FACTORS AFFECTING TEACHING AND LEARNING OF KISWAHILI COMPREHENSION IN SECONDARY SCHOOLS IN WARENG SUB-COUNTY

UASIN GISHU COUNTY,

KENYA

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DECLARATION

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ABSTRACT

The purpose of this study was to investigate the factors affecting the teaching and learning of Kiswahili comprehension at secondary school level in Wareng Sub-County. Since 2002 when the new syllabus for Kiswahili was introduced the performance of Kiswahili comprehension has been unsatisfactory. This made the researcher to go deeper and investigate the factors affecting the teaching and learning of Kiswahili comprehension. The study was done to achieve the following objectives; investigating the effectiveness of instructional methods used to teach comprehension in Kiswahili, to establish the effectiveness of instructional resources used by teachers to teach Kiswahili comprehension, to establish the students' attitudes towards Kiswahili comprehension and teachers preparation of documents used to teach Kiswahili comprehension. The study was based on Thorndike(1991) theory of learning which states that learning reflects the development of an S-R (stimulus – response) association. The study adopted survey research design where a relationship between the factors affecting the teaching and learning of Kiswahili comprehension and their effectiveness was established. In addition, the study was descriptive since it only established the association between the variables. Cluster sampling was used to sample divisions, stratified sampling for schools, simple random sampling for teachers of Kiswahili and students and purposive sampling for heads of department. A total of fifteen secondary schools were selected, three hundred and sixty students, fifteen teachers of Kiswahili and three heads of department. Questionnaires and interviews were used to collect data. A pilot study was done to establish the validity and reliability of the research instruments. The data was analyzed by use of Statistical Package for Social Sciences (SPSS) and presented by using tables, graphs, figures, frequency and percentages. However the findings of the study indicated that students had a positive attitude towards Kiswahili and the main problem was the use of teacher-centered instructional methods and minimal use of instructional resources. The study therefore recommended the use of varied and student-centred methods to enhance the teaching and learning of Kiswahili comprehension. On the other hand also, teachers are advised to add to the accounts of their instructional resource materials and not only rely on textbooks. Teachers are also advised to observe their code of regulations in the use of instructional documents such as scheme of work, lesson plans, record of work and progress records to ensure smooth teaching and learning of Kiswahili comprehension. The researcher hopes that this study will add to the field of knowledge and fill the gaps that are hindering the teaching and learning of Kiswahili comprehension. Moreover the researcher hopes that the study will be helpful to Educational Planners, Quality Assurance and Standards Officers, teachers of Kiswahili and also the learners to handle well the teaching and learning of Kiswahili comprehension.

DEDICATION

Thanks to the Almighty God for the strength and health. Special dedication to my mum Mary Chumo, father-in-law SamwelGekombe and my dear husband Dickson for their tireless support spiritually, financially, morally, mentally and physically. Our children Linda, Dickens and Darrion, to whom I have to set a good example.

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May the Lord bless you abundantly.

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LIST OF ACCRONYMS

B.B   -   Boys Boarding

C.B.E   -   Curriculum Based Establishment

D.E.O   -   Sub-County Education Officer

F   -   Frequency

G.B   -   Girls Boarding

K.C.S.E   -   Kenya Certificate of Secondary Education

K.I.E   -   Kenya Institute of Education

K.L.B   -   Kenya Literature Bureau

K.N.E.C   -   Kenya National Examination Council

M.B   -   Mixed Boarding

M.D   -   Mixed Day

M.D.B   -   Mixed Day and Boarding

T.S.C   -   Teachers Service Commission

S/N   -   Serial Number

CHAPTER ONE
INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter provides the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. The chapter also deals with the scope of the study, limitations of the study, assumptions of the study, theoretical framework and finally definition of terms.

1.2 Background of the study

The Mackay report (1981) indicates that there was a dramatic shift in the spread and development of Kiswahili following its submission as a commission. With the consent of the second president of Kenya, Daniel arapMoi, Kiswahili has since become a compulsory subject in all primary and secondary schools of Kenya. This gesture seems to have accelerated a process which about two decades later has enabled Kiswahili to permeate all sectors of every day life in Kenya. The other compulsory subjects are Mathematics and English. With regard to this, poor performance in Kiswahili comprehension affects the final grade in Kiswahili. Not to be left behind are Kembo-Sure and Webb (2000) who say that Kiswahili is a national language in Kenya, a co-official language, used with English, in many communication, commercial, administrative, judicial and political spheres. This shows how important Kiswahili is in our nation.

Chamot (1995) suggests that reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend the text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate

understanding of the writer's message. Comprehensions are written in such a way that they teach moral, they are eye openers to the world of technology, socialization agents and also form part of entertainment on the part of the readers.

Swan (1976) explains to us that comprehension is the ability of the student to read efficiently and accurately so as to get the maximum of information from a text with a minimum of understanding. In Kiswahili comprehension students are tested in reading and understanding of the various comprehensions in the entire syllabus. Questions are given as a means of testing them.

Shitemi and Mwanakombo (2001) looked at a different angle to the choice of a given language and said that it can amount to a denial of the right to participate in societal affairs. This happens when the language chosen is one that is not spoken by some section of the society. In the Kenyan context, the choice of Kiswahili as the language of social mobilization allows the participation of a large number of Kenyans in our societal affairs. If we choose English, the number of Kenyans who will be able to participate fully will be significantly reduced. However, if we choose any other language we shall not only create a smaller group of those able to participate, but also confine such participation to an ethnic community.

Kiswahili has been taken as a language for national communication because of the large number of Kenyans who use it. Its teaching in secondary schools therefore is meant to achieve the objective of enabling a large number of Kenyans participate fully in societal affairs. Choosing a language of an ethnic community which has a smaller group of participants would obviously be acting against the national interests of the multilingual and multicultural Kenya. Thus such a decision could easily lead to violent reactions from those who could be left out of the participation. What this means is that

both Kiswahili and English provide a non-ethnic speech community for those able to use them for communication.

However, Kiswahili unlike English gives us a large speech community both Kenyan and regionally. It also gives Kenyans a tool of communication that enables them to communicate both technical and cultural information without distortion. For cultural information use of English would lead to serious distortion. Therefore, taking the interests of the largest number of Kenyans into consideration, and also keeping in mind the need to transmit our cultural values, Kiswahili becomes the logical choice to the language of communication and therefore nation building. Kiswahili comprehension is used in a larger context to transmit the cultural values that Shitemi and Mwanakombo are talking about. Effective teaching and learning of Kiswahili comprehension is required for effective communication to occur.

Barasa (2005) states that the Republic of Kenya has forty one different linguistic groups. Nearly all the groups have their own distinct languages, some of which are closely related. With regard to learning and instruction, the vernacular languages including Kiswahili for a minority mainly at the coast are used for instruction in schools from standard one to three. English and Kiswahili are two second languages which hold significant positions in the curriculum. Kiswahili is a lingua-franca especially in the urban areas, less so in the homogenous rural areas. It is the national language and therefore it is a language that unifies the large multilingual society.

Kiswahili comprehensions contain texts that talk about peace and also bring aspects different cultures hence the ability to understand the multilingual society and appreciate each other as Kenyans. This shows that there should be a serious teaching and learning of Kiswahili comprehension. Effectiveness of the instructional methods, instructional

resources, student's attitude and teacher's preparation of documents are very necessary for the transmitting of the values for national unity.

Wamitila (2004) has defined comprehension as a text that a student is given to read and usually has questions to be answered accordingly. The questions are meant to evaluate the student's understanding of the themes in the text, the language used and the moral gotten. The guidelines to follow when reading comprehension include reading the first time to get a glimpse of what it is talking about. After the first reading the student reads the questions then goes back for second reading and at long last the student starts answering the questions. To the surprise of many, teachers and learners do not follow them hence the continuing poor performance on Kiswahili paper two. Effective instructional methods should be used for effective learning of Kiswahili comprehension.

According to Chimerah (2000) Kiswahili is a medium of instruction in Kiswahili lessons and in the lower levels of primary education (class one to three) in urban areas where there are heterogeneous groups unlike the use of mother tongue in the rural areas. The general objectives of teaching Kiswahili at secondary school level are contained in the revised version of the syllabus (K.I.E. 2006).

Some of the objectives are: to recognize, investigate, evaluate and develop the different genres of language and Literature in Kiswahili, to learn and evaluate different concepts of the cultures using Kiswahili, to realize some of the current issues affecting the society for instance HIV/AIDS, gender equality, development in science and technology, to conserve the environment to meet the daily needs and future needs and to be proud and happy in using Kiswahili as a national and international language.

These objectives are in line with the national objectives of education in Kenya which include; enabling citizens improve on the religious and society's moral values, to ensure equality in society and responsibility, to enhance the different cultures of Kenya and to enhance and develop good relations nationally and internationally. Kiswahili comprehensions in essence accomplish a variety of the learning goals. Teachers and the learners must therefore understand and use effective instructional methods and resources to ensure that the comprehensions pass the intended objectives.

