worth investigating.

According to Morelli, (2002) students perceived themselves as having a better attitude towards grammar instruction in context, while performing slightly better after having experienced the traditional grammar instruction. Elkilic and Akca (2008) reported generally positive attitudes of students studying English grammar at a private EFL classroom towards studying grammar.

Since 1970, attention has shifted from ways of teaching grammar to ways of getting learners to communicate, but grammar has been seen to be a powerful undermining and demotivating force among L2 learners. In terms of motivation and learners success with languages, grammar has been seen to be a problem and to stand in the way of helping learners to communicate fluently. The hard fact that most teachers face is that learners often find it difficult to make flexible use of the rules of grammar taught in the classroom. They may know the rules perfectly but not incapable of applying them in their own use of the languages.

Teachers' recognition of this process (i.e, of transferring declarative knowledge about grammar into procedural knowledge) as a problem for many of their students has been reported by Burgess and Etherington (20002: 442). Haudeck(1996) as cited in European Commission (2006)has reported that many learners have difficulty in internalizing grammar rules, although these have been taught intensively. As Morelli (2001: 33-34) has observed, "Grammar can be taught traditionally or contextually, but student perception should be considered by teachers in the decision-making process. Students need to feel confident that educators have met their need and

educators should be willing to consider the perceptions of students when making decisions about how to teach grammar.

2.3.2 Kiswahili teachers' attitude on language use in schools

Language use in schools is determined by school language policy and users attitude. Mugane (2003) observes that a national policy on language is a set of nationally agreed principles which enable decision − makers to make choices about issues of language in a rational, comprehensive and balanced way.

Shiundu and Omulando (1992) notes that language policy refers to decisions made and taken by bodies that have administrative and juridical responsibilities of such nature that their decisions affect procedures and practices at the level of national organization and activity.

Kimani, (2003) also notes that a language policy identifies the nation's language needs across communities and ethnicities, surveys and examines available resources, identifies the role of language generally in life, establishes strategies vital for managing and developing resource, and relates all these to the best of the nation through a planning agency.

At independence, Kiswahili was declared a national language as well as a language of commerce and social interaction, English is both the official and medium of instruction in the education system.ROK, (1964-5) notes the importance of vernacular languages as essential hence recognizes them as medium, of instruction of curriculum in primary I, II & III.

Most people in Kenya speak at least 3 languages. The first language is the ethnic or tribal language; the second is the language of wider communication among Kenyans which is also national and the official language.

Eastman (2001) views a national language as that which serves an entire nation rather than a regional or ethnic subdivision. It is a language of political, social and cultural entity and functions as a national symbol. Official language is described as a language used for government business or a language legally prescribed as the language of governmental operations of a given nation. (Ferguson & Health, (1981).There are many challenges facing literacy in sub-Saharan Africa, one of which is multilingualism.

Kenyalogy (2010) observes that multilingualism is the ability of a person to speak more than one language of a level that can be understood by other persons speaking the same language. A multilingual society can be said to be a society in which several languages are spoken. At a personal level, it means a degree of influence in more than one variety.

Kenyalogy (2010) postulates that Kenya is a multilingual society thus various complications can arise if their effect in education is ignored especially because in addition to 42 tribal languages, there is English and Kiswahili both official and Kiswahili serving still as a national language. Yumbi (2010) notes that in most African countries, languages designated for school .

Instructions are also designated as national and/ or official languages. This is because they are more likely to have been standardized and teaching materials are more likely available. Ogechi and Ogechi (2002) asserts that there is need for more educational publications in Kiswahili as a good medium for educational and national development. Ipara and Mbori(2009) indicate that in terms of language policy and planning the Kiswahili language has been standardized and coded. For instance, within East Africa region, there exist discipline specific dictionaries and in addition

they argue that on the internet, there have been attempts to use Kiswahili alongside other languages such as English and French. Thus, the wide a range of applications of Kiswahili in Kenya (in part) makes the language to be well – prepared in representing knowledge and information in science and technology.

Mackay (1986) argues that different attitudes and opinions towards language may affect its learning. If a language is inferior, teaching and learning of it suffers. In schools, teachers are fond of using English. It has been argued that if Africa is to develop, then it must tap its vast reservoir of nature resources including language. Sy (2001) notes that true development moves along as a course propelled by native forces: Kiswahili is one such a force.

The opening of Eastern Africa's common market on July 1, 2010 and the elevation of Kiswahili as both official and national language in the constitution of Kenya implies that the language is fundamental in achieving vision 2030. It's interesting to note that Kenya policies are well – stipulated on paper, but poor in their implementation, while barely a quarter of the Kenyan population can adequately use English, it remains the advantaged official language and the medium of instruction in the education system, unlike Kiswahili the co-official language (Ogechi and Ogechi 2002).

They further observe that, while the leadership appears comfortable with the linguistic situation and would wish to have the status quo maintained, the linguistic situation among lay Kenyan's demonstrates that all is not well on the ground. Kimemia (2001) after carefully assessing the linguistic situation in Kenya argues that, for a long time language policy has come to mean nothing more than political pronouncements, government statements and recommendations made by education commissions which are rarely implemented.

Ogola (2003) reiterates that the linguistic situation in Kenya is triglossic in the following order: English is at the top of the rank as the official language, Kiswahili is at the middle of the rank as the co-official language and local lingua franca; while at the base are local languages or mother tongues. The above rankings illustrate that the state of local languages in Kenya is wanting. The languages that are mainly used by the majority of the population are given on a short shrift to the advantage of English language which is only spoken by elite. Kibet (2014) further notes that the recommendations by different education commissions in Kenya has witnessed co-existence of Kiswahili and English as compulsory and examinable subjects in primary and secondary schools. This co-existence creates conflict on language use in schools.

2.4 Learner's perception towards Kiswahili grammar

Learning a language is closely related to the perception towards the language (Stark &Paltridge 1996). Kaharan (2007) observes that "positive language attitudes let learner have positive orientation towards learning English." As such, attitudes may play a very crucial role in language learning as they would appear to influence students' success or failure in their learning.

On the other hand, for any subject, a student's negative attitude will inhibit the teachers' ability to motivate that student. This attitude poses a significant problem in motivating young people to learn a second language. For an acclimation of flexibility in attitudes, changing perception, and revising students knowledge is important. With open mind and a proper preparation for encountering a second language, attitude can change and enable students to apprehend a second language. In order to change attitudes, teachers must present materials which will cause the students' negative

dissonance. Ideally, as the students resolve the conflict in information they require in class with current understanding their effective responses to the object and their behaviors' will change and motivation. Ur's (1988) states that grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. Clearly, it indicates how the acceptable meaning will be developed by the existing grammatical rules. In this case, syntax and morphology are considered as the two fundamental ingredients in grammar. The two ingredients can be combined together as they determine how words can be organized to form a sentence in a grammatical way.(Batstone,1994)

Batstone (1994) further emphasizes that the two factors will help learners acknowledge the grammatical forms properly so that they are able to express their meaning in an accurate way.

Hence, this perception reveals the fact that language structure is governed by the regular language forms, providing language learners with the instruction to identify how grammatical structure will be formed.

Swan (2005) is of view that grammar as the rules for combining words into sentences is incomplete as it does not explicitly explain the functions of the rules in the sentence and the reasons for people to use the rule in the language.He thus ascertains that "grammar is essentially a limited set of devices for expressing a few kinds of necessary meaning that cannot be conveyed by referential vocabulary alone, (Swan 2005:1)

Additionally, Roberts (1998:146) exerts emphasize on the specific scope of grammar in the foreign language learning."Traditional grammar has rarely, if ever served as an

object of study for its sake; rather, it has been used as tool intended to facilitate practical but accurate mastery of the mother tongue and foreign language.

It underlies the fact that the grammar plays the essential role in the language learning process, not only in the native language learning but also in the foreign language learning. Grammar learning will help language learners have a better understanding in the knowledge of language and then applying the language structure accurately in their language use.

Thus, in a sense, the perceptions towards grammar can be described as an effective way through which learners can deepen their understanding of language. Also, they will know how to put words in a grammatically correct way. Thereby, a logical sentence with accurate linguistic rules will be generated and the acceptable meaning can be expressed ultimately,

Hence it can be concluded that grammar can be seen as the indispensable element in the language learning.

There are both negative and positive attitudes towards the L2 and the methods used like short stories. The positive attitudes are typically connected to the speakers of the languages in question and the culture represented by the speakers. Such positive attitudes can be expected to enhance learning, since learners can be expected to enhance learning, since learners can be expected to want to be able to communicate with the native speakers of the language they are learning. In other words, if students are interested in the countries where the languages are spoken, they may be more motivated to learn the language. (Noel et al, 2003:36)

Negative attitudes on the other hand can impede language learning, since you usually get those attitudes when you are not interested or have difficulties with the

teacher.(Ellis 199:197-201). Those attitudes usually have a negative effect on learners', but this is not always the case. Negative attitudes also have a negative a positive effect on L2 learning. If the learners have a strong will to learn a language. Sometimes students who are struggling with their attitudes are true fighters. They work so hard in the end because they want a good grade and they have a strong will to learn.

A student who has a positive attitude towards a second language will be motivated to learn the languages. Individual motivation is another major factors that is used to explain why some L2 learners are more successful than others. The level of effort that the learners expend at various stages in their L2 development depends on how motivated they are to learn. The more motivated students are, the easier they will learn a new language. Motivation is often one of the keys to the ultimate level of proficiency. Motivation is usually recognized as being of two types. One of them is integrative motivation which is based on learners' interest that is, to what extent the learner is interested in the country or culture represented by the target language group. To be interested in learning a L2 and to have desire to learn about or associate with, the people who use the language you are learning could be an example of integrative motivation

The other motivation type is instrumental motivation which is connected to the desire to learn a language to increase occupational or business opportunities, but also to get prestige or power (Ibid 87). The potential power of motivation can be seen in some cases where even older learners may overcome the "odds" of not acquiring native-like pronunciation if it is important enough to sound native. (Ibid 87). Ellis (1997:76) claims that motivation is not something that learner has or does not have, but rather

something that varies from one moment to the next, depending on the learning context or task. The above mentioned types of motivation should be seen as complimentary to each other, rather than oppositional or distinct, since learners can be both instrumentally and interactively motivated at one and the same time. (Ibid 76)

Chomsky suggests that learners have unconscious knowledge of grammar systems which we, as teachers are often unaware of. (Shortall,1996) This shows that learners insight to acquire grammar through understanding the scope of language forms in an unconscious way rather than explicit learning process. Richards (2002) says that some researchers claim that language learners have the 'innate ability' to understand the framework of grammatical variables such as the grammatical structure, the tense, the gender etc. However, based on these statements, he then attempts to show his own opposite attitude and states his own beliefs about grammar. It can be reported that language learners might have better understanding of the foreign language structure when they are taught with grammatical structure when they attempt to acquire the formal foreign language.(Ibid).

Richards (2002) argues further that there are four stages of grammar acquisition which are noticing, discovering rules, accumulation and restructuring & experimentation. (P42-43).

These processes about the grammar acquisition show how learners acquire their grammar in foreign language context. All these assumption indicate that language input and output should be involved to facilitate the grammar acquisition process. It assumes that the whole grammar acquisition process will help language learners develop their inter language systems in someway. (Ibid P.42)Hence, under this ground, it can be hypothesized that learners inter language development will be

facilitated by the receptive and productive approach, providing the grammatical rules will be instructed for them to apply it in their expressive of meaning in appropriate way.

2.4.1 Students' perception on language use in schools

Students spend more time interacting in one of the languages in most cases Kiswahili. Kiswahili is a very important subject in Kenya because it is used as a compulsory subject examined in the KCPE and KCSE according to the 8.4.4 system of education. Kenya being a multilingual country then, there exist challenges of which language learners are supposed to use in school. Teachers insist on students speaking the languages which are taught in school.