KNEC (2005;16) reports indicate that there was a general improvement in Kiswahili paper two though the students had a problem answering question one, which is the comprehension part. The students had a great problem in answering questions on comprehension because of the complexity of the questions. This is because the questions required an indirect answer that is, not picking one by one from the comprehension but a higher thinking capacity in order to answer those questions in their own words. In addition to this report, KNEC (2006; 15) had a different view of the results of that year in that there was a slight improvement on Kiswahili paper two with a mean mark of 40.60. Even though that was the case, the report went ahead to discuss the comprehension questions since it was one of the major parts that students had a problem in answering it. The table below shows the results of five years of the Kenya Certificate of Secondary Education in Kiswahili paper two. From 2007 to 2009 the mean mark has been dropping and this made the researcher want to know if there were some factors that affect the teaching and learning of Kiswahili comprehension which is a section in paper two.

Table 1.1 KCSE RESULTS 2006-2010

YEAR	2006	2007	2008	2009	2010
MEAN SCORE	40.60	32.22	29.18	29.03	33.77
STANDARD DEVIATION	11.80	11.91	11.43	11.96	14.09

In Wareng Sub-County, the general performance in the mock results for the year 2008 was 4.1549, a mean grade of D+. This was an extract from the results of the larger UasinGishu mock results of the year 2008. In addition, the highlight from the UasinGishu Secondary Schools Heads Association asserts that there was a decline in the performance of English, Kiswahili, Mathematics, Geography and C.R.E. WarengSub-County inclusive. Kiswahili performance was also wanting since an extract of the school's performance that did the mocks from WarengSub-County registered a mean of 4.2462, mean grade of D+.

In addition, Pentagon Joint Examination Result analysis of second term 2009, form four showed that there was no much improvement in Kiswahili performance since it scored a mean of 4.2982, which is also a mean grade of D+. This examination is done by 35 schools in WarengSub-County which have been there since this new Sub-County was created in the year 2008.

In the year 2010, form four Pentagon Joint Examinations for first term, there was a drop in the mean mark for Kiswahili in that it scored 4.2209, a mean grade of D+. All this attracted the curiosity of the researcher wanting to know whether the factors affecting the teaching and learning of Kiswahili comprehension leads to this unsatisfactory performance since it is actually below the average mean grade of C+.

Kiswahili comprehension contributes to these mean grades and being an area that has got its answers on the text provided, the researcher wanted to survey what affects it.

The study of the factors affecting the teaching and learning of Kiswahili comprehension was of significant importance because students needed to comprehend what they were talking or reading about in whatever context.

1.3 Statement of the problem

Kiswahili is a language of communication in almost all areas concerned with human activities like in business, in schools, in homes and also in social gatherings. The Ministry of Education places emphasis on its development. The new syllabus or revised one has clearly defined the integrated approach to make the teaching of the languages more effective and this includes Kiswahili as a language. (K.I.E.2000).

Kembo-Sure (1996) adds by saying that Kiswahili has only gained as far as it is now a compulsory subject both in class and in the examination. This is because it has the same weighting as English in grading candidates. Therefore, comprehension questions have been there since Kiswahili was made a compulsory and examinable subject in primary and secondary schools. Even though it has been there, its performance has never been satisfactory in that most students fail despite the fact that the answers are already provided in the passages and text to be read. Sunday Nation, (2008) also stated that Kiswahili has been sidelined in the Kenyan system of education. It has been regarded as a second rate language in Kenya. Even after the introduction of the 8-4-4 system of education, which made the language compulsory and examinable right from primary to secondary school, most learners seem not eager to master the language. Here also we find a scenario whereby Kiswahili has not been taken seriously in the way it is taught in schools. The number of periods it is allotted is lower than its counterpart English. We

also find that it is not used by the teachers as a medium of communication in schools and even the administration, leave alone the students. Therefore we find that the language has stagnated and this caught the curiosity of the researcher prompting the intention to establish the factors affecting the teaching and learning of Kiswahili comprehension.

In addition, the researcher was curious to establish the effectiveness of the instructional resources and also the instructional methods being used. This led to proposition and recommendation of the appropriate solutions which were used to address the problem affecting the teaching and learning of Kiswahili comprehension.

1.4 Purpose of the study

The main purpose of the study was to investigate the factors affecting the teaching and learning of Kiswahili comprehension.

1.5 Objectives of the study

The specific objectives of the study were:

i) To investigate the effectiveness of instructional methods used in the teaching of Kiswahili comprehension.

ii) To establish the effectiveness of instructional resources used in teaching of Kiswahili comprehension.

iii) To establish the students' attitude towards Kiswahili comprehension.

iv) To investigate teacher's preparation of documents used in the teaching of Kiswahili comprehension.

1.6 Research questions

In accordance with the objectives of the study above, the study aimed at answering the following questions:

i)   How effective are the instructional methods used to teach Kiswahili comprehension?

ii)   How effective are the instructional resources used in the teaching of Kiswahili comprehension?

iii)   What is the students' attitude towards Kiswahili comprehension?

iv)   To what extent do the teachers prepare the documents used to teach Kiswahili comprehension?

1.7 Justification of the study

Comprehension in Kiswahili is in the Kiswahili syllabus and should be taught with the earnestness that it deserves. The K.I.E syllabus (2006) places it in the reading skill thus emphasizing its importance in the daily life of a student in class, at school and also in the world at large. A student is required to read and comprehend normal texts, functional texts and also fictional texts with the aim of giving that student an interest to manage and also enjoy the different structures of sentences, vocabulary and stylistic devices, and also be able to relate them to his/her experiences and the environment. The teaching of this skill requires the participation of a student so as to ensure the acquirement. Therefore it is very important for the teachers and students to be involved in the teaching and learning of Kiswahili comprehension to be able to achieve the above skill.

Comprehension is also a basis for teaching grammar, writing skills, listening and speaking skills in general. According to Haycraft (1987) reading passages can be for two main purposes; the acquisition of new passive vocabulary and idioms and secondly accustoming students to read fast and with pleasure in Kiswahili, while they absorb new language forms as they go along. Therefore it is very important to teach comprehension well to enhance all the skills in Kiswahili.

1.8 Significance of the study

It was important therefore to do a research on the teaching and learning of comprehension so as to add its knowledge on how to handle this concept. The study will be of great importance to the Educational Planners in that they will be able to put more emphasis on its teaching in secondary schools.

In addition, this study will be helpful to Quality Assurance and Standards Officers in the Ministry of Education to ensure that teachers of Kiswahili have the necessary instructional resources and documents needed in the teaching and learning of Kiswahili comprehension. Subject panels will benefit from this study because they will know the materials to be chosen for the teaching and learning of Kiswahili comprehension. School administrators will benefit because they will be able to provide all the required instructional materials for the preparation of instructional resources and teachers documents for teaching and learning of Kiswahili comprehension. Teachers of Kiswahili will not be left behind since this study involved them. This is because they were able to rate themselves in the use of effective instructional methods, instructional resources and preparation of teaching documents hence improve on them to better the teaching and learning of Kiswahili comprehension. The learners will be able to adopt the required attitude in order to enhance the learning of Kiswahili comprehension.

1.9 Scope and limitations of the study

1.9.1 Scope of the study

The study was conducted in selected secondary schools of Wareng' Sub-County; Rift-Valley Province in Kenya. The respondents used for analysis were the head of departments, teachers of Kiswahili and part of the student population in the schools that were selected. The research aimed at investigating the effectiveness of the instructional methods used, the instructional resources, the student's attitude towards Kiswahili comprehension and the teacher's documents preparation for teaching and learning of Kiswahili comprehension.

1.9.2 Limitations of the study

Orodho (2008) explains that limitations of the study are constraints or draw backs both critical and practical that the researcher has little or no control over. The study limited itself to Wareng' Sub-County and it used fifteen secondary schools and three hundred and sixty students of the whole population in the Sub-County. The study placed emphasis on Kiswahili comprehension yet there are other aspects in Kiswahili which need to be researched on. The study was carried in a period of three months and the data collected analyzed. Given that language is dynamic, more research will need to be done in the future on factors affecting the teaching and learning of Kiswahili comprehension.

1.10 Assumptions of the study

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

i)   That the respondents were ready and willing to participate in the research study.

ii)   That the administrators would allow the researcher to conduct the study in their schools.

iii)   The respondents were honest , relevant and reliable.

iv)   That the data was supplied based on the comprehension of the items in the questionnaires.

v)   That the teachers are trained to select instructional methods and resources that enable teaching and learning of Kiswahili comprehension well.

vi)   That student's attitude towards Kiswahili comprehension is good.

vii)   That teachers prepare their documents to enhance teaching and learning of Kiswahili comprehension.

1.11 Theoretical framework

The study was based on Thorndike's theory of learning and motivation according to Klein (1991). This is generated from a famous puzzle box where a hungry cat is placed in a locked box and food is kept outside the box. The presentation of the food to the cat is like the teaching of Kiswahili comprehension. This relation is gotten in that the teacher will have to choose the appropriate instructional methods and resources that will be suitable to the learners. There are fast and slow learners and hence choosing of appropriate instructional methods and resources for each will enhance easy learning of Kiswahili comprehension.

The cat would escape from the box to obtain food by exhibiting one of a number of possible behaviours. For example two effective behaviours were pulling on a string and pressing a pedal. Not only did the cat escape but also with each successive trial the time needed for escape slowly decreased. It appears that the cats escape from the box progressed from a chance act to a learned behavior. The trials made by the cat to escape and get the food are likened to a student in the learning of Kiswahili comprehension. The more the comprehensions read with the aid from the teacher with the use of effective instructional methods and resources the easier it becomes for the student to deal with comprehension questions. In the same way, the attitude of the student will either harden or make it easier for dealing with the Kiswahili comprehension.

Thorndike proposed that the cat formed an association between the stimulus (the box) and the effective response. Learning, according to Thorndike reflects the development of an S-R (stimulus – response) association. In teaching and learning the stimulus is the concept which is presented, the student in this case is like the cat and the act of escaping is like the learning of comprehension in terms of reading or listening. The response comes in when they get the concepts and answer the questions correctly through the various methods of assessment. With consecutive practice on the concept, the learners are able to do the work of reading and responding or listening and also responding to the comprehension questions in the shortest time possible and also correctly. Reward will follow with the correctness of the responses maybe by applauding and also by giving of gifts like a pen, books, a set and other rewards.

In this theory also there is the law of readiness. Thorndike proposes that the animal or human must be motivated so as to exhibit a previously learned behaviour and be ready to learn a new concept. This is applicable in the learning of comprehension in Kiswahili. This happens through motivation of the learner by asking questions related

to the comprehension to be learned and this will draw their attention. Generally the learner will be able to learn and retain information according to this theory with more ease as learning progresses.

1.12 Operational definition of terms

Comprehension: Education set of questions on text. It consists of a set of questions on a short text designed to test students' understanding of it.

Instruction: As used in the study refers to the process of teaching or order of direction or statements telling what to be done or followed. It is a set of events designed to initiate, activate, and support learning.

Kiswahili language: It is the national language in Kenya, a co-official language used with English used in many communications, commercial, administrative, judicial and political spheres.

Teaching: Teacher's ability to instruct during Kiswahili comprehension lessons. The constituent potentiality is the ability to design classroom activities in view of the process of instruction that gets the learner to acquire new ideas, knowledge, and values in Kiswahili comprehension.

Learning: Process where learners gain knowledge, skills and experiences from exposure to Kiswahili comprehension through different instructional methods and resources. It is attaining proficiency in targeted Kiswahili comprehension through formal interaction.

Attitude: Refers to the learned predispositions to respond positively or negatively to certain situations, objects or persons, and in the context of the study, it refers to the attitude of the students towards the learning of Kiswahili comprehension.

Instructional methods: Refers to methods used in teaching of Kiswahili comprehension.

Instructional resources: These are materials used to enhance teaching of Kiswahili comprehension. These materials include course books and supplementary materials.

Teacher preparation: This is how the teacher of Kiswahili makes prior arrangements to deliver/disseminate information. It also includes the preparation of the professional documents.

1.13 Conceptual Framework

Fig 1.1 Conceptual Framework

Instructional methods

Instructional resources

Student's attitude

Teacher's documents

Teaching and learning of Kiswahili comprehension

Performance in Kiswahili in KCSE
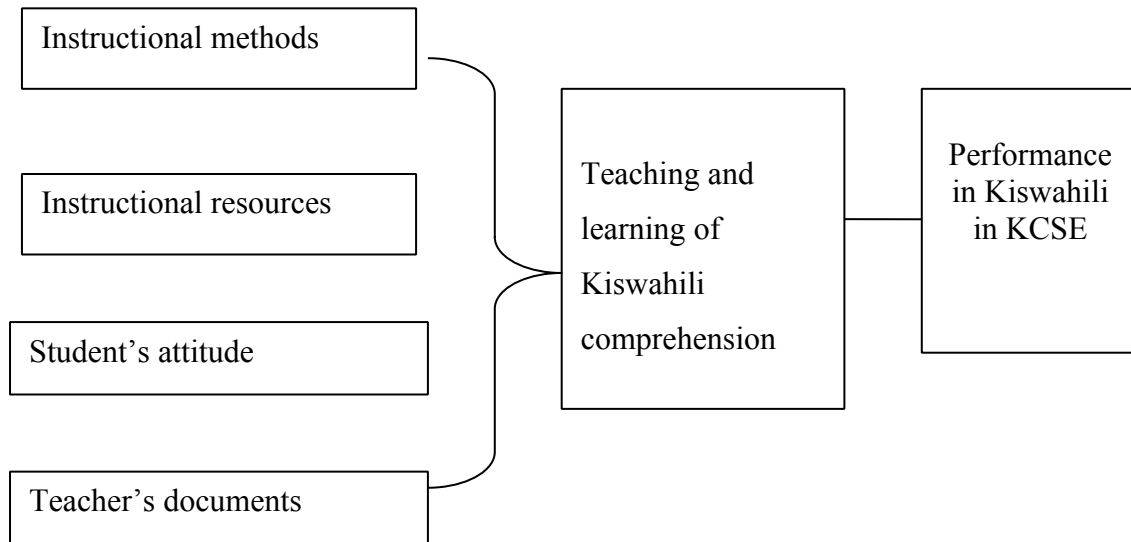
Source: Authors Work 2015

1.14 Summary

This chapter has provided the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. It has also highlighted the scope and limitations of the study, theoretical framework and the definition of terms. Chapter two deals with literature review. It focuses on factors affecting the teaching and learning of Kiswahili comprehension. The review discusses in detail the variables of the study; that is the effectiveness of the instructional methods, also the effectiveness of the instructional resources, student's attitude and teacher preparation of documents and how they affect teaching and learning of Kiswahili comprehension.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses some of the literature related to the area of study. The study

reviewed literature from research in education, books, theses and seminar papers. The

researcher focused on a general review of literature on instructional methods,

instructional resources, student's attitude and their effectiveness in teaching and

learning of Kiswahili comprehension in secondary schools. There is also a review of

specific studies related to the current study.

2.2 Kiswahili language

Kiswahili language is spoken by inhabitants of Eastern and Central Africa. It has over

one hundred million speakers some of them scattered in countries like China and other

continents according to Muchemi (2007). He further adds that it is therefore an

important language for communication, business and other daily activities and its

proper use needs to be encouraged. To learn a second language in a formal setting is

less typical, and to learn a language because it is part of the curriculum is even less

typical. However, they are still second languages. In other words, a second language is

typically an official or societal dominant language needed for education, employment,

and other basic purposes Saville-Troike (2006). One important aspect of the language

besides grammar is comprehension. Kiswahili as a language contains comprehension as

an important aspect of it.

According to Webster's Dictionary (2000), comprehension is "the capacity for understanding fully; the act or action of grasping with the intellect." Webster also tells us that reading is "to receive or take in the sense of (as letters or symbols) by scanning; to understand the meaning of written or printed matter; to learn from what one has seen or found in writing or printing. Most students today seem to have only the most basic reading and writing skills, which may also be the case with those who have already gone through secondary school education Harmer (1991). This in turn may translate to a workforce that lacks the skills to function successfully in a literate society, and may also not be aware of their inadequacies. It is therefore important that teachers look for new approaches to prepare students for the future challenges they expect, especially in light of current job market trends.

Harmer (1991) suggests that the job market today demands a workforce that is more highly educated than ever. For example, assembly line workers must interpret manuals in addition to operating machinery. These workers must be able to read, write, analyze, interpret, and synthesize information, which is indeed comprehension that is the ability to grasp something mentally and the capacity to understand ideas and facts. In addition, Kiswahili comprehensions have formulated to meet these challenges. This is because the Kiswahili comprehensions range from imaginative texts, functional texts to scientific texts hence covering a wider area of knowledge acquisition to entertainment.

He goes on to say that people just aren't reading as much anymore and yet the need for reading, comprehension, and communication skills verbal and written has increased. According to him, the need is great for strengthening the following skills; the ability to read a variety of materials (textbooks, novels, newspapers, magazines, and instructional

manuals), the ability to understand and remember what you read and the ability to effectively communicate what you've learned from your reading.

2.3 Understanding comprehension

Reading requires understanding, or comprehending the meaning of print, Brown (1994). Readers must develop certain skills that will help them comprehend what they read and use this as an aid to reading. Comprehension skills are the ability to use context and prior knowledge to aid reading and to make sense of what one reads and hears. It is based on knowledge that reading makes sense, the reader's prior knowledge, information presented in the text and the use of context to assist recognition of words and meaning. Kiswahili comprehension emphasizes on the ability to use context and prior knowledge to aide reading and making sense of what one reads and hears. This is because the learner will have to answer questions related to the text given.

Brown (1994) in his book Teaching by Principles proposes that students need to understand texts in just about every context in which they encounter them. This include hearing them read aloud, reading them as independent works, exploring them at productive work centers, discussing them as literature and reading them together in small groups. Kiswahili comprehension is also taught through hearing of the student reading aloud, reading them as independent works and discussing them as literature works in small groups and therefore emphasizing on its learning as a skill.