(Chomba, 2008 : 3)

Schools have formulated language policies, policies which are supposed to dictate the languages which learners are supposed to speak in schools. Students who do not speak the languages stipulated in school language policies are punished. The opportunity to use the target language by learners determines their abilities to read and write. Thus, it is important to provide learners with adequate opportunity to use the target language in order to improve their performance in the language. This will help in achieving high mark Kiswahili subject in KCSE. Learners should also be exposed to comprehensible input which is lightly beyond their level of competence. According to Bwire (2008) language policy has implications for teaching and learning. She adds that the language a learner listens in most the time in school is the language the learner will be most comfortable to learn.

According to Grima cited in Chomba (2008) it is the responsibility of every school to have a language policy because it enables the school to have a shared policy; it also

assists in ensuring that schools remain focused in providing language education. Language policy provides a frame work for coping with change and it is an instrument of communication that helps to establish effective working partnership between stakeholders. It guides the school personnel to take stock of their success, current needs and find a clear direction. These directions are important inquiry because it seeks to establish whether the selected schools recognize the importance of school language policy.

Ogechi (2003) further notes that in primary schools, children have their – code (English) forced on them through rewards and punishment for using or not using English. Adhiambo (2010) carried out a study in primary schools and noted that there are some schools in which pupils are punished for not using the official language (English) of communication for general communication even with other pupils in school. Njeri (2011) found out in her research that those learners who can orally express themselves in English enjoy participation in classroom activities such as storytelling and discussion while those who cannot, prefer to keep quiet.

Adhiambo (2010) in her study found out that there is code switching in class with a few teachers of using English and Kiswahili during Kiswahili lessons and vice versa. Barasa (2005) argues that learners find role models in their teachers but learning and teaching of English in Kenya is not supported because there is no role model for the language..

Gathumbi (2008) recommends that there is need to ensure the language policy is strictly adhered to so as to guide classroom practices in teaching and learning. In his book, "Language policy in schools: A source for teachers and administration."Earson

(1999) states that language policies are viewed by many in education as integral and necessary part of the administration and the curriculum practices in schools. He defines a language policy and says that it is a document compiled by the staff of the school, often assisted by other members of the school community to which the staff members give their assent and commitment. Language policy identifies areas in the school scope of operations and program where language problems exists that need the commonly agreed approach and what it intends to do about these areas of concern and includes provision for follow – up with monitoring and revision of the policy itself in the light of changing circumstances.

A study by Muthuri (2001) cited in Chomba (2008) found that teachers developed schools language policies without consulting national language policy, parents and ministry of education officials. As a result, teachers do not develop sound language policies in the school. In his recommendation, Barasa (2005) says that change should begin with policies that will help to change the attitudes of other members of staff towards English. Chomba (2008) did a study on effects of schools language policies on learners communication competence, and found out that most of the schools in Kirinyaga district have developed language policies to enable learners communicate frequently in English. That the use of Kiswahili by learners was limited to a few days of the weekend and students who used Kiswahili in the days set aside for learners to communicate in English were punished.

Gathumbi (2008) did a research on the process of developing English literary forms and recommended that investigation should be done to establish whether the languages in the school language policies are the one in schools. This confirms that

there is need to investigate the language policies in schools to establish whether the languages stipulated in the language policy are the ones used by learners and teachers thus the current study seeks to find out among its objectives if the language stipulated in the school language policy is the one used by teachers and learners.

2.6 Summary of the literature review

The reviewed literature has shown that student achievement in Kiswahili language at the national examination (KCSE) is heavily influenced by variables such as school facilities and resources, Staffing of Kiswahili teachers, Teachers and students perceptions towards Kiswahili grammar. It is disheartening that the performance of Kiswahili has been below average despite the fact that it is an African language though taught in schools as a second language. From the review of literature, following gaps were identified.

i) School facilities and resources play a critical role in determining instruction of Kiswahili grammar, but more need to be done so as to find out if schools have the required capacity in terms of teaching /learning facilities and resources.

ii) The government through the ministry of education has been staffing schools with qualified teachers but teacher shortage still persists. It is, however, not clear how schools which have not been staffed by teacher service commission cope especially in language teaching and learning.

iii) It is clear that perception affect Kiswahili language teaching. However, little has been done to understand how teachers 'perception affect teaching of Kiswahili and particularly grammar at secondary school level in Baringo central sub-county.

iv)   It is also clear that perception affect Kiswahili language learning. However, little has been done to understand how students' perception affect learning of Kiswahili and particularly grammar in secondary school level in Baringo central sub-county.

The study therefore, aimed at filling the gaps identified above in an attempt to improve achievement in Kiswahili at KCSE in Baringo Central sub-county of Baringo County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures and techniques that were used in the design, locale, target population, sample and sampling procedures, research instruments, piloting and data collection.

3.2 Research design:

Kombo and Tromp (2006) define research design as the structure of research. It is the glue that holds all the elements in a research project together. Orodho (2003) defines it as the scheme, outline or plan that is used to generate answers to research problems.

The study adopted a descriptive survey design.Orodho, (2009) states that survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It is the most frequently used method of collecting information about people's attitude, opinion, habits or any of the variety of education or social issues.

Survey design was appropriate because it enabled the researcher obtain pertinent and precise information concerning the school factors influencing teaching and learning Kiswahili grammar in Baringo central sub-county of Baringo county and helped draw conclusions on the facts discovered.

3.3 Study Area

The study was conducted in public secondary schools of Baringo sub-County-Kenya. The sub-county is found in rural parts of Baringo County and neighbors Keiyo and Nakuru counties in Rift Valley region of Kenya. It is situated approximately 95 kilometers East of Eldoret town along Eldoret- Iten road. The region is mainly rural and main economic activity is agriculture. Major crops are maize and livestock keeping. It is 2000 meters above sea level and major rivers are Perkerra and Kerio. The area was ideal for the study because Kiswahili achievement was low between the years; 2010-2014 under study compared to its neighbors thus there was need for urgent attention. There is no study in the past in the same locale to address the challenge of Kiswahili grammar. It will be time appropriate and cost effective for researcher to carry out the study.

3.4 Target population

The population in the study comprised all form four students, all teachers of Kiswahili and all the school principals in Baringo central sub-county. In total there were 36 public schools, 2057 form four students in the public secondary schools, 42 teachers of Kiswahili and 36 school principals giving a total target population of 2135.

3.5 Sample and sampling techniques

A sample is a subset of the population which is actually investigated by a researcher and whose characteristics will be generalized to the whole population. (Serem, Boit & Wanyama 2013). Sampling is the process of selecting a subset of cases in order to draw conclusions about the entire set. (Orodho,2009).

The researcher applied stratified random sampling in selecting respondents to constitute the sample of the study because there were various strata involved. These

strata included: the category of the school;   whether county or sub-county, gender status; whether boys or girls and whether single sex or mixed. Mugenda & Mugenda (1999), postulates that in stratified random sampling, subjects are selected in such a way that the existing sub groups in a population are more or less reproduced in the sample.

3.5.1 Sampling units and sample size

Stratified random sampling method was used to select the percentage of schools that were included in the study because the county had single and mixed gender, extra-county, county and sub-county schools which were either day or boarding. Two strata sampling were applied for the study including: First, gender status of the school and second; size of the school as per the number of students in each class. Baringo central sub-county had 36 public secondary schools and population target of 2057 students during the year of study. Using 30% recommended by Mugenda &Mugenda(2005) as enough representative of target population, 12 public secondary schools (33%) that had done KCSE between 2010-2014 were selected using stratification method as follows: two boys boarding out of five, two girls boarding schools out of six (6) and 8mixed day secondary schools out of twenty five (25).Specific schools in the strata were selected using simple random sampling.

Twelve (12) classes were used in the study where an equal number of students (20) were selected through probability sampling using raffles, (folding of papers which were labeled Yes and No). Students picked and those with 'Yes' were included in the study from each of the form four classes. In schools which had more than one stream, random sampling was used to select one stream to be used in the study. Two teachers of Kiswahili from the two (2) boys schools, two teachers of Kiswahili from two (2)

girls school and one(1) teacher of Kiswahili from each of eight (8) mixed day schools were selected through purposive sampling to get teachers of Kiswahili teaching form four classes.

One principal from each of the12 schools were selected using purposive sampling. Total sample size was 268 respondents that is, 240 students (12%), 16teachers (38%) and 12 principals (33%).

Table 3.1:Showing sampling frame used in the study.

Type of population	Target population	Sample population
Form four students	2057	240
Kiswahili teachers	50	16
Principals	36	12
Total	**2143**	**268**

3.6 Research instruments

Research instruments are tools used to collect data from respondents. The researcher employed two instruments for the study which include interview schedule for principals and questionnaires for both teachers and students. The researcher chose the above instruments because they are the most suitable to collect data from a large sample.

3.6.1 Principal's interview schedule (PIS)

Interview schedule were used to collect required data from principals such as actual information about the school for instance; the number of teachers of Kiswahili, student population per class, instructional resources on Kiswahili grammar, school Kiswahili KCSE mean for the previous five years, role of Kiswahili in school,

Language policy, challenges facing the school and suggestions on how performance could be improved. Interview schedule was used for principals because they manned the day to-day operations of the schools meaning they had a tight schedule.

3.6.2 Teachers questionnaire (TQ)

The study used questionnaires to collect information from teachers of Kiswahili grammar from sampled schools. There were two sections of questionnaires for teachers. The first questionnaire was used to collect information on gender, academic and Professional qualifications, teaching experience, instructional resources for Kiswahili grammar, workload, class size, challenges facing the instruction of Kiswahili grammar and suggestions for improvement. The questionnaire had both closed and open-ended questions. The former was to ensure consistency in responses by the respondents, while the latter allowed freedom of response/ expression which might not have been realized in closed questionnaires. The second section of the questionnaire was Likert scale which was used to collect data on teachers' perceptions towards the instruction of Kiswahili grammar. Richards, Platt and Weber (1992) notes that a Likert like scale, is a common scale used to measure a person's reaction to something. The questionnaire had 20 items (statements) seeking teachers' views. Respondents were required to respond to every statement using a structured format: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD).

3.6.3 Students questionnaire (SQ)

The study used questionnaires to collect information from students from the sampled schools. Students were required to respond to two sections of questionnaires. The first

questionnaire was used to tap data on gender, status of Kiswahili learning materials, teaching methods, lesson attendance, and lesson make-up, language use in school, class environment and suggestions on the improvement of Kiswahili grammar. The questionnaire had both closed and open-ended questions. The form ensured consistency in responses by the respondents, while the latter allowed freedom of response/expression which may not have been realized in closed questionnaires. The second section of the questionnaire was used to collect data on students' perception towards the instruction of Kiswahili grammar. The questionnaire had 20 items (statements) seeking students' views. Respondents were required to respond to every statement using a structured format: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD).

3.7 Piloting

This is the testing of the research instruments to a small representative sample identical to, but not including the group of the study to test validity and reliability. Piloting was done in three schools identical to, but not those included in the study. The researcher presented the instruments to the three schools in person and collected them afterwards to determine their suitability with the help of supervisors.

3.7.1 Validity

To ensure that the information collected from the field was accurate and reliable, there was need to determine content validity of the instruments. The researcher employed the expertise of his two supervisors and one departmental lecturer with relevant skills in the field of study who assessed the content and face value of the instrument and gave feedback. The feedback obtained was incorporated in the final instruments before the actual study.