Brown adds that in the past, comprehension was viewed as a mastery of isolated skills such as identifying words, main ideas, identifying cause and effect relationships and comparing and contrasting. In addition, students practiced skills for completing the assignments and not totally comprehending what the text was all about. Brown looked at many students and found out that after reading they do the following, they are unable

to tell what the text or passage meant they do not know when they do not comprehend and when they comprehend also, they do not know that they are supposed to make sense of what they read.

As a matter of fact, the K.I.E syllabus (2006) has emphasized on the teaching of Kiswahili comprehension as an integral part of the other skills namely; listening, speaking, grammar and writing.

This however can be improved by the teacher. Chamot (1995) says that instruction in comprehension can help students understand and remember what they read as well as communicate what they read with others.

He says that comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and by thinking about all of this information until it is understood.

Chamot (1995) suggests four ways that text comprehension can be improved. First is that the reader need to monitor and correct themselves. If they come across unknown words or when something does not make sense, good readers need to equip themselves with strategies to correct themselves. They also should use a range of comprehension strategies to deepen and enrich their understanding of what they are reading.

Second is that the reader needs to gather information and put it together. Good readers use a variety of information in the text to understand what they are reading. They question the text and bring in their own experiences, vocabulary, language and strategies to make sense of the text along with what the author is trying to say. They are aware of how texts work and can make conscious decisions to put information together to understand what they are reading. The readers of Kiswahili comprehension employ

the same method in other languages in that they use a variety of information in the texts to understand what they are reading. They farther into another step of questioning the text and using their own experiences, vocabulary, language and strategies to make sense of the Kiswahili text in the comprehension part along with what the author is saying.

Maintaining fluency is another way to improve comprehension. Good readers read the text as the author intended for example, stopping at periods, pausing at commas, reading with inflection and intonation. Good and fluent reading is not just reading quickly.

Lastly is adjusting to the type of text. Different types of texts require different strategies. Narrative texts follow a similar pattern and are read from beginning to the end. Good readers know how to slow down when they do not understand something. They solve problems and re read. Teaching and learning of Kiswahili comprehension requires the teacher to know the strategy, so as to help the slow learners to understand what is in the text.

When working with informal texts, they know how to skim and search for information. They also spend time re reading informational texts, especially when learning something new. Kiswahili comprehensions have informational texts and therefore the learners should be taught on the techniques required to get the new concepts in them.

2.3.1 Reading Kiswahili comprehension

Chamot (1995) suggests that reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the

reader and the writer. Kiswahili comprehensions have been written as stipulated in the K.I.E. syllabus (2006) thus involving the learner as the reader. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

Durkin (2003) suggests that while word identification is a process that results in a fairly exact outcome (i.e., a student either reads the word "automobile" or not) the process of comprehending text is not so exact. Different readers will interpret an author's message in different ways. In Kiswahili language we find the different interpretations that the different learners give to Kiswahili comprehension questions in general. Comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and meta-cognitive strategies, their reasoning abilities, their motivation, and their level of engagement. This generally will involve the learner's attitude towards Kiswahili comprehension.

Reading comprehension according to Durkin (2003) is also affected by the quality of the reading material. Some writers are better writers than others, and some writers produce more complex reading material than others. Text that is well organized and clear is called "considerate text" and text that is poorly organized and difficult to understand can be called "inconsiderate text." The more inconsiderate the text, the more work will be required of a reader to comprehend the text. Readers who do not have the background, abilities, or motivation to overcome the barriers presented in inconsiderate text will have more difficulty comprehending these types of texts.

Students who had trouble learning to decode and recognize words often will have difficulty with reading comprehension. Students who struggle with decoding rarely

have a chance to interact with more difficult text and often learn to dislike reading. As a result, these students do not have sufficient opportunities to develop the language skills and strategies necessary for becoming proficient readers.

Durkin (2003) further adds that readers with poorly developed language skills and strategies will not have the tools to take advantage of the obvious structures and comprehension cues that are part of considerate text nor will they have the extra tools needed to overcome the barriers of inconsiderate text.

The type of instruction that a student receives will also affect reading comprehension. Strategies for improving reading comprehension must be taught directly by teachers by giving them the guidelines of reading and understanding a comprehension. Simply providing opportunities or requiring for children to read will not teach many students the comprehension strategies they need to be proficient readers. These need to be taught directly as students learn to read simple sentences and this direct instruction need to continue in different forms throughout a student's elementary and secondary school experience.

2.3.2 Strategies for teaching Kiswahili comprehension
According to Lightbown and Spanda(1992), there are many ways to think about reading comprehension and many factors that affect reading comprehension. Teachers should keep in mind two overriding questions about how to organize how to teach reading comprehension. The most practical way of thinking about teaching reading comprehension is to organize instruction according to how the teacher wants students to think about strategies.

For this reason, the most straightforward way of organizing comprehension strategies is to think about strategies that one might use before reading, during reading, and

afterreading. Reading Kiswahili comprehension should follow these strategies in order to make the learners understand it.

2.3.3 Before reading strategies
According to Lightbown and Spanda (1992), before reading are those strategies that a student learns to use to get ready to read a text selection. These strategies help the student get an idea of what the author might be trying to say, how the information might be useful, and to create a mental set that might be useful for taking in and storing information. These strategies in reading Kiswahili comprehension could include previewing headings, surveying pictures, reading introductions and summaries, creating a pre-reading outline, creating questions that might need to be answered and making predictions that need to be confirmed.

The primary question for a teacher here is: "What steps (observable as well as unobservable) should I teach students to do regularly and automatically that will prepare them in advance to get the most out of a reading selection that needs to be read more thoroughly?" When a teacher introduces a reading selection to students, walks students through the text, helps the students get ready to read through the use of advance organizers, or creates pre-reading outlines, he/she is ensuring content learning by compensating for the fact that students have not developed good Before-Reading Strategies. Teachers need to continue to lead students in these types of before-reading activities to ensure content area learning occurs until students have been taught to fluently use Before-Reading Strategies. Teacher use of before-reading prompts and activities does not necessarily lead students to develop and use Before-Reading Strategies independently without direct and explicit instruction. This is why it is important to directly teach and provide practice that gradually requires students to use

Before-Reading strategies. In this case the teacher as the guide needs to select the most appropriate instructional method to teach this strategy in Kiswahili comprehension.

2.3.4 During reading strategies

According to Lightbownand Spanda(1992) during Reading Strategies consist of those strategies that students learn to use while they are reading a text selection. These strategies help the student focus on how to determine what the author is actually trying to say and to match the information with what the student already knows. These strategies should be influenced by the before reading strategies because students should be using or keeping in mind the previews, outlines, questions and predictions that were generated before reading and then using this information to digest what they are reading.

The during reading strategies that help a student understand during reading include questioning, predicting, visualizing, paraphrasing, elaborating that is comparing what is read to what is known, changing reading rate and rereading.

2.3.5 After reading strategies

These consist of those strategies that students learn to use when they have completed reading a text selection. These strategies are used to help the student "look back" and think about the message of the text and determine the intended or possible meanings that might be important. These strategies are used to follow up and confirm what was learned like answering questions or confirm predictions from the use of before and during reading strategies. However, after-reading strategies also help the reader to focus on determining what the big, critical, or overall idea of the author's message was and how it might be used before moving on to performance tasks or other learning tasks in the Kiswahili comprehension.

2.4 Levels of comprehension

Beretta (1991) posits that there are three levels of understanding or comprehension. They are presented below from the least, surface or simple reading to the most sophisticated, in-depth or complex. Level one includes literal, or what is actually stated. This includes facts and details, rote learning and memorization as well as surface understanding only. Kiswahili comprehensions test this surface understanding of texts. Tests in this category are objective tests dealing with true/false, multiple choice and fill-in-the blank questions. Common questions used to illicit this type of thinking are who, what, when, and where questions.

Level two entails interpretive or what is implied or meant, rather than what is actually stated. This level involves drawing inferences, tapping into prior knowledge or experience and attaching new learning to old information. It also involves making logical leaps and educated guesses as well as reading between the lines to determine what is meant by what is stated. Tests in this category are subjective, and the types of questions asked are open-ended, thought-provoking questions like why, what if, and how. Kiswahili comprehensions will require a lengthy explanation of these questions.

The third level is the applied level. It involves taking what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation. The process involves analyzing, synthesizing and applying. In this level the reader is expected to analyze or synthesize information and applying it to other information. In the reading of Kiswahili comprehension, this level requires the learner to explain the concept in his/her own words.

2.4.1 Comprehension skills in students
The level of comprehension skill in a student will affect his/her ability to learn and understand comprehension. Fitzgerald (1983) suggests that reading comprehension skillis a developed ability to construct meaning effectively, immediately, and effortlessly with little conscious attention. He defines a reading comprehension strategy as an overt process consciously selected and used by a reader to aid the process of constructing meaning more effectively and efficiently.

Once a student uses a strategy effectively, immediately and effortlessly with little conscious attention to construct meaning, it becomes a reading skill. Most planning for comprehension instruction is targeted at teaching comprehension strategies and then developing practice activities that help the student become skilled in the use of the strategy so that it is unconsciously selected and used in a variety of situations. This skill need to be developed from an early stage when one is able to read. This is why Kiswahili comprehensions are introduced early in lower classes of primary school. If left to a later time in the education levels, the comprehension skill will be at a lower level.