3.7.2 Reliability

According to Mugenda & Mugenda (1999) reliability is a measure of degree to which a research instrument will yield constant results after repeated trials. Orodho (2009) observes that reliability of an instrument is the consistence in producing similar results over a period of repeated trials. The researcher used Test-Retest method to determine reliability of students' questionnaires. The Test-Retest was done in three schools Representing 10% which were not part of the sample for study. The researcher administered the first test of the developed questionnaires and then scored them manually. After a period of two weeks, the same questionnaires were administered to the same group and the responses scored manually. A comparison of the first score and that of the second score was done using the Spearman's Coefficient of Correlation formula. The researcher used the same method and procedure, to determine the reliability of teachers' questionnaires. This helpedin determining the consistency of the instruments in eliciting the same responses every time the instrument was administered. The correlation coefficient was (0.8), thus the instruments was judged reliable for the study

3.8 Data collection procedure

The researcher was cleared by Moi University and sought for permission from NACOSTI and then proceeded to Baringo Central sub-County Education Officers' office and sought for permission to visit the sampled schools for the study. Once permission was granted, the researcher visited the sampled schools for familiarity with the principals, teachers and students. The researcher also made arrangements with administrators and relevant departmental heads and agreed on the time and date of the study which avoided disruption of lessons. The respondents were assured that

the responses they gave would be used in complete confidentiality and for the purpose of the research study only. The researcher promised to take individual responsibility for the conduct and consequences of the research by adhering to the time schedule agreed upon with the respondents. The researcher was open and honest when dealing with respondents.

The respondents further assured of getting the feedback from the research if they needed it after the study. This was aimed at securing co-operation from them. The researcher then administered the instruments in person assisted by Kiswahili teachers, that is, questionnaires' to teachers and students while the interview schedule were administered to school principals during the second visit. Data collection took a period of two weeks, that's six schools the first week and the other six the second week.

3.9 Data analysis and reporting

After all the questionnaires and interview schedules were collected, data collected was appropriately coded and entered into the computer for analysis. Qualitative data obtained was analyzed thematically. Data was organized into themes, categories and patterns relevant to the study then the findings were presented through tabulation. Quantitative data obtained was coded then analyzed with the help of Statistical Package for Social Sciences (SPSS) and the results from the analysis was presented using percentages, means, frequency distribution tables, bar graphs, and pie-charts. Findings were reported thematically on the basis of the research objectives.

3.10 Ethical considerations in research involving human participants

The researcher explained to the respondents about the research and that the study was for academic purpose only. It was made clear that the participation was voluntary and the respondents were free to decline or withdraw anytime during the research period. Respondents were not coerced into participation in the study. The participants had informed consent to make the choice to participate or not. They were guaranteed that their privacy would be protected by strict standards of anonymity.

CHAPTER FOUR

RESULTSAND DISCUSSIONS

4.1 Introduction

This chapter deals with data presentation, analyses, presentation of findings as well as discussions made from the themes derived from the objectives of the study.

4.1.1 Background Information and Characteristics of the Sample

The study sample consisted of 12 school principals out of whom 10 were male while 2 were female, 16 teachers of Kiswahili out of whom 8 were male while 8 were female and 229 form four students out of whom 96 were male while 133 were female as indicated in Table 4.1.

Table 4.1Number of respondents of the study and their gender (n=257)

Type of respondents	Male	Female	Male %	Female %
Principals	10	2	83.33	16.67
Kiswahili teachers	8	8	50	50
Form four students	96	133	41.9	58.1
Total	**114**	**143**	**44.36**	**55.64**

The study found that out of the ten principals, 83.33% were male while 16.67% represented females. It was also found that out of the 16 teachers of Kiswahili, 50% were male while the remaining 50% represented females. On the side of form 4 students, 44.36% represented male students while the remainder 55.64% female. The

sampled schools for this study were 12 out of which 3 were Extra County while 9 were County. In addition, they were further grouped to single gender and mixed that is, 2 boys, 2 girls and 8 mixed day schools as indicated in Table 4.2

Table 4.2: School category, number and their sex status (n=12)

School category	Boys	Girls	Mixed
Extra County	1	2	0
County	1	0	8
Total	**2**	**2**	**8**

4.1.2 Sampled Schools' Performance in Kiswahili between 2010 and 2014

The performance of Kiswahili at KCSE for the period 2010 to 2014 is summarized as indicated in Table 4.3.

Table 4.3: Kiswahili KCSE means scores, deviations and their percentages in sampled schools.

KCSE Year	Mean score	Deviations	(%) Deviation
2014	5.28	**+0.52**	**10.92**
2013	4.82	+0.06	1.26
2012	4.495	**-.265**	**5.57**
2011	5.073	+0.313	6.576
2010	4.11	-0.65	13.6

Source: Baringo central sub-county CQASO Office – KCSE Result Analysis 2014

The results in Table 4.3 indicate that performance of Kiswahili in Baringo central Sub-county over the five years under study has not been encouraging despite the positive deviations. This has been so because majority of the schools (66.67%) are day schools that attract students with low entry behavior from primary, have inadequate trained teachers, have inadequate teaching and learning resources among others, while the remainder (33.33%) are extra-county which admit students with higher entry behavior, have better Instructional resources and trained teachers.

This information can be presented using a bar graph. Figure 4.1 illustrates the Kiswahili KCSE performance for the years 2010, 2011, 2012, 2013 and 2014
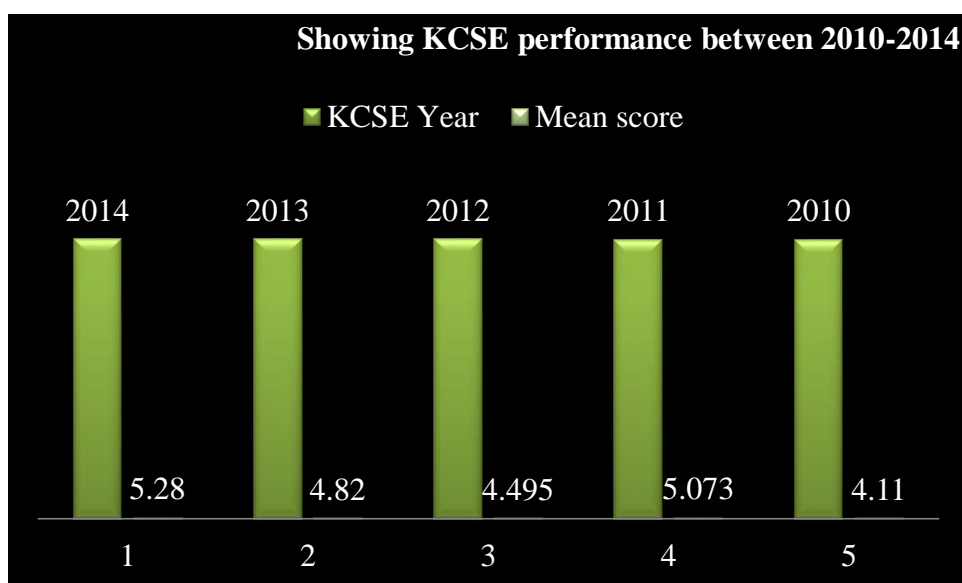
Figure 4.1 showing KCSE Kiswahili performance between 2010 -2014
Source: Baringo central sub-county DQASO office – KCSE results 2010-2014

Figure 4.1 shows that there was a slight improvement from 2012 to 2014 because of the introduction of affordable secondary education which enabled schools to acquire a

few teaching and learning resources. The introduction of the free tuition secondary program triggered increased enrolments thus complicating the matters as it was not commensurate instructional resources thus no significant improvement in performance.

Table 4.4: Kiswahili performance from 2010 – 2014 (n=12)

Mean range	Midpoint(x)	Frequency (f)	Fx
2.1-3.0	2.6	0	0
3.1-4.0	3.6	6	21.6
4.1-5.0	4.6	1	4.6
5.1-6.0	5.6	1	5.6
6.1-7.0	6.6	1	6.6
7.0-8.0	7.6	3	22.8
8.1-9.0	8.6	0	0
		$\sum f=12$	$\sum X=61.2$

MEAN SCORE 5.1

From the results indicated, the average mean of Kiswahili for the sampled schools for the years 2010, 2011, 2012, 2013 and 2014 was 5.1 average of a C-. The C- mean score was below the required C+ for entry into institutions of higher learning like universities.

4.1.3 Questionnaire Return Rate for the Study Sample

The study sample comprised 12 school principals, 16 Kiswahili teachers and 240 form four students adding up to a total sample of 268 respondents as indicated in table 4.5.

Table 4.5: Number of Questionnaires and interview schedule issued and their return rate (n =256)

Respondents	Questionnaires issued	Questionnaires returned	% of return
Teachers	16	15	93.75
Students	240	229	95.4
Total	**256**	**244**	**95.3**

The interview schedule return rate for school principals was 100% meaning all the 12 participated. Teachers of Kiswahili were required to respond to two types of questionnaires, that is, general and attitude scale. Out of the 16 targeted, 15 representing 93.75% returned their questionnaires. Finally, students were also asked to respond to two types of questionnaires, one for attitude and the other for general information. Out of the 240 targeted, 229 students representing 95.42% responded to the questionnaires. In summary, out of the 268 instruments administered, 256 representing 95.6% were returned and considered sufficient for this type of study.

4. 2 School resources affecting performance in Kiswahili

The researcher sought to find out the impact of school physical resources that influence the instruction of Kiswahili grammar. Such resources included instructional resources, school physical facilities, class size among others.

Teachers were thus asked to give their views on resources that influenced their instruction work and they responded as shown in table 4.6.

Table 4.6 Teachers views on facilities and resources influence on performance (n=15)

School resources	Frequency	Percentage (%)
School facilities	7	46.6
Instructional resources	14	93
School environment	13	86.7

The results in Table 4.6 indicate that 14 out of 15 teachers representing 93% considered instructional resources as a major factor responsible for dismal performance.

Other factors were school physical facilities school management styles 46.6%, and school environment constituting 86.7%. School physical facilities especially classes had a bearing on performance according to school principals. It was found that schools had varied class sizes: 25% of the schools had between 31 and 40, the next 66.67% of the schools between 41 and 50, while the remainder 8.33% between 50 and 60 students. Extra County schools accounting for 25% did not have enough classrooms due to high enrollment thus had congested classes which made it impossible for teachers to attend to individual student needs.

The results indicated that school environment had an impact on school performance as indicated by 86.7% of teachers. This was because some schools were inaccessible

especially during rainy seasons as teachers found it a challenge to make it to school in time and left earlier in the evening leading to loss of many human hours.

Students were also asked to give their views on instructional resources and responded as indicated in table 4.8.

Table 4.7: Students' responses on availability of instructional resources (n-229)

Response	Frequency	Percentage (%)
Yes	63	27.5
No	166	72.5
Total	**229**	**100**

The information in table 4.7indicates that majority of students representing 72.5% confirmed that their schools lacked enough instructional resources, while 27.5% of the students were of the view that their schools had enough teaching and learning resources. The findings demonstrate that majority of the learners 72.5%) who were mainly drawn from county day schools felt that their school authorities were not doing enough to purchase the relevant books, while the remainder (27.5%) belonged to three extra-county schools which were able to provide the necessary instructional facilities apart from having a higher enrollment.
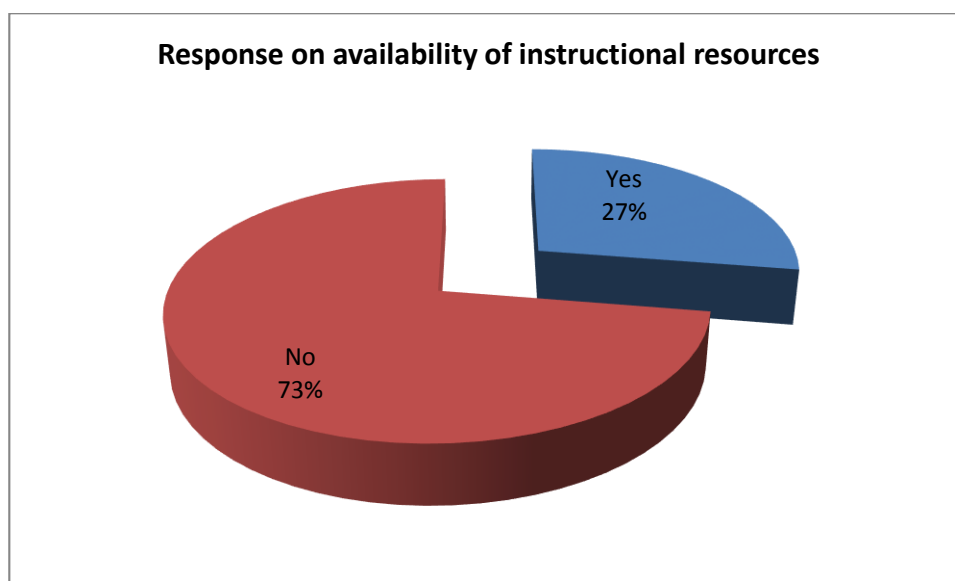
Figure 4.2Students response on availability of resources

On the use of the available books in sampled school, students had the following varied responses as illustrated in table 4.9.

Table 4.8: Students proportion on the sharing of the available books (n=229)

Books ratio among learners	Frequency	Percentage (%)
1 between 2	43	18.7
1 between 3	51	22.3
1 between 4	135	59
Total	**229**	**100**

From Table 4.8, majority of students constituting 59% indicated that one Kiswahili course book was shared among four students.22.3 % shared one book between three, while 18.7% students shared one book among two students. This was so because

majority of the students in day schools could not buy the required textbooks hence depended on those provided by the schools. This situation inhibits teaching and learning of Kiswahili grammar section as learners must infer from thetext books and use them for assignments.
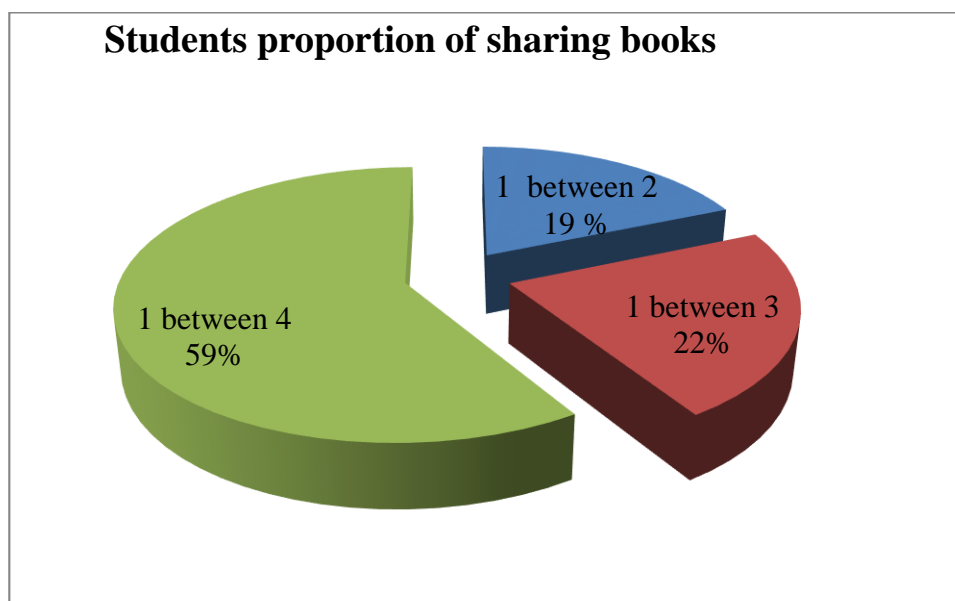
Figure 4.3Showing proportions of sharing books

The researcher also sought to find out from principals if their schools had libraries. When they were asked if they had libraries, their responses were as shown in table 4.9

Table 4.9: Principals' responses on library availability (n=12)

Item	Frequency	Percentage (%)
Have Library	4	33.33
Have a book store	8	66.67

The results in Table 4.9 indicate that eight schools, constituting 66.67% had no libraries, while four schools representing 33.33% had well-stocked libraries. It was

found that majority of the schools (66.67%) were day schools which did not have enough resources to put up libraries thus had book stores. From the findings, it is clear that a larger percentage of schools didn't have adequate instructional resources.

Most schools especially day schools didn't have Kiswahili course books which are used on a daily basis in class. In fact, one text was shared among three learners, therefore impeding instruction in Kiswahili grammar. The significance of instructional resources cannot be underestimated; an assertion confirmed by Scheerens (2003) who argues that availability of teaching resources enhances the effectiveness of a school as they are the basic things that can bring about good academic performance.

School management styles are also found culpable as findings indicate that they don't always give priority to resources that directly affect academic performance when it came to allocating financial resources. Facilities like class rooms and libraries are also elusive in many schools. A fraction of the schools had swollen classes over and above the maximum of 45 set by the ministry of education, meaning teachers were unable to cope with the numbers when it came to individual attention. The findings are similar to those of Fabumni & Okore (2000) from his study in Nigeria that class size affects performance and that the lower the class size, the higher the achievement and vice versa. More than two thirds of the schools did not have libraries, meaning that learners were denied the opportunity to interact meaningfully with books

4.3 Qualification and Adequacy of Kiswahili Teachers

The number of teachers in a school and their qualification weighs heavily on academic achievement of students. The researcher sought to find out if indeed the two attributes impede student performance and the findings are presented as follows.

4.3.1 Qualification of Kiswahili Teachers

The study found that teachers handling Kiswahili in sampled schools had diverse educational and professional orientation. To depict the picture fully, their suitability were presented under the following headings; teacher demographic data, academic and professional background and teaching experience. The distribution of the gender of teachers and their age brackets were tabulated as shown in tables 4.11 and 4.12 respectively.

Table 4.10: Gender of Kiswahili teachers in sampled schools (n=15)

School category	Male	Female	Male (%)	Female (%)
Extra county boys	0	2	0	13.3
Extra county Girls	2	2	13.33	13.3
County Boys	1	0	6.67	0
County Mixed day	4	4	26.6	26.67
Total	**7**	**8**	**46.67**	**53.2**

The results indicate that 46.67% of the Kiswahili teachers were male, while 53.2% were female. The female Kiswahili may account for the slight improvement in the results for they may have good role models to the girls who are the majority.

Table 4.11: Indicating the age bracket of Kiswahili teachers (n=15)

Age Bracket (Years)	Frequency	Percentage
Below 25	0	0
Between 26-30	9	60
Between 31-40	5	33.3
41 and above	1	6.7
Total	**15**	**100**

The results of table 4.11 indicate that there were no teachers in the sub-county below 25 years, 60% of them were aged between 26 and 30 years, 33.3% between 31 and 40 years, while 6.7% were above 41 years. It is evident that majority of the teachers were below thirty years meaning they were newly posted and had hardly grasped language teaching methods. The remainder 6.7% were above thirty years indicating that they had taught for a longer period.
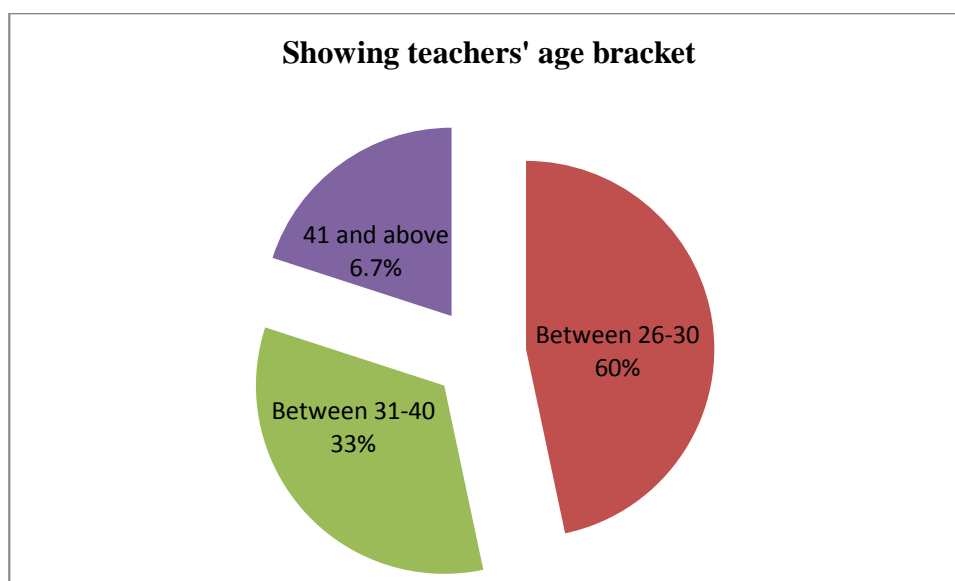
Figure 4.4 showing Teachers age bracket.

Teachers' academic background was summarized as tabulated in table 4.13.

Table 4.12: **Kiswahili teachers' academic and professional qualifications (n=15)**

School Category	Academic			Professional		
	K.C.S.E	Diploma	University	Diploma	B-Ed	Others
Extra-county boys	0	0	3	0	3	0
Extra-county girls	0	0	2	0	2	0
County Boys	0	0	1	0	1	0
County mixed Day	0	1	8	1	8	0
Total	**0**	**1(6.67%)**	**14(93.33%)**	**1(6.67%)**	**14(93.33%)**	**0**

The findings indicate that 93.33% of teachers had attained university education, 6.67% had diploma, while no teacher had O level qualification. In terms of professional qualification, 93.33% were bachelor of education (B.E.D) trained professionals, 6.67% were diploma trained professionals, while there were noun-trained teachers. From the table, it can be deduced that majority of the teachers (93.33%) were academically and professionally qualified thus higher results would be expected.

Teachers teaching Kiswahili were asked to indicate the number of years they have been teaching. Their responses are contained in table 4.14.

Table 4.13: **Teaching experience of Kiswahili teachers (n=15)**

Duration	Frequency	Percentage (%)
0-5 Years	8	53.33
6-10 Years	3	20
11-15 Years	2	13.33
16 and above	2	13.33
Total	**15**	**100**

The results in Table 4.13 indicate that a majority of the teachers constituting 53.33% had a teaching experience of below 5 years, 20% had been teaching for between 6 and 10 years, 13.33% between 11 and 15 years, while 13.33% had been teaching for over 16 years. The same information can be illustrated using the pie chart in figure 4.

A pie-chart showing teaching experience of teachers in years.(n=15)

Teachers' years of experience

16 and above
13%

11-15 Years
13%

0-5 Years
54%

6-10 Years
20%
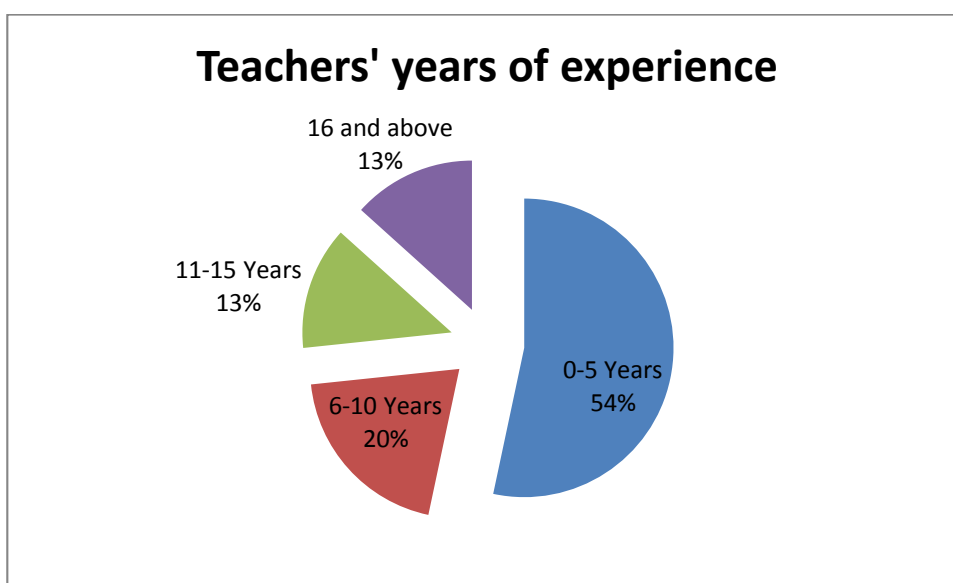
Figure 4.5showing teaching experience of Kiswahili teachers in years and percentage.