2.5 Factors affecting teaching and learning of Kiswahili comprehension

2.5.1 Instructional methods
Instructional methods are defined as models of delivery systems or teaching and learning. According to Mbuthia (1996) instructional methods are strategies employed in an educational process with the view of facilitating the attainment of the set goals or objectives. Mbuthia contends that instructional methods are important variables in effective teaching and learning. Instructional methods used in the teaching and

learning of Kiswahili comprehension should be very effective in order to achieve the desired objectives.

Teachers use a variety of teaching approaches and techniques in their daily practice. Standa (1980) states that learning has to do with the individual for whom the instructional activities are designed. According to him, when a teacher goes to the classroom to teach, there are various things that (s)he has to bear in mind, among them the learners age, learners prior knowledge to instruction, the goals that instruction aims at accomplishing, and the relevant stimuli to expose the learner in order to achieve his/her goal. In order to attain this, teachers need to employ a variety of student centered instructional methods in the teaching of Kiswahili comprehension.

Doff (1988) in his book Teaching language suggests some guidelines for effective learner centered teacher instruction approaches that teachers can use. First, is that the teacher needs to provide the most appropriate input. Input is the language to which students are exposed that includes teacher talk, listening activities, reading passages, and the language heard and read outside of class. Input gives learners the material they need to develop their ability to use the language on their own and enhance their ability to comprehend better.

Doff (1998) suggests that Language input has two forms. Finely tuned input which is matched to learners' current comprehension level and connected to what they already know. It focuses on conscious learning of a specific point: the pronunciation of a word, the contrast in the uses of two verb tenses, new vocabulary and useful social formulas. This input is controlled by the instructor or textbook author and is used in the presentation stage of a lesson. Kiswahili comprehensions are varied in this context as

the learner advances in age and also in level for instance being simple in form one to being complex in form four.

On the other hand there is the roughly tuned input. This is more complex than the learners' current proficiency and stretches the boundaries of their current knowledge. It focuses on authentic use of language in listening or reading passages. Roughly tuned input challenges student to use listening and reading strategies to aid comprehension. In this case, Kiswahili comprehension is not an exception since it is found in the language.

The second guideline according to Doff (1998) is that the teacher ought to use language in authentic ways. In order to learn a language and effectively comprehend it, students need as much as possible to hear and read the language as native speakers use it. Instructors can make this happen in two ways; teacher talk and giving relevant materials. Teachers need to try and use the language as naturally as possible when talking to students. Slowing down may seem to make the message more comprehensible, but it may distort the subtle shifts in pronunciation that occur in naturally paced speech. They also should use vocabulary and sentence structures with which students are familiar with and state the same idea in different ways to aid comprehension. Giving students authentic reading material from newspapers, magazines, and other print sources also helps in improving comprehension ability. Kiswahili as a language should be spoken as naturally as possible and this will aid the learners to comprehend the message in the comprehension text with much ease.

Doff (1998) further adds that a teacher should provide the context. This includes knowledge of the topic or content, the vocabulary and language structures in which the content is usually presented and the social and cultural expectations associated with the content. To help students have an authentic experience of comprehending and using

language, teachers need to prepare students by raising their awareness of the context in which it occurs. This can be done by asking them what they know about the topic, what they can predict from the title or heading of a reading selection or the opening line of a listening selection. This should also apply to Kiswahili comprehension when it is being taught in the classroom.

KNEC (2003) reveals that the general poor performance in Kiswahili paper two may be due to poor instructional methods. Wanyama (2007) concurs with KNEC and reports that the use of the integrated approach in Kiswahili, clarity of the teacher's presentation and the use of various teaching techniques is consistently related to the student's achievement. KNEC (2010) reports that the poor performance in comprehension question is due to lack of enough exercise on the part of students and also teachers don't, check on spelling mistakes in answering of comprehension questions thus the need for teachers of Kiswahili to be vigilant on this.

2.5.2 Instructional resources
Lack of teaching and learning resources seem to be a universal issue. Gagne (1977) says that learners should be provided with favourable conditions of learning. The basis for the use of instructional media as reported by Unwin and MacAleese (1978) is that greater learning results are attained when media are integrated into the traditional learning process. It should also be noted that the equal amounts of learning are often accomplished in less time using media. Also, media generally facilitates learning and are preferred by students as compared with traditional instruction. If that is the case then secondary school teachers need to employ a variety of instructional media so as to improve the learning outcomes. This input of resources is very important as Eshiwani (1983) found out. He stressed that in both primary and secondary schools, the availability of textbooks has a positive relationship with performance. The provision of

enough textbooks in Kiswahili language enhances good performance since Kiswahili comprehensions will be taught with much ease.

Kouma (1981) observed that good teaching is dependent on effective use of teaching aids. He cites problems in teaching of English in Congo as lack of textbooks. This was complemented by a study by Heyneman et al (1981) who did a study in Uganda in some sixty primary schools randomly selected and they found out that there is a positive co-relation between the availability of textbooks and academic performance in English comprehension. According to their findings, a language teacher needs to have a resource bank, which provides materials that learners may use in carrying out some of the language tasks. Kiswahili comprehension is not an exception but should be given a priority in the instructional resource bank.

Heyneman et al (1981) found out that textbook availability has shown to be consistently and positively correlated to students' achievement in developing countries. This study indicated that access to reading materials is positively related to students' achievement. Among the advantages of textbooks are that they help a teacher in making the subject to be less abstract. Textbooks are versatile and flexible. They can serve a wide variety of conditions and deliver massive amount of information. They can also be used in a wide range of situations as students can study them in class, at home, in small groups or individually.

Ayot et al (1992) states that instructional resources are essential in teaching and learning of Kiswahili comprehension since they are designed to help the teachers to understand and implement the ideas contained in the curriculum. In addition, Nabwire (1998) states that the availability and quality of instructional materials is important for the implementation process to take place. Besides, curriculum implementation requires

change in the provision of relevant and adequate text books, teachers guide books, supplementary readers, facilities and other required teaching and learning aids. Kiswahili comprehension can be enhanced and made easy to understand by use of the instructional resources. This therefore calls for the teachers to ensure their availability.

Teachers ought to be aware of the most important contribution instructional resources can offer to facilitate learning. According to Ayot and Patel (1987), instructional resources are important because they promote meaningful communication hence effective learning. In addition they ensure better retention, thus making learning more permanent. They also provide direct or first hand experiences with the realities of the social and physical environment. Instructional resources also contribute in overcoming the limitations of the classroom by making the inaccessible accessible. On the other hand, instructional resources encourage students to participate actively especially if they are allowed to manipulate the instructional resources. Moreover, they help develop interest especially in other areas of learning. To add on the list is that instructional resources are used to stimulate and help students to learn. Finally the instructional resources provide common experience upon which other learning can be developed. All these points are all applicable to the teaching and learning of Kiswahili comprehension. There are some comprehension texts that are hard to understand but when there are instructional resources to be used they are made simpler.

According to Mutema et al (1992), instructional resources, especially audio visual aids are useful both for the teacher and the student because they help the teacher clarify certain points in the lesson. They also offer a substitute for direct experiences which are difficult to provide within certain settings. It makes the teacher achieve the objectives and makes learning clearer and easier for the students by stimulating them and making the environment more conducive.

Teaching and learning resources are very essential for effective teaching. They help the learner to understand the subject being studied and to achieve the specific objectives (Fullan 1992). However, according to K.I.E report (1992) many secondary schools are experiencing an acute shortage of the necessary instructional resources. It noted with concern that there are limited instructional resources and learners share a few available resources. When this happens the learning of Kiswahili comprehension becomes unpleasant on the part of the learner hence encourage a negative attitude towards it.

Nyokabi (1994) noted that it would be self defeating to develop a new curriculum without producing appropriate teaching and learning resources. Lockheed et al (1991) noted also that instructional resources are critical ingredient in the learning and that the curriculum cannot be easily implemented without them. They noted that the availability of instructional resources and facilities facilitate the teaching process.

2.5.3 Teacher preparedness and learning

The teacher is the most important ingredient in the effective teaching and learning of Kiswahili, more so comprehension. It is therefore important that the teachers be well prepared to meet the challenge of teaching comprehension. Garret (1999) posits that the success of a teacher largely depends on his personal efforts, context and their general personality. These characteristics can be generally enhanced if a teacher receives specialized training in methods of teaching comprehension and in the integrated approach of Kiswahili language.

Garret (1999) adds that teachers are the key factors in contributing towards any enhanced quality of classroom experience. Poorly trained teachers are unable to foster a student centered learning environment. The teacher needs to use appropriate instructional method of teaching and the teacher's knowledge of the subject is essential

for successful learning. Kiswahili comprehension can be learnt with much ease by use of appropriate instructional methods.

Mwaura (2003) states that, teachers find it difficult learning new strategies that cut across old habits and assumptions. Teachers then need to improve on teaching and learning strategies through training and in-service courses. He further states that many teachers do not read after leaving colleges or institutions of learning, yet training is necessary condition for effective performance of teaching roles and responsibilities.