From the findings, the teaching experience of majority of the teachers was below five years, meaning they were relatively young in the field hence had not gathered sufficient expertise in instructing Kiswahili grammar. The study also found that teachers were not exposed to teacher professional development activities. Of the 15 teachers who took part in the study, 2 teachers (13.33%) were engaged in K.C.S.E marking, 3 teachers comprising (20%) had attended in-service (seminar) on Kiswahili language, while the others 10 comprising (66.67%) of them (two thirds) were not engaged in any. Lack of professional development for most of the teachers was occasioned by inability of the school principals to sponsor their teachers for training because of the financial implication involved.

From the findings, the fact that majority of teachers had not attended any refresher courses is a cause for alarm, a fact attested to by Olembo, (1992) who acknowledge that the demands on the teacher change considerably during his career. They further observe that in view of the continuous renovation and development of teaching knowledge and of the constant change taking place within the educational systems, it does not seem possible to equip the teacher trainee with all the knowledge and skills required for an entire professional life. After carrying a study in Ankara, Saracologlu (2000) found that teacher expertise is the most significant school-based influence on student learning. He further argues that school improvement always calls for enhancing the knowledge, skills and dispositions of teachers. He concludes that whatever course of action a school adopts, success usually hinges on providing support and resources for teachers to strengthen existing expertise or to learn new practices. It is worth noting that professional activities give teachers' confidence hence perfecting their teaching ability as it exposes one to modern trends in teaching methodology. The researcher concluded that given that most teachers lacked professional training, had not attended any refresher courses and were inexperienced this explained why the performance of Kiswahili grammar was dismal.

4.3.2 Adequacy of Kiswahili teachers

To determine the adequacy of Kiswahili teachers in the sampled schools, the researcher collected information on the number of lessons handled by the teachers per week both in Kiswahili and their second teaching subject. The information gathered is indicated in table 4.15.

Table 4.14: **Teacher workload in Kiswahili and the second teaching subject (n=15)**

Kiswahili				Second subject	
Lesson range	Mid-point (x)	Frequency (f)	Fx	Frequency (f)	Fx
1-3	2	0	0	2	4
4-6	5	0	0	2	10
7-9	8	0	0	6	48
10-12	11	1	11		0
13-15	14	0	0	0	0
16-18	17	3	51	1	11
19-21	20	2	40	0	0
22-24	23	6	138	0	0
25-27	26	3	78	0	0
		$\sum f=15$	$\sum f=318$	$\sum f=9$	$\sum f=73$

$\sum f=318 / \sum f=15=21$

From the results in Table 4.14, on average a Kiswahili teacher handles 21 lessons per week and an average of 5 lessons in the second teaching subject. Therefore, the average number of lessons a teacher handles both in Kiswahili and the second subject is 26 lessons in addition to other administrative chores like Heads of departments. Kiswahili language is taught daily; therefore, if a teacher has many lessons, it follows that he/she will not be effective. The problem is even compounded with the addition of the second teaching subject which is taught in English. The class sizes of the

sampled schools were found to fall into three categories, 25% had student population of between 31 and 40, 66.67% had student population of between 41 and 50, while 6.67% had over 50 students as indicated in table 4.16.

Table 4.15: Class size in sampled schools (n=12)

Student range	Frequency (f)	Percentage (%)
30-40	3	25
41-50	8	66.67
50-60	1	8.33
TOTAL	**12**	**100**

The results in Table 4.15 indicate that schools accounting for 25% had between 30 and 40 students, a number that was below the Ministry of Education average of 45 students, 66.67% had between 40 and 50 students which fell within the ministry average, while the remainder 8.33% had between 50 and 60 students.
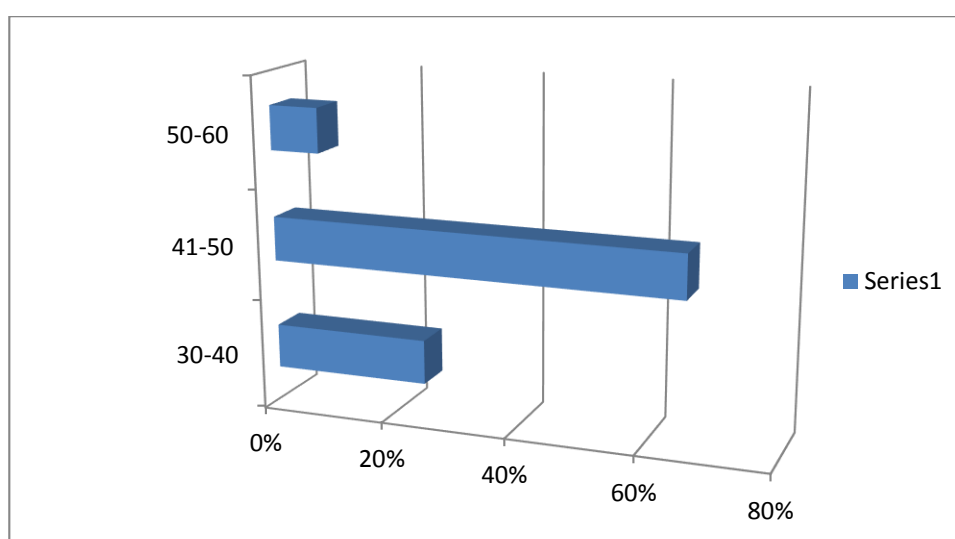
Figure 4.6Class sizes and percentages

The findings indicate that majority of the schools could not maintain a class average of 45 students because they were faced with the perennial problem of student academic migration. On further inquiry, the researcher was informed that most students from day schools moved from one school to the other due to factors such as; failure to pay school levies like lunch program fee, the close proximity of one school to the other, clan politics and the belief that school X will perform better than Y in national examinations. This greatly hampered the schools' efforts to ensure good performance in the Kiswahili language and specifically grammar as these schools continued to receive new students each term, while at the same time losing some to others. The researcher found that it was quite difficult for teachers across the schools to keep track of their learners' progress as far as the grasp of vital grammar tips was concerned. The findings also indicate that one school had a class size of between 51 and 60 students which was way beyond the ministry guidelines. This was because they lacked enough classrooms due to massive student enrollment following the launch of free tuition in public schools. Teachers in particular confessed that it was practically not possible to give individual attention to each learner due to large class size, and the fact that they had a second subject to teach using English language explaining why performance was below average. Fabumni and Okore (2000) had similar findings, who in their study in Nigeria found that, the lower the class size or teacher pupil-ratio, the higher the achievement and that student achievement decreases as class size increases.

The study further revealed that Kiswahili teachers on average handled 26 lessons per week both in Kiswahili and their second teaching subject. According to the Ministry of Education, an ordinary classroom teacher is supposed to have 27 lessons per week,

while Heads of Departments (HODs) a minimum of 12 lessons and a maximum of 18 lessons per week. It therefore, meant that those teachers who were Heads of Departments were overburdened especially when they add the other school administrative roles assigned to them such as Head of guidance and counseling, games, examinations and career and languages among others. Due to the heavy workload, it was difficult for those teachers to rise to the occasion and deliver positive results in terms of performance. However, the study revealed that 93.33% of teachers were university graduates and had professional qualifications so they were expected to deliver well. They had virtually enough training and expertise in language, meaning that learners were entrusted unto hands that could deliver. The researcher, therefore, saw irony on the K.C.S.E results from majority of those schools since they were way below the required threshold which a school was supposed to attain so as to post good results.

4.4 Teachers' Perception to Kiswahili

Attitude scale was used to depict reactions of teachers of Kiswahili on a wide range of issues regarding Kiswahili grammar. The study was to establish the perception of teachers towards Kiswahili grammar. They were supposed to rate their feelings on a scale ranging from agree to disagree. To clearly bring those feelings into perspective, tables 4.16

Table 4.16: showing Kiswahili teachers perception towards Kiswahili (n=15)

Statement	SA	A	U	D	SD	SA%	A%	U%	D%	SD%
The syllabus content for Kiswahili is relevant to the learners	8	5	0	1	1	53.33	33.33	0	6.67	6.67
Kiswahili syllabus is too broad	11	2	1	0	1	73.33	13.33	6.67	0	6.67
To teach Kiswahili effectively, students have to do much work	8	5		1	1	53.33	33.33	0	6.67	6.67
Kiswahili syllabus cannot be covered within the time allocated	6	4	1	2	2	40	26.67	6.67	13.33	13.33
I enjoy teaching Kiswahili grammar	6	5	1	2	0	40	33.33	6.67	13.33	0
I enjoy teaching Literature more than grammar	5	2	2	5	0	33.33	13.33	13.33	33.33	0
Kiswahili literature takes more time than grammar	8	3	1	3	0	53.33	20	6.67	20	0
My students perform better in grammar than literature	1	1	2	7	3	6.67	6.67	13.33	46.67	20
Making all the three Kiswahili papers in KCSE compulsory is unfair	2	6	2	2	3	13.33	40	13.33	13.33	20
Most students find it difficult to construct correct sentences	8	4	0	2	1	53.33	26.67	0	13.33	6.67
I don't enjoy teaching a second subject apart from Kiswahili	6	1	1	3	4	40	6.67	6.67	20	26.67
A teacher of Kiswahili should teach Kiswahili only as their counterparts in English language	12	2	1	0	0	80	13.33	6.67	0	0
Marking Kiswahili examination is taxing	13	1	0	1	0	86.67	6.67	0	6.67	0
More seminars should be organized for Kiswahili teachers	12	2	1	0	0	80	13.33	6.67	0	0
Kiswahili lessons should be added	7	1	1	3	3	46.67	6.67	6.67	20	20
My learners are always motivated to learn Kiswahili grammar	1	7	1	3	2	6.67	46.67	6.67	20	13.33
I always encourage my students to speak Kiswahili	5	7	2	1	0	33.33	46.67	13.33	6.67	0
I use Kiswahili only when communicating to my students	2	5	2	6	0	13.33	33.33	13.33	40	0
I am happy with the M.S.S of Kiswahili in my school	2	3	2	6	2	13.33	20	13.33	40	13.33
Teachers should teach either grammar or literature	9	3	1	2	0	60	20	6.67	13.33	0

The results in Table 4.17 clearly indicate that Kiswahili teachers had varied feelings towards instruction of Kiswahili grammar. Their responses were described as indicated below:

As to whether the content for Kiswahili was relevant to the learners, 53.33% strongly agreed 33.33% agreed, no teacher was uncertain, 6.67 % disagreed and 6.67% strongly disagreed. It was evident that majority of the teachers felt that the content was appropriate. On whether the content was too broad, 73.33% strongly agreed, 13.33% agreed, 6.67% were uncertain while 6.67% strongly disagreed. Teachers were of the view that the content needed to be reduced to manageable levels. When they were asked if students had to do much work for effective teaching, 53.3% strongly agreed, 33.3% agreed, 6.67% disagreed, while 6.67% strongly disagreed. Teachers who strongly agreed and those who agreed comprised the majority 86.66% and therefore, it was clear that they felt that there was need to add more lessons to Kiswahili from six per week to eight as those for English language to ensure full coverage of the syllabus.

Teachers expressed their feelings on their preference between Kiswahili literature and Kiswahili grammar. This is how they responded; on if they liked teaching grammar, 40% strongly agreed 33.33% agreed 6.67% were uncertain, 16.7% while 13.33% disagreed. On whether they liked teaching Kiswahili literature more than grammar, 33.33% strongly agreed, 13.33% agreed, 13.33% were uncertain while 33.33% disagreed. From the percentages, 46.66% of the teachers were happy teaching Kiswahili grammar, while 33.33% of them disliked teaching grammar. Teachers were asked if Kiswahili literature takes more time than grammar, 53.33% strongly agreed, 20% agreed 6.67% were uncertain while 20% disagreed. Teachers were asked

to express their feelings whether students perform better in Kiswahili grammar than literature and responded as follows; 6.67% strongly agreed, 6.67% agreed,13.33% were uncertain, 46.67% disagreed while 20% strongly disagreed. From this, 66.67% were of the opinion that students perform better in Kiswahili literature than Kiswahili grammar. On whether making three Kiswahili papers in KCSE compulsory was unfair, 13.33% strongly agreed, 40% agreed 13.33% were uncertain,13.33% disagreed, while 20% strongly disagreed. As to whether students found it difficult to construct correct sentences, 53.33% strongly agreed, 26.67% agreed, 13.33% disagreed while 6.67% strongly disagreed. Teachers were further asked to share ideas if they enjoy teaching a second Subject apart from Kiswahili and 40% strongly agreed, 6.67% agreed, 6.67% were uncertain, 20% disagreed while 26.67% strongly disagreed. On whether they wished to teach Kiswahili alone as their counterparts in English and literature did, their responses were as follows; 80% of them strongly agreed, 13.33% agreed, while only 6.67% were uncertain.

 On whether marking of Kiswahili examinations was taxing, 86.67% strongly agreed, 6.67% agreed while 6.67% disagreed. Concerning whether more seminars should be organized for Kiswahili teachers, 80% strongly agreed, 13.33% agreed, while 6.67% were uncertain. On if Kiswahili lessons should be added, 46.67% strongly agreed, 6.67% agreed, 6.67% were uncertain, 20% disagreed while 20% strongly disagreed. Teachers were asked if learners were always motivated to learn Kiswahili grammar and 6.67% strongly agreed, 46.67% agreed 6.67% were uncertain, 20% disagreed while 13.33% strongly disagreed. Teachers were asked if they encourage their learners to speak Kiswahili and 33.33% strongly agreed, 46.67% agreed%, 13.33% were uncertain while 6.67% disagreed. On whether teachers used Kiswahili only

when communicating to students, 13.33% strongly agreed, 33.33% agreed, 13.33% were uncertain while 40% disagreed. On if they were happy with the MSS of Kiswahili, 13.33% strongly agreed, 20% agreed 13.33% were uncertain, 40% disagreed, and lastly 13.33% strongly disagreed. Lastly, the teachers were asked whether a teacher should   teach grammar or literature and 60% strongly agreed, 20% agreed, 6.67% were uncertain, while 13.33 % disagreed.

 From the findings, it is clear that majority of teachers felt Kiswahili language is important in life because it's a language of communication for the masses. It therefore means that teachers had a positive attitude towards the learning of Kiswahili grammar. On whether they preferred Kiswahili grammar to literature and vice versa, 46.66% said they had a liking of grammar while 33.33% didn't. On the other hand, 66% of teachers indicated that their students performed better in Kiswahili literature than grammar.

The researcher therefore concluded that teacher had a positive perception towards Kiswahili grammar. It is clear that perception influences teacher classroom action and mode of teaching. Savington (1991) in relation to the importance of teachers' perception and beliefs argues that in the quest for the improvement of language teaching, teachers' perceptions of what they do and why they do it holds the promise for understanding the frequency,   noting discrepancies between theoretical understanding of second language acquisition and classroom practice.

Similarly, Karavas (1996) found that teacher beliefs and theories although in many cases unconsciously held, have an effect on their classroom behavior. Despite the above responses, teachers expressed their feelings on some issues which to them need urgent attention.

Equally important was the fact that more than half of the teachers were not happy with their MSS in the subject, meaning that its performance is still wanting. 86.67% of teachers further felt that that the Kiswahili syllabus was very broad and could not be covered within the stipulated time. The students had to do extra work for effective learning.

4.4.1 Language used by teachers in schools

Language used in each school depended on teachers' perception towards the language itself and the language policies in those schools which had a big impact on language instruction consequently affecting the performance of Kiswahili in national examinations. The researcher wanted to find out from the respondents if school language policies had a bearing on Kiswahili teachers' perception on Kiswahili grammar. The results are indicated in table 4.18.

Table 4.17: Languages used by principals to communicate to students (n=12

Language	Frequency	Percentage (%)
English	2	16.67
Kiswahili	1	8.33
English and Kiswahili	9	75
Total	**12**	**100**

The results in Table 4.17 indicate that majority of the principals constituting 75% of the total used both English and Kiswahili when addressing students, 16.63% of them used English only while the remainder 8.33% preferred using Kiswahili.

The researcher also sought to find out the views of Kiswahili teachers on the languages they used when addressing students, their responses are illustrated in table 4.18.

Table 4.18: **Languages used by teachers to communicate to students while in school (n=15)**

Language	Frequency	Percentage (%)
Kiswahili	2	13.33
English	0	0
English and Kiswahili	13	86.67
Total	15	100

Findings from Table 4.18 indicate that majority of teachers teaching Kiswahili representing 86.67% used a combination of Kiswahili and English, 13.33% used Kiswahili, while none used English only.

4.5Students" and Perception to Kiswahili grammar

Attitude scale was used to depict reactions of students on a wide range of issues regarding Kiswahili language. The study was to establish the perception of students towards Kiswahili. They were supposed to rate their feelings on a scale ranging from agree to disagree. To clearly bring those feelings into perspective, tables 4.20

Table 4.19: showing students' perception towards Kiswahili (n=229)

Statement	SA	A	U	D	SD	SA%	A%	U%	D%	SD%
I enjoy learning Kiswahili as a subject	121	92	8	8	0	52.85	40.17	3.4	3.49	0
I am happy with my Kiswahili results	36	109	21	37	26	15.72	47.6	9.17	16.16	11.35
Kiswahili is one of the hardest subjects	15	16	12	48	138	6.55	6.99	5.24	20.96	60.2
I am always attentive in Kiswahili grammar lessons	92	99	22	16	0	40.17	43.23	9.6	6.99	0
I like the grammar part of Kiswahili paper two	70	105	23	22	9	30.57	45.9	10.04	9.60	3.93
I prefer Kiswahili literature to grammar	66	73	37	36	17	28.82	31.88	16.16	15.73	7.42
Kiswahili is my best subject	65	102	20	31	11	28.38	44.54	8.73	13.53	4.80
I enjoy speaking Kiswahili	89	112	12	14	11	38.86	48.91	5.24	6.11	4.8
My teacher encourages me to learn Kiswahili	123	73	19	7	7	53.71	31.88	8.3	3.06	3.06
I would like to study Kiswahili in my career after form four	38	32	79	34	46	16.59	13.97	34.5	14.85	20.09
Kiswahili is a prestigious language in Kenya	81	63	36	24	25	35.37	27.51	15.72	10.48	10.92
I cannot get along perfectly in everyday life without Kiswahili	62	78	31	33	25	27.07	34.54	13.54	14.41	10.92
Kiswahili grammar is very boring	12	12	19	57	129	5.24	5.24	8.3	24.9	56.33
We are only allowed to communicate in Kiswahili during Kiswahili lessons	46	59	16	51	67	20.09	25.76	6.99	22.27	29.26
Kiswahili teachers use Kiswahili during Kiswahili lessons	74	60	14	37	44	32.31	26.20	6.11	16.16	19.21
I don't like the way teachers handle Kiswahili	14	23	22	52	118	6.11	10.04	9.61	22.71	51.53
I enjoy participating in Kiswahili grammar lessons	108	85	16	13	7	47.16	37.12	6.99	5.68	3.06
Assignments given in Kiswahili should be reduced	13	11	20	58	127	5.68	4.80	8.73	25.33	54.46
I enjoy reading Taifa Leo and listening to Kiswahili radio programs	77	102	16	18	16	33.62	44.54	6.99	7.86	6.99
I prefer communicating in Kiswahili while in School	112	21	19	23	54	48.91	9.17	8.3	13.97	19.65

To capture students' views on how they rated Kiswahili, the researcher asked them to respond to an attitude scale, their views presented in table 4.19 can be summarized as follows:

Students were asked to indicate if they enjoyed learning Kiswahili as a subject, 52.85% strongly agreed, 40.17% agreed, 3.4% were uncertain, while 3.49%disagreed. It was clear that 93.02% enjoyed learning Kiswahili, while only 3.49% were of contrary opinion and did not enjoy. On whether they were happy with their Kiswahili results, 15.72% strongly agreed, 47.6% agreed, 9.17% uncertain, 16.16% disagreed, while 11.35% strongly disagreed. In addition, students were asked if Kiswahili was one of the hardest subjects and 6.55% strongly agreed, 6.99% agreed, 5.24% were uncertain, 20.96% disagreed while 60.26% strongly disagreed. This indicates that over 80% of students did not find Kiswahili as one of the hardest subjects. Further, the students were asked if they were attentive in Kiswahili grammar lessons, 46.17% strongly agreed, 43.23% agreed 9.6 were uncertain while 6.99% disagreed. On whether they liked the grammar part of Kiswahili paper two examinations, 30.57% strongly agreed, 45.9% agreed, 10.04% were uncertain, 9.60 % disagreed while 3.93% strongly disagreed.

The researcher wanted to know if the students preferred literature to grammar and 28.82% strongly agreed, 31.88% agreed, 16.16% were uncertain, 15.73% disagreed while 7.42% strongly disagreed. This indicated that 60% of the learners preferred learning Kiswahili literature than grammar which explains why the paper two performances is below average. Regarding Kiswahili being their best subject, 72.92% saw Kiswahili as the best subject because it was part and parcel of their lives, while 18.33% did not think so. Students were asked if they enjoyed speaking Kiswahili and

38.86% strongly agreed, 48.91% agreed5.24% were uncertain, 6.11% disagreed while 4.85% strongly disagreed. This means that students rated Kiswahili highly. Students were asked to respond on if their teachers encouraged them to learn Kiswahili and they responded as follows; 53.71% strongly agreed, 31.88% agreed, 8.3% were uncertain, 3.06% disagreed while 3.06 % strongly disagreed.

On taking a Kiswahili career after school, the responses were as follows: 16.59% strongly agreed, 13.96% agreed, and 34.5 % uncertain, 14.85% disagreed, 20.09% strongly disagreed. From those responses, 30.96% would take a Kiswahili related career meaning they attached a lot of importance to the language, but on the other hand, 34.94% could not take a Kiswahili career. 34.5% were uncertain. Students were asked to comment on whether Kiswahili is prestigious language in Kenya and responded as follows; 35.37% strongly agreed, 27.51% agreed, 15.72% were uncertain, 10.48% disagreed while 10.92%strongly disagreed.

 In addition, students responded to the assertion that one could not get along very well without Kiswahili, they rated as follows; 27.7% strongly agreed, 34.54% agreed, 13.54% uncertain, 14.41% disagreed, lastly 10.92% strongly disagreed. In total, 25.33% confirmed the assertion that life could go on without Kiswahili, but 61.61% had a different opinion for they believed that Kiswahili was a lingua franca for the masses and they could not do without it. When students were asked if Kiswahili grammar was boring, 5.4% strongly agreed, 5.4% agreed, 8.3% were uncertain, 24.9% disagreed while 56.33% strongly disagreed. The response indicates that 81.23% did not view Kiswahili grammar as boring.

The researcher asked students if they were only allowed to communicate in Kiswahili during Kiswahili lessons and they responded as follows; 20.09% strongly agreed,

25.76% agreed, 6.99% were uncertain, 22.27% disagreed while 19.21% strongly disagreed.

On if the teachers use Kiswahili during Kiswahili lesson, the students had the following views; 33.31% strongly agreed, 26.20% agreed, 6.11% were uncertain, 16.16% disagreed and 19.21% strongly disagreed. Students were asked to comment on whether they disliked the way teachers handle Kiswahili and responded as follows, 6.11% strongly agreed, 10.04% agreed, 9.61% uncertain, 22.71% disagreed while 51.53% strongly disagreed. This indicated that 74.24 % were happy with the way teachers handle Kiswahili.