However Kiragu (1986) notes that the success of a teacher in classroom teaching ought to be evidenced not only by professional records but also by student acquisition of skills as set out in the subject syllabus or understanding of the subject matter. He established that teachers' qualification, quality of textbooks, frequency of marking and interest among students are significant factors that affect understanding of comprehension.

Eshiwani (1983) argues that the invariable success of particular schools is a clear testimony of their superiority in quality of their teachers. From these findings, it appears that training is very necessary for good quality education but it becomes unfortunate when students trained by qualified teachers obtain poor results.

2.5.4 Student's attitude
Krashen (1992) suggests that attitude is important in language learning. People who have a positive self image will seek to obtain more input and by so doing acquire the content, hence knowledge. He defines attitude as the way one thinks and feels about something or somebody. It also implies the way one behaves towards somebody or something that shows how one thinks and feels. Therefore, a student may feel comprehension is difficult or easy and behave in such a way as to show the difficulty or

simplicity. For example a student may fail to read comprehension and fail to complete assignments. This behaviour can be observed and inferred to as either positive or negative attitude towards comprehension.

Research done in student's attitude towards mathematics showed that students with a positive attitude toward mathematics perform well. Also it was noted that students who have positive attitude towards mathematics spend more time on the subject, Hunsen (1977). Research done by Syambo (1978) found out that there was a general negative attitude towards Kiswahili, comprehension included. He found out that teachers were unenthusiastic in teaching Kiswahili while students did not have any motivation in learning it. This leads to poor performance in Kiswahili comprehension.

Mwangi (1985) found out that there was a positive relationship between attitude and performance. Mwangi found out that in a representative sample of Luo speakers, who are non Bantu, had a negative attitude towards Kiswahili because they considered the language 'foreign' and this affected their performance.

2.6 Related studies

Mukwa (1979) investigated availability of audio-visual media in Kenya secondary schools and the role played by such media in improving classroom teaching. The study showed that the main media available in schools were print media, posters, flat pictures recording and radio and television programmes and folk media. Most media found in schools were perceived effective in improving teaching and learning.AlthoughMukwa's study focused on availability of audio-visual media in Kenyan secondary schools and the role played by such media in improving classroom teaching, the current study is concerned with the instructional resources used in teaching Kiswahili comprehension and is geared towards improving performance in Kiswahili K.C.S.E. Mukwa's study

looked at Kenyan schools but this current study wanted to establish the availability of this resources in Wareng' Sub- County and establish its relation to the performance it posts in Kiswahili in K.C.S.E.

Too (1996) investigated factors affecting mathematics performance in Kenya secondary schools and revealed there was acute shortage of mathematics textbooks. The current study was concerned with different kinds of instructional resources and not only text books. There was need for this study to be carried out in order to establish its availability and its effectiveness when used by the teacher of Kiswahili in teaching and learning of Kiswahili comprehension.

Suad (2009) carried out a study on "Problems in Reading Comprehension Skills among Secondary School Students in Yemen" and concluded that although reading feature prominently in the students' order of importance of the language skills, it was thought to be less important than listening. This may be due to the insufficient attention accorded to the reading skill in Yemeni schools. There was need to carry out this study in that the teacher needed to prepare well and accord the importance of teaching and learning of Kiswahili comprehension.

Studies have been carried out on other areas of Kiswahili concerning *'The factors affecting performance in Kiswahili language in Secondary Schools of West Pokot*, Mutua (2007); *The use of Instructional Media in Teaching Oral Literature*, Wasiche (2009); *The influence of Student'sAttitude towards learning Kiswahili on their performance among Secondary Schools in Rachuonyo,*Maloba (2008) and *The effects of school language policies on communicative competence among Kiswahili students from selected schools in KirinyagaSub-County*, Chomba (2008). However there is knowledge gap and the need to carry out this research on the factors affecting the

teaching and learning of Kiswahili comprehension.the problem of poor performance in Kiswahili comprehension has been looked by various groups nationally. K.N.E.C report (2006; 15) discussed the questions on comprehension since it was one of the major parts that students had a problem in answering it.

2.7 Summary
The chapter has dealt widely with literature review and the knowledge gap. In the literature review, instructional methods, resource materials, student's attitude and teacher's preparedness on the teaching and learning of Kiswahili comprehension.

The next chapter deals with research design and methodology used in the study. This consisted of the description of the area to be covered, target population, sampling for the study, data collection instruments, procedures and techniques of the data analysis.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter dealt with the research procedures that were followed in conducting the study. This consisted of the description of the area covered, target population, sampling techniques for the study, research instruments, pilot study, validity, reliability and data analysis procedures.

3.2 Research Design

According to Orodho(2008), a research design is the conceptual structure within which research is conducted. The main function of a research design is to provide for the relevant evidence with minimal expenditure of effort, time and money. However, how all this can be achieved depends mainly on the research purpose for example exploration, description, diagnosis or experimentation. That is, it should show if it is a survey, case study or an experiment. The research study adopted a survey research design. According to Mugenda and Mugenda (2003) a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Survey research is therefore a self report study which requires the collection of information from the sample. This design was also adopted because the study is concerned with describing, recording and analyzing and reporting conditions that exist in the present Kothari (2003). This research design was also preferred because according to Koul(1986), the design is sufficient in collecting a large amount of information within a short time. The information that was gathered led into making of recommendations.

3.3 Area of Study

The study was carried out in secondary schools in Wareng' Sub-County,UasinGishu County, Kenya. Wareng' Sub-County borders Eldoret East Sub-County, Eldoret West Sub-County and Nandi North. The Sub-County was created from the larger Uasin-Gishu in 2008. The main economic activities of this area are farming and trading. The researcher conducted her research in this Sub-County preferably because she has taught in the Sub-County for quite along time hence being conversant with the area. Wamahiu and Karagu (1995; 24) argue that sometimes being familiar with the research site helps in gaining acceptance. This therefore enabled the researcher to choose Wareng' Sub-County for the proposed study. The performance in Kiswahili has been unsatisfactory with a mean grade of D+. Thisprompted the researcher to carry out to research in this area. Furthermore, the area has a good transport network between schools and therefore it was chosen because this would enable the researcher to be carried out with ease.There are two administrative divisions in Wareng' Sub-County namely Kesses and Kapseret where the respondents were drawn from. The two divisons were chosen to get homogeneous results of the whole Wareng' Sub-County.

3.4 Target Population

The study targeted all secondary schools in Wareng' Sub-County. According to the Ministry of Education data bank there are fifty secondary schools in Wareng' Sub-County. Form three students, all teachers of Kiswahili and head of departments of the schools selected were used in the study.

3.5 Sample Size and Sampling Procedure

Wareng' Sub-County has fifty secondary schools of different categories that include; Girls Boarding (GB), Mixed Day (MD), Mixed Day and Boarding (MDB), Boys Boarding (BB) and Mixed Boarding (MB).

The study focused on from three students in the schools chosen in the Sub-County. They were chosen because they have had at least three years of learning Kiswahili comprehension in secondary schools and are familiar with it and how it is being taught in their schools. From ones were still new, from two were still adjusting to secondary school life while form fours were busy as candidates.

To get a representative sample for the study, the researcher categorized the schools into different strata; GB, MD, MDB, BB and MB. This is because the type of school forms a specific type of environment in which the students were learning and hence influences the teaching and learning factors in the school. Stratification was used to increase precision and representation. (Kerlinger, 2004, Kothari 2004, Kilemi and Wamahiu, 1995)

To obtain a sample of form three students, the selection technique employed was random sampling which ensured that every subject in each category according to school type had an equal chance of participating in the study. In total, 360 students were selected out of 1,200 students of Wareng' Sub-County who were in form three. Out of the 360 students, 204 were girls while 156 were boys. It was not possible to use all the students because of its large population.

The distribution according to the type of school was as follow; GB – 3, BB – 1, MD – 6, MB – 1and MBD – 4. This gave 30 percent of all the schools in Wareng' Sub-County which translate to 15 schools selected.

On the other hand, simple random sampling was used to select teachers of Kiswahili to participate in the study from the fifteen schools sampled. To add on that, purposive sampling was used to select the head of departments and thus 3 H.O.Ds were interviewed from three schools which was 20% of the population of H.O.Ds from sampled schools.

Table 3.1 Sample Size

Subject	Population size	Sample size	Percentage
Schools	50	15	30%
Form three students	1200	360	30%
Teacher'sof Kiswahili	50	15	30%
H.O.Ds	15	3	20%

3.6 Data Collection Procedure
The researcher obtained a letter of introduction from the University and then got a permit from the Ministry of Education, Science and Technology then took it to the Sub-County commissioner which was effected through the Sub-County Education office. This enabled the researcher to collect data from the schools sampled.

The researcher made a pre-visit to the 15 selected schools prior to the day of data collection through questionnaires and interview and contacted the head teachers who in turn introduced the researcher to the teachers of Kiswahili. The researcher made appointments with the respondents. On the actual day for data collection already agreed upon earlier, the researcher visited the schools and administered the questionnaires and also interviewed the head of departments.

The interviewees were well prepared by framing the questions, making the teachers aware of how to participate in the interview, making them comfortable and assuring them of confidentiality. The interview guide had three sections, the introductory part, which sought to find out some background information about the teacher and create rapport between the researcher and the head of department. The main section collected the needed information and lastly the closing section which ended by thanking the head of department for participating in the interview.