On whether they enjoyed participating in Kiswahili grammar lessons, 47.16 % strongly agreed, 37.12% agreed, 6.99% were uncertain, 5.65% disagreed while 3.06% strongly disagreed. Students were asked to rate their views on reduction of Kiswahili assignments and they responded as follows; 5.68% strongly agreed, 4.40% agreed, 8.73% were uncertain, 25.33% disagreed while 54.46% strongly disagreed. This showed that 79.79% of the students did not support the reduction of Kiswahili assignments.

The researcher asked students if they enjoyed reading Taifa Leo and listening to Kiswahili radio programs and their responses were as follows; 33.62% strongly agreed, 44.54% agreed6.99% were uncertain, 7.86% disagreed while 6.99% strongly disagreed. Students were lastly asked to rate their views on communication in Kiswahili while in school and gave the following responses; 48% strongly agreed, 9.17% agreed, 8.3% uncertain, 13.97% disagreed and 19.65% strongly disagreed.

From the study findings, students perceptions towards Kiswahili grammar were generally positive meaning they attached a lot of importance to the learning of the language. When they were asked to show their feeling on if Kiswahili was useful in life, majority of them felt it has because it is the lingua franca of the masses. On if Kiswahili was a prestigious language in Kenya, 62.88% said it does because it is both an official and national language which touches every sector of our life. The findings from the study were similar to those of Akey (2006) who carried a longitudinal study among high school students and found out that perceived academic competence (attitude) had a positive influence on academic achievement.

While the attitude of students towards Kiswahili were largely positive, there were things they didn't approve in language instruction. Among them was choosing Kiswahili as a career after high school education. The findings correlate to those of Meenakshi (2008), who found that an individuals' perception of the class teacher, peer group, syllabus and his/her awareness for future needs affect his/her perception to language learning.

4.5.1 Language used by students in schools

The study sought to find out the language used by students while in school and established that students' perception affected their Kiswahili language use which might have hindered development of competence in spoken Kiswahili which is carried on to written without observing grammatical rules. Students were thus asked the languages they used while in school and responded as indicated in table 21

Table 4.20: Students' language(s) use while at school (n=229)

Language	Frequency	Percentage (%)
Kiswahili only	3	1
English only	6	2.62
English and Kiswahili	211	92.14
Sheng'	5	2.2
Mother tongue	4	1.74
Total	**229**	**100**

The results in Table 4.20 show that majority of the students constituting of 92.14% liked communicating in both English and Kiswahili because schools officially allow students to use the two languages while at school. 1% communicated in Kiswahili indicating they found it convenient, 2.62% used English because they believed it's a language of instruction in all other subjects with the exception of Kiswahili, while those who communicated in sheng' were 2.2% and mother tongue accounted for 1.74% .

The findings from tables; 4.20, prove that language policies in schools under study reflect those at the national level though the enforcement part of it was lacking especially in County day schools. The fact that majority of the principals used both English and Kiswahili while addressing students is a good indication that languages take centre stage in the day to day activities because they are official and national languages.

English is most preferred by the principals than Kiswahili whenever they are not using a mixture of both languages. From the study as indicated in table 4.20, 86.67% of Kiswahili teachers used both Kiswahili and English because they used both languages in their teaching of Kiswahili and their second teaching subjects. 13.33% of teachers preferred using Kiswahili because it is their duty to foster the development of the language. From the findings in table 4.20, an overwhelming majority of the students used both English and Kiswahili because it was obligatory for them since school policies directed so. Despite that good impression, a section of the students preferred using sheng'and mother tongue. The permeation of languages that are not authorized is an indicator that schools have not effectively enforced language policies. From the findings, language usage is skewed towards English because it is the dominant language used for the most part of school activities. Kiswahili is recognized as an official language within the school compound, but no effort has been made to entrench it further. The findings are in tandem with those of Ogechi (2002), who found that despite the fact that English is used by barely a quarter of the Kenyan population, it remains the advantaged official language and the medium of instruction in the education system, unlike Kiswahili which is the co-official language.

Therefore, school authorities need to do more to develop Kiswahili by taking concrete practical steps like setting aside some days specifically for it, if its performance is to be improved.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with summary of the findings, conclusions and recommendations.

5.2 Summary of the Findings

5.2.1 School facilities and resources

On the first objective of school resources, the study found that only four schools had libraries, while the other eight had book stores. Lack of that important facility denied both students and teachers the opportunity to access reference materials and ample space especially for students to do private studies when out of class. The analysis indicates that teaching and learning resources were inadequate in almost all the sampled schools especially those that fell in the County school category. Schools lacked the necessary textbooks like language course books, the few that were available students had to share in a ratio of one book to three learners.

School management styles were also found to impair schools' quest for impressive academic performance. The school's management did not allocate funds to those resources like books that directly affected student academic wellbeing and depended solely on government funds. School principals did not escape the blame because some of them could not send teachers for in-service courses because they had financial implications. That explains why many teachers had not attended in-service course though they had professional qualifications

Class size was yet another factor that came out of the findings. From the findings, some of the schools especially the extra county ones had swelled classes of above 50 students because they lacked enough classrooms. The increase in class size was occasioned by the introduction of free tuition, which led to massive enrollment in primary school with the number transcending to secondary schools. Teachers in such schools found it impossible to offer individual attention to learners who needed help. For some district schools, class size still remains a bother to them in a sense that many students had developed a habit of transferring from one school to the other thus they could not maintain the average class size In addition, teachers in those schools were not able to keep track of their student academic progress making it difficult to improve on the instruction of Kiswahili grammar.

5.2.2 Teacher qualifications and adequacy

On the second objective of teacher qualification and adequacy, the study indicates that teachers handling Kiswahili in the schools under study fell into one category. They were trained professionals and were degree holders except one who was a Diploma holder.

On teaching experience, eight teachers had a teaching experience of below five years, three had taught for between six and ten years, while the other four had taught for over ten years. The analysis implied that majority of the teachers were yet to gather sufficient experience to boost their delivery of content because they were new in the profession and this led to learners under achievements.

School principals also were found to exacerbate the situation since they could not send teachers for seminars and refresher courses to boost their capacity either deliberately or because of the financial implication they carried. Teacher workload

for Kiswahili teachers was found to have a bearing on instruction of Kiswahili grammar. The analysis revealed that Kiswahili teachers had a workload of 26 lessons per week, this included lessons in Kiswahili and their second teaching subject. This meant that Kiswahili teachers were overworked, especially considering the fact that they had other school administrative roles such as Heads of Departments like guidance and counseling, languages, games, examinations and career among others. This was well above the Curriculum Based Establishment (CBE) which requires an ordinary classroom teacher to teach a maximum of 27 lessons per week, while HODs teach a minimum of 12 lessons and a maximum of 18 lessons.

5.2.3 Teachers' Perception towards Kiswahili grammar.

On the third objective on teachers' perception towards Kiswahili, the findings indicated that teacher perception towards Kiswahili was generally positive, because in almost all the items that they responded to, the responses indicated positive perception than negative. This was so especially for the long serving teachers since they took Kiswahili teaching very seriously, as compared to the newly employed group. Despite the positive attitude, teachers felt that there was an urgent need for the review of the lessons allocated to Kiswahili because its status had been elevated in the new constitution (2010), so as to bring it at par with English. Further, the analysis indicates that teachers longed for the time when policy makers could make one of the papers optional; preferably paper three that tested literature, to give them ample time to dedicate themselves to its development.

5.2.4 Student attitudes to Kiswahili

On objective four on students' perception towards Kiswahili grammar, the study indicated that they had positive perception towards Kiswahili grammar in their response to items relating to Kiswahili. Some of them indicated their willingness to take Kiswahili careers after their form four studies, and acknowledged that the language is indispensable in the day-to-day chores in Kenya. However, few students indicated negative perception in their responses.

5.2.4.1 Kiswahili language use

The study found out that language policy in schools influence language use. The analysis established the fact that all the schools had the same language policies where by Kiswahili was allocated for Fridays and weekend which made Kiswahili be used over the weekend thus reducing its weight on the users. Majority of the schools allowed the use of both English and Kiswahili without specific days for either of the language and lacked a language policy. In the three extra county schools, the school administration allowed students to communicate in the two official languages English and Kiswahili. However, those who did not use either of the language were not punished. In county day schools, the scenario was different as *sheng* and mother tongue were in use and therefore wanting, as the policies existed theoretically but not enforced. This was because students were day students meaning most of the time was spent at home where language ecology was mother tongue, as well the fact that school administrators were not serious on their enforcement. Some schools had set aside two days a week where all school members from administrators, teachers to students were required to communicate in Kiswahili whenever they were within the school compound.

5.3 Conclusion of the Study

On school facilities and resources, many schools still lack the necessary instructional resources especially Kiswahili course books, thus impeding academic performance. From the study findings, many schools did not have enough classrooms forcing some to have swelled class sizes which were a burden to teachers. Conspicuously absent in schools were the libraries meaning that students lacked the necessary reference materials thus depending on a teachers' words.

On objective two, the findings indicated that most schools did not have enough Kiswahili teachers employed by Teacher Service Commission thus hired BOM teachers which added a burden to the already overburdened schools. It become also clear from the findings that even the trained teachers lacked the exposure as some school principals failed to sponsor them to symposiums, seminars and in - service training to polish up their prowess in language instruction.

On objective three, the finding indicated that teacher perception towards Kiswahili grammar still weighed heavily on language achievement. The study findings indicated that teachers in the study sample generally had positive perception towards Kiswahili grammar in most of the responses with minimal negative responses. The analysis also indicated that teachers were of the view that Kiswahili should not have three compulsory papers in KCSE examination as well as increasing the number of lessons allocated to Kiswahili per week from six to eight as those of English language. This could enable them specialize and dedicate their attention to Kiswahili development than it is at the moment. Teachers also felt that they should teach Kiswahili only as their counterparts in English to enable them use Kiswahili often for communication other than instruct in two different languages

Finally as regards objective four, student perception towards Kiswahili grammar still weighed heavily on language achievement. The study findings indicated that students' in the study sample generally had positive perception towards Kiswahili grammar in most of the responses with minimal negative responses. Language policies in schools were found to hold the key to success in grammar learning and teaching since continued use enabled learners to perfect the grammatical rules. From the findings, it emerged that most schools had language policies, but what lacked was the will and vigor to enforce them within the school environment.

5.4 Recommendations

From the research findings and conclusion, the study made the following recommendations.

i) Efforts should be made by school authorities, the Ministry of Education, county authorities and other stakeholder to provide enough facilities and resources like instructional resources, class rooms and libraries.

ii) The Ministry of Education and the Teachers Service Commission should post adequate qualified teachers to all schools as well as enforcing a policy on who should be hired as a teacher by the Board of Managements.

iii) The Ministry of Education and curriculum designers should consider splitting Kiswahili into two teaching subjects (language and literature) as well as increasing the number of lessons per week from six to eight to enable teachers to concentrate on its development.

Teachers should be constantly engaged in refresher courses, seminars and symposia to update their skills on language pedagogy.

iv)) School authorities should ensure that language policies are adopted properly and fairy enforced so as not to alienate or disadvantage other languages.

5.5 Areas For Further Study

a) A study on causes of errors in written Kiswahili among students in Baringo.

b) A study on the impact of refresher courses in effective Kiswahili teaching in Baringo county

c) A study on the implications of transfers on performance tracking in Baringo county

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APPENDICES

Appendix A: Introductory letter

Dear teacher,

I am a master of Education, (M.E.D student at Moi University carrying out a study on school factors that affect teaching and learning of Kiswahili grammar in Baringo central sub-county.

The information collected will be used to make recommendations for improvement of the teaching of Kiswahili.

You are among those who have been selected to participate in the study. Your cooperation and assistance will be highly appreciated. All the information obtained as a result of your responses to this questionnaire will be used only for the purpose of this study and will be treated confidentially.

Let me take this early opportunity to thank you in advance for taking part in this study.

Yours faithfully,

Githinji Damaris

APPENDIX B: PRINCIPALS INTERVIEW SCHEDULE

Dear principal,

This study is to investigate school factors influencing Instruction of Kiswahili grammar in public secondary schools in Baringo Central sub-county.

Please respond to all questions asked by giving information most applicable to explain your response. Information given will be treated with utmost confidentiality.

Your honesty and cooperation in giving the right responses to this questionnaire will be most appreciated.

1. Name of your school_____

2. School category: County   (   )   Extra county   (   )

3. Type of school: Girls only (   )   Boys only (   )   Mixed (   )

4. How many teachers of Kiswahili are in your school? _____

5. What are the professional qualifications of your Kiswahili teachers?

    S1   (   )   Diploma (   )   O'level (   )

B.Ed(   )   M.Ed   (   )

6. What is your schools performance in Kiswahili in the years indicated below?

Year	Mean Grade
2014	
2013	
2012	
2011	
2010	

7. What do you consider the cause of the performance above?

_____

_____

8. How do you rate your Kiswahili teachers in terms of performance?

_____

_____

9. How do you rate your students?

Average (   )   Good (   )   Below average (   )

10. Which languages do you use to communicate to your students and teachers?

Kiswahili and English   (   )

English only   (   )

Kiswahili only   (   )

Others (please specify) _____

11. Which language do you encourage your students to use?

Kiswahili   (   )

English   (   )

English & Kiswahili (   )

Others (please specify) _____

12. Which languages do your students prefer using when communicating among themselves?

English & Kiswahili (   )

English   (   )

Kiswahili   (   )

Sheng'   (   )

Mother tongue   (   )

Others specify _____

13. Do you have a library?

   Yes (   )   No (   )

If the answer to question 13 is No, what do you have instead?

 Book store   (   )

Others (specify)_____

14. What is the average class size in your school?

      Form 1 ( )   Form 2 (   )   Form 3 (   )   Form4   (   )

15. In your opinion do you think class size affects performance in your school?

_____

16.What are some of the challenges facing your school in the quest for better

performance?

_____

17. In your opinion, what do you consider key to better performance of Kiswahili in

your school_____

18.Does the school have a language policy?

   Yes ( )   No   (   )

 If yes state it.

19. Who makes the language policy in your school?

_____

20.Does your school have teacher development programs for Kiswahili teachers?

 Yes (   )   No (   )

Thanks for your cooperation.

APPENDIX C: TEACHERS QUESTIONNAIRE (TQ)

Dear Teacher,

This study is to investigate school factors influencing instruction of Kiswahili grammar in public secondary schools.

Please answer all questions by putting a tick (√) against the information most applicable to explain your response. Information given will be treated with utmost confidentiality.

Your honesty and cooperation in filling this questionnaire will be most appreciated. Do not write your name.

1. Indicate your gender   Male (   )   Female (   )

2. Tick appropriately the age bracket

   Below 25   (   )

   Between 25-30yrs   (   )

   Between 30-39   (   )

   40 and above   (   )

3. Indicate your academic qualifications.

   KCSE   (   )

   College   (   )

   University graduate   (   )

   Others specify_____

4. What is your professional qualifications

   SI   (   )

   Diploma   (   )

B.Ed   (   )

M.Ed   (   )

Others specify _____

5. How long have you been teaching?

   0-5 (   )   6-10 (   ) 11-16 (   ) 16 and above (   )

6. How many Kiswahili lessons do you handle per week?

_____

7. What is your other teaching subject?

_____

 8. How many lessons do you teach per week in the second subject?

_____

9. What is your average class size?

_____

10. Are you engaged in professional activities e.g. KCSE marking, seminars, in

service   training?

      Yes   (   )   No (   )

Please specify _____

11. Do you have all course books for teaching Kiswahili grammar?

Yes   (   )   No (   )

12. The following is a list of teaching and learning resources for Kiswahili expected

to be   available in a secondary school. Indicate by a tick (√) where appropriate.

Resources	Available	Not available
Kamusi ya Kiswahili sanifu		
Kiswahili Kitukuzwe kidato cha kwanza (KBL)		
Kiswahili kitukuzwe kidato cha pili (KBL)		
Kiswahili kitukuzwe kidato cha tatu (KBL)		
Kiswahili kitukuzwe kidato cha nne (KBL)		
English Kiswahili Dictionary		
Kiswahili English Dictionary		
Kamusi ya methali za Kiswahili		
Kamusi ya semi za Kiswahili		
Kitabu cha Isimujamii		
Class readers		
Radio cassette player		
Television set		
Video		
Projector		
Charts		
Computer		
Taifa Leo		

13.The following are some of the school factors that affect teaching and learning of Kiswahili grammar. Please indicate if they affect performance of Kiswahili in your school.

(a) School physical facilities like classrooms Yes(   ) No (   )

(b)   Teaching and learning resources   Yes   (   ) No (   )

14. Which language do you use when communicating with you students

    Kiswahili only   (   )

    English and Kiswahili (   )

    English   (   )

15. Which languages are often used by students in school?

    Kiswahili only   (   )

    English only   (   )

    Kiswahili and English   (   )

16. To which category do your students fall in as far as your rating in Kiswahili is concerned

   Good   (   )

   Above average   (   )

   Below average   (   )

   Others

specify_____

17. Are there any effects of 'sheng' and mother tongue on your students?

    Yes   (   )   No (   )

18. What are some of the challenges you face in the teaching Kiswahili   grammar?

_____

_____

19. In your opinion what should be suggested to policy makers to improve the teaching of Kiswahili so as to improve its performance?

_____

_____

Part B

 Below are a series of statement with five (5) possible options ranging from Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Indicate the answer that most closely approximates your opinion concerning teaching of teaching of Kiswahili grammar by ticking (√) in the spaces provided.

	STATEMENT	SA	A	U	D	SD
1	The syllabus content for Kiswahili is relevant to the learners					
2	Kiswahili syllabus is too broad					
3	To teach Kiswahili effectively, students have to do much of the work					
4	The Kiswahili syllabus cannot be covered within the time allocated					
5	I enjoy teaching Kiswahili grammar					
6	I enjoy teaching literature more than grammar					
7	Kiswahili literature takes more time than grammar					
8	My students perform better in grammar than literature					
9	Making all the three Kiswahili papers in papers compulsory is unfair.					
10	Most students find it difficult to construct correct sentences.					
11	I don't enjoy teaching a second subject apart from Kiswahili.					
12	A teacher of Kiswahili should teach Kiswahili only as their counterparts in English language.					
13	Marking Kiswahili examinations is taxing.					
14	More seminars should be organized for Kiswahili teachers.					
15	Kiswahili lessons should be added.					
16	My learners are always motivated to learn Kiswahili grammar.					
17	I always encourage my students to speak Kiswahili.					
18	I use Kiswahili only when communicating to my students.					
19	I am happy with the M.S.S of Kiswahili in my school.					
20	Teachers should teach either grammar or Literature.					

Thank you for your cooperation.

APPENDIX D:STUDENTS QUESTIONNAIRE

Dear student,This study is to find out factors that influence instruction of Kiswahili grammar in public secondary schools in Baringo Central sub-county.

Please answer all questions by putting a tick (√) against the information most applicable to explain your response. The information you give will be handled with confidentiality.

Your honesty and cooperation in filling this questionnaire will be appreciated.

Do not write your name.

1. What is your gender   Male ( ) Female (   )

2. What is your favorite language?

   Kiswahili ( )   English (   ) sheng' (   ) Mother tongue(   )

3. Do you like Kiswahili?

   Yes   ( )   No ( )

4. Does your Kiswahili teacher impress you in his/her teaching?

   Yes (   )   No (   )

5. How often are you given Kiswahili grammar assignments?

   Daily   (   )

   Weekly   (   )

   Fortnightly   (   )

   None   (   )

6. Are those assignments marked? Yes   (   )   No (   )

7. Are you allowed to ask questions or give suggestions during the lesson?

Yes   (   )   No (   )

8. Which languages do you use when;

a) In school?

   Kiswahili and English   (   )

   English only   (   )

   Kiswahili only   (   )

   Sheng'   (   )

   Mother tongue   (   )

b) Outside school   (   )

   Kiswahili   (   )

   English   (   )

   Sheng'   (   )

   Mother tongue   (   )

9. Are there enough Kiswahili grammar books in your school?

   Yes   (   )   No (   )

10. How do you share the available books and other reading materials?

1 between 2 (   )   1 between 3 (   )   1 between 4 (   )

11. Has your class stayed without a Kiswahili teacher?

   Yes (   )   No (   )

12. If yes, for how long?

   1 – 3 lessons   (   )

   1 – 2 weeks   (   )

   1 term   (   )

13. Does your teacher make up for the lost lessons?

   Yes   (   )   No (   )

14. What problems do you encounter in learning Kiswahili grammar?

_____

15. Do you have a personal timetable?

    Yes (   )   No (   )

16. Are there specific days for speaking Kiswahili in your school?

    Yes (   )   No (   )

 If   yes,   name

them._____

17. Is there any punishment given to those who do not speak Kiswahili on the above

days?

    Yes (   )   No (   )

18. What do you suggest to be done to improve Kiswahili in your school?

_____

Part B.

Attitude scale for students towards Kiswahili grammar.

Below are a series of statement with five (5) possible options ranging from Strongly

Agree (S.A), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD).

Indicate the answer that most closely approximates your opinion concerning school-

based resources in the teaching of Kiswahili grammar by ticking (√) in the spaces

provided.

	STATEMENT	SA	A	U	D	SD
1	I enjoy learning Kiswahili as a subject.					
2	I am happy with my Kiswahili results.					
3	Kiswahili is one of the hardest subjects.					
4	I am always attentive in Kiswahili grammar lessons.					
5	I like the grammar part of Kiswahili paper 2.					
6	I prefer Kiswahili literature to grammar.					
7	Kiswahili is my best subject.					
8	I enjoy speaking Kiswahili.					
9	My teacher encourages me to learn Kiswahili.					
10	I would like to study Kiswahili in my career after form four.					
11	Kiswahili is a prestigious language in Kenya.					
12	I cannot get along perfectly in everyday life without Kiswahili.					
13	Kiswahili grammar is very boring.					
14	We are only allowed to communicate in Kiswahili during Kiswahili lessons					
15	Kiswahili teachers use Kiswahili language only during Kiswahili lessons.					
17	I don't like the way teachers handle Kiswahili.					
18	I enjoy participating in Kiswahili grammar lessons.					
19	Assignments given in Kiswahili grammar should be reduced.					
20	I enjoy reading Taifa Leo and Listening to Kiswahili radio programs					

Thank you for your cooperation.

APPENDIX E:MAP SHOWING THE LOCALE OF THE STUDY

BARINGO COUNTY

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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

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

Ref: No.

Date:

17th **August, 2015**

NACOSTI/P/15/2036/6866

Damaris Gakii Githinji
Moi University
P.O. Box 3900-30100
ELDORET.

<u>RE: RESEARCH AUTHORIZATION</u>

Following your application for authority to carry out research on *"School factors influencing teaching and learning kiswahili grammar in public schools in Baringo Central Sub-County,"* I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for a period ending **11th December, 2015.**

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

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

SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Baringo County

CONDITIONS

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

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 6197

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. DAMARIS GAKII GITHINJI
of MOI UNIVERSITY, 100-30405
Tenges, has been permitted to conduct research in *Baringo* County

on the topic: *SCHOOL FACTORS INFLUENCING TEACHING AND LEARNING KISWAHILI GRAMMAR IN PUBLIC SCHOOLS IN BARINGO CENTRAL SUB-COUNTY*

for the period ending:
11th December, 2015

Permit No : NACOSTI/P/15/2036/6866
Date Of Issue : 17th August, 2015
Fee Recieved : Ksh 1,000

....
Applicant's
Signature

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