3.7 Study Variables
Mugenda and Mugenda(1999) state : " A variable is a measurable characteristic that assumes different values among the subjects. They are as indicated below:

3.7.1 Independent Variables
This is a variable that determined the value of others. This variable when specified determines the value or characteristic of another variable. A researchercan manipulate this variable inorder to determine its effect or influence on another variable for example instructional methods can be varied and get different results in performance after learning. In this study the independent variables included instructional methods used, resource materials, teacher preparedness and student's attitude.

3.7.2 Dependent Variable

This is a variable that has already been determined. It changes its value or characteristic according to the value of other elements present and these are the independent variables. Teaching and learning Kiswahili comprehension is the dependent variable in the study and can be affected by the use of different instructional methods, instructional resources used student's attitude and teacher's preparation.

3.8 Research Instruments

These are tools used in the collection of data from the sample (Nsubuga, 2000). The instruments for data collection in this study were questionnaires and interviews. The researcher administered the questionnaires to the respective respondents and revisited the station for collection at an agreed date.

The interview guide had three sections, the introductory part, which sought to find out some background information about the teacher and create rapport between the researcher and the head of department. The main section collected the needed information and lastly the closing section which ended by thanking the head of department for participating in the interview. These instruments were used because they were cheap, required minimum management and could be administered speedily.

3.8.1 Questionnaires

This is a tool of data collection which uses questions to gather information. It consists of a list of questions related to the topic of study being researched on. (K.L.B. Geography Book 1, 2007). There were two categories of questionnaires used namely:

i) Teachers questionnaires

The teacher's questionnaire was divided into sections. The questionnaire comprised of open ended questions and closed ended questions. Questions were geared to the answering of research objectives.

ii) Students questionnaire

The student's questionnaire was divided into different sections. This was able to show their background and also answer the specific objectives on their attitude towards comprehension in Kiswahili.

3.8.2 Interview schedule
Interview schedules are instruments which make it possible to obtain data required to meet specific objectives of the study. This involves meeting face to face between the researcher and various respondents particularly the heads of departments of languages.

3.8.3 Validity of Research Instruments
Mugenda and Mugenda(1999) say "Validity is the accuracy and meaningfulness of inferences which are based on research results. It is the degree to which results obtained from the analysis of data represent the phenomenon under study. Validity has to do with how accurately the data obtained in the study represents the variables of the study. The purpose of validity is to have accurate and meaningful data as it is obtained from the variables."

The questionnaires and interview scheduled for the study were designed, developed and subjected to thorough appraisal and discussion with supervisor, other experts in research in the field of Curriculum, Instruction and Educational Media and colleagues.

Review was made before the questionnaires were administered. In addition, instrument pretest was done prior to the actual study.

3.8.4 Reliability and piloting of research instrument

Reliability is a situation where a test consistently yields the same results when repeated measurements are taken of the same subjects under the same conditions (Nsubuga 2000). To establish the reliability of the questionnaires, pre testing through the use of test retest technique was done. The researcher gave the questionnaires to four teachers selected purposively and eight students sampled randomly. The schools that were sampled purposively were Arnesenes High School and Dry's Girls Secondary School. The same exercise was repeated after two weeks in that the same respondents filled the same questionnaires and the researcher correlated the findings. The same procedure was carried out in the interview process.

The reliability was obtained through Pearson product Moment Correlation Coefficient formula as indicated below:

$$r = \frac{\sum XY - \dfrac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\sum X^2 - \dfrac{(\sum X)^2}{N}\right]\left[\sum Y^2 - \dfrac{(\sum X)^2}{N}\right]}}$$

Where:

r= Pearson r

$\sum X$= the sum of scores in X distribution

$\sum Y$=the sum of scores in Y distribution

$\sum XY$= sum of products of paired X and Y scores

$\sum X^2$=the sum of squared scores in X distribution

$\sum Y^2$=the sum of squared scores in Y distribution

N= the number of paired X and Y scores

The above formula yielded a correlation index r=0.70 for teachers of Kiswahili, r=0.65 for students,and r= for H.O.Ds. The above correlation indexes were above 0.05 which is recommended. Cohen andManon (1989) observe that Pearson's Product Moment Correlation Coefficient is one of the best-known measures of association.

Piloting means pretesting of the research instruments. According to Mugenda and Mugenda (2003), the respondents to which the instruments are pretested should not be part of the selected sample. The purpose of the piloting was to check confusion, ambiguity and poorly prepared items which led to correction of the items in the research instruments. The instruments were piloted in two schools purposively selected in Eldoret East Sub-County; this was in order to establish its clarity and the suitability of the items and language used. The schools that were used for piloting are Arnesenes High School and Dry's Girls Secondary School in the neighboring Sub-county, Eldoret East, where eight students were selected randomly and were administered with the questionnaires and after two weeks the same exercise was repeated. Four teachers of Kiswahili were also given the teacher's questionnaires to fill and the same exercise was repeated

after two weeks and the same results were obtained. The teachers were also purposively selected.   Changes were made where necessary after piloting.

3.9 Data Analysis

Data analysis means summarizing or putting some order into the collected information. This consists of examining, categorizing, tabulating or otherwise recombining the evidence to address the initial proposition for the study (Yin 1994).

Data analysis in this study was done qualitatively and quantitatively. Data was checked for accuracy, completeness or recording errors or omissions. Creswell, (2012) indicates that qualitative analysis is interpretive in nature and it gives the researcher to acquire insights through creativity and gives deeper meaning. Thus the interpretation of the research objectives framed on 'how' and 'what' of this study got a deeper meaning and understanding.

Quantitative analysis was used when teachers and students filled in questionnaires the researcher to quantify and make judgments on the data and the interview responses. These gave responses that were quantified to determine the frequency of the responses on particular items concerned with the research objectives on instructional methods, instructional resources, student's attitude and teacher's preparation of documents.

3.10 Ethical considerations

Research ethics refer to the appropriateness of researcher's behavior in relation to the rights of those who become subject of the research work or are affected by it (Saunders, Lewis and Thornhills, 2000). The participants were contacted and they were informed about the intention of the study and its significance, this involved clarification to clear any doubt that they may have had. The researcher administered the questionnaires personally.

3.11 Summary

This chapter has shown the sampling techniques used by the researcher, the research design, the area of the study, research instruments used, and piloting of the research instruments and data analysis procedure. Chapter four dealt with data analysis and chapter five contains the findings and recommendations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The purpose of this chapter is to analyze and interpret the data collected. The study sought to find out the factors affecting the teaching and learning of Kiswahili comprehension in secondary schools. The research data obtained was analyzed using descriptive statistics. The findings of the study are presented in the context of specific questions, explained and the implications of the same given.

The main research questions of the study were:

i) How effective are the instructional methods used to teach Kiswahili comprehension?

ii) How effective are the instructional resources used in the teaching of Kiswahili comprehension?

iii) Does the students' attitude affect the teaching and learning of Kiswahili comprehension?

iv) To what extent do the teachers prepare the documents used to teach Kiswahili comprehension?

4.2 Demographic characteristics

The researcher sought to determine the demographic details of the respondents and the findings are presented in section 4.1.1 to 4.1.7

4.2.1 Respondents gender (Teachers)

The distribution of the teachers of Kiswahili by gender is presented in Figure 4.1.

Fig. 4.1 Respondents gender

Figure 4.1 reveals that the study involved 15 teachers of Kiswahili with 9(60%) being female and 6(40%) being male. As shown on the figure, there are more female than male teachers of Kiswahili. The teachers were drawn from the schools that participated in the study. The inclusion of the teacher's gender was to ensure homogeneous result without being biased on the part of the researcher.

Table 4.1 Students gender

	Frequency	Percent	Valid percent	Cumulative percent
Male	217	60.3	60.3	60.3
Female	143	39.7	39.7	39.7

Total	360	100.0	100.0	100.0

Table 4.1 indicates that majority of the students who participated in the study were male 217 (60.3%) and female 143 (39.7%). Gender inclusion in the study was meant to help in avoiding of biasness that would have emerged if only one gender was selected for the study.

4.2.2 Respondents age

The study sought to determine the age distribution of the respondents and the findings are presented in Table 4.2

Table 4.2 Respondents age (Teachers)

Age range	Frequency	Percent
20-30 yrs	6	40.0
31-40 yrs	5	33.3
41-50 yrs	4	26.7
Total	**15**	**100.0**

Table 4.2 indicates that majority of the teachers who participated in the study are between 20-30 years 6 (40.0%); 5 (33.3%) were between 31-40 years; 4 (26.7%) were between 41-50 years. The results indicate that most teachers in the study are still new in the field hence less experience in teaching of Kiswahili comprehension.the age of the respondents is of significant importance in that the more the advancement in age the

higher the experience on the use of appropriate instructional resources and methods by the teachers in teaching of Kiswahili comprehension.

4.2.3 Teachers professional qualification

The study sought to find out the professional qualification of the teachers of Kiswahili and the findings are presented in Figure 4.2

Fig. 4.2: Teachers Level of Education

Figure 4.2 indicates that most teachers are graduates as by a higher percentage 8(54%) with degrees, 5(33%) are diploma holders and only 2(13%) with postgraduate diploma in education. The findings can be attributed to recruitment procedures by T.S.C (Teacher's Service Commission).

The Degree holders have more marks when it comes to rating the candidates hence a majority secure the teaching positions. Hendrikz(1986) adds by saying that the more trained a teacher is the better in skills of learning and teaching resources. This shows that all the teachers who participated in the study have the necessary qualifications to handle the teaching and learning of Kiswahili comprehension. The age of the respondents is of significant importance in that the advancement in age the higher the experience the use of appropriate instructional resources and methods by the teachers in teaching of Kiswahili comprehension.

4.2.4 Position held

The study sought to find out the position held by teachers of Kiswahili and the findings are presented in Table 4.3

Table 4.3 Position held

Position	Frequency	Percent (%)
Head of department	3	20.0
Assistant teacher	12	80.0
Total	**15**	**100.0**

As shown in Table 4.3, teachers of Kiswahili who are heads of department are few 3 (20.0%) and assistant teachers are 12 (80.0%). The position held by the teachers of Kiswahili was considered by the researcher because of the contribution of the heads of department in ensuring that the teachers of Kiswahili have the effective instructional resources, methods and also the necessary documents for teaching and learning of Kiswahili comprehension.

4.2.5 Respondents' teaching experience
The study sought to find out the teaching experience of Kiswahili teachers and the findings are as shown in Figure 4.3

Fig 4.3: Working experience

As shown in Figure 4.3 most teachers indicated to have worked for 2-5 years with a frequency of 7, those who have taught between 6-10 years were second with a frequency of 4 and 2 for those who have taught for 2 years and lastly over 10 years teaching experience had a frequency of 2. The findings on the figure indicate that all the teachers who participated in the study had the necessary knowledge, skills and

exposure for the study. Working experience in the study is an indicator of mastery of the use of effective instructional resources and methods in the teaching and learning of Kiswahili comprehension.

4.2.6 Number of teachers of Kiswahili in a school
The study sought to find out the number of teachers of Kiswahili in the selected schools and the findings are as shown in Table 4.4

Table 4.4 Number of teachers of Kiswahili

No. of teachers	Frequency	Percent
1	1	6.7
2	4	26.7
3	6	40.0
4	2	13.3
6	2	13.3
Total	**15**	**100.0**

Table 4.4 shows that most of the schools that were used for the study have a maximum of 3 teachers 6 (40.0%), 4 (26.7%) have 2 teachers, 2 (13.3%) have 6 teachers, 2 (13.3%) have 4 teachers and 1(6.7%) have 1 teacher. The higher the number of teachers of Kiswahili in a school, the better use of effective instructional resources. Utilization of effective instructional methods is also an added advantage. Preparation of teacher's documents for teaching and learning of Kiswahili comprehension is also enhanced due

to cooperation. The number of teachers of Kiswahili in a school will be of great influence on the student's attitude towards Kiswahili comprehension. All these are in line with the objectives of the study.

4.2.7 Number of lessons per week

The study sought to find out the number of lessons that teachers of Kiswahili have and the findings are presented in Table 4.5

Table 4.5 Number of lessons

Number of lessons	Frequency	Percent
10-20	5	33.3
20-25	5	33.3
26 and above	5	33.3
Total	**15**	**100.0**

Table 4.5 shows the number of lessons that teachers of Kiswahili have and the frequencies were equally distributed in that 10-20 number of lessons had 5 (33.3%), 20-25 number of lessons 5 (33.3 %) and 26 and above lessons 5 (33.3%). This indicates that Kiswahili teachers have a big workload since they have to teach the two subjects of specialization. This also affects the effectiveness of the instructional resources and methods and in addition the teacher's preparation of the documents required in the teaching and learning of Kiswahili comprehension which are the main objectives of the study.

4.3 The teacher's perception of the effectiveness of the teaching methods in teaching and learning of Kiswahili comprehension.

The study sought to establish the type of instructional method, the frequency of its use and the effectiveness and the findings are as follows:

4.3.1 Instructional methods used (Teacher's response)

Table 4.6 use of the teaching methods

Serial number	Instructional Method	Used		Not used		Total	
		F	%	F	%	**F**	**%**
1.	Group discussion	14	93	1	7	**15**	**100**
2.	Question and answer	15	100	0	0	**15**	**100**
3.	Reading aloud	15	100	0	0	**15**	**100**
4.	Reading individually	12	80	3	20	**15**	**100**
5.	Lecture method	3	20	12	80	**15**	**100**

Table 4.6 shows the frequency of the use of group discussion method 14(93%) used it only 1 (7%) did not use it. This shows that it is one of the most widely used method in teaching and learning of Kiswahili comprehension. There is 15 (100%) use of question sand answer method by the teachers. This might be the preferred method because it involves the teacher and the learner. All teachers also use the reading aloud method 15 (100%). This probably is used to test the listening and speaking skill as we had on the statement of the problem that this skill is self lending to the skills. 12 (80%) of the

teachers use reading individually as a method of instruction while 3 (20%) did not use it. This might be used to test the high level of comprehension. Lecture method is not popularly used in that 12 (80%) do not use and only 20% used the method. This may be attributed to the idea that the method renders the students passive.

4.3.2 Frequency of the use of instructional methods

4.3.2.1 Teachers' response.
The study sought to find out the frequency of the use of the instructional methods used in the teaching and learning of Kiswahili comprehension. The findings were as follows:

Table 4.7: frequency on the use of instructional methods

S/n	Instructional Method	More frequent		Frequent		Moderate		Not frequent		Not at all		Total	
		F	%	F	%	F	%	F	%	F	%	**F**	**%**
1.	Reading aloud	2	13.3	6	40	5	33.3	2	13.3	0	0	**15**	**100**
2.	Reading individually	3	20	6	40	3	20	2	13.3	1	6.7	**15**	**100**
3.	Group discussion	8	53.3	4	26.7	2	13.3	1	6.7	0	0	**15**	**100**
4.	Question and answer	8	53	6	40	1	7	0	0	0	0	**15**	**100**

Table 4.7 indicates that reading aloud is used frequently 6(40%). This might be the one used to test the listening and speaking skill. Reading individually as a method of instruction is also frequently used 6 (40%). This might be used especially when the teacher is not in class. This is not an effective method of teaching in that the students might experience difficulty and lack guidance because the teacher is not in the classroom. Question and answer method is the most frequently used in that 8 (53%) use it. The use of question and answer by the teacher is an attempt by the teacher to involve the students though few students might participate hence rendering it less effective. 8 (53%) teachers mentioned their use of group discussion in the teaching of Kiswahili comprehension more frequently. This is attributed to the fact that it is student centered though lack of enough time due to the number of lessons hence becoming less effective as an instructional method.

4.3.2.2 Students' response

Table 4.8: Students' response

Method	More frequent		Frequent		Moderate		Not frequent		Not at all		Total	
	F	%	F	%	F	%	F	%	F	%	**F**	**%**
Group discussion	0	**0**	**0**	**0**	144	40	108	30	108	30	**360**	**100**
Question & answer	90	25	72	20	72	20	90	25	36	10	**360**	**100**
Reading aloud	108	30	72	20	90	25	36	10	54	15	**360**	**100**
Reading individually	144	40	54	15	54	15	72	20	36	10	**360**	**100**
Lecture method	0	0	90	25	126	35	0	0	144	40	**360**	**100**

Table 4.8 shows that group discussion is moderately used 144 (40%). This might be because it involves both the teacher and the learner. The table further indicates that question and answer is not used frequently 90 (25%) and another 90 (25%) cited it was more frequently used. This is an indication that in some schools the method is used while in others the method is not popular. It also shows that the method of reading aloud is used frequently 108 (30%). this might be a testing of reading Kiswahili comprehensions more fluently. From the table we can also deduce that reading individually is used more frequently 144 (40%). This might be attributed to the fact that some teachers do not go to class to teach this skill or it is testing of reading and understanding of the student's ability to grasp what is in the text on their own. Lastly, the table shows that lecture method is not popular 144(40%). This is viewed as rendering the students passive in teaching and learning of Kiswahili comprehensions. This gives a conclusion that this method is less effective in teaching of Kiswahili comprehension.

4.3.3 Effectiveness of instructional methods used

Table 4.9 Teachers' response

Method	Very effective		Effective		Average		Less effective		Not effective		Total	
	F	%	F	%	F	%	F	%	F	%	**F**	**%**
Group discussion	10	66.7	3	20	2	13.3	0	0	0	0	**15**	**100**
Question & answer	6	40	7	46.7	2	13.3	0	0	0	0	**15**	**100**
Reading aloud	3	20	6	40	6	40	0	0	0	0	**15**	**100**
Reading individually	2	13.3	6	40	4	26.7	2	13.3	1	6.7	**15**	**100**
Lecture method	1	6.7	1	6.7	4	26.7	4	26.7	5	33.3	**15**	**100**

Table 4.9 shows that group discussion method is very effective. This might be due to its all inclusiveness. The table further indicates that question and answer method is effective 7 (46.7%). It is also an all inclusive teaching method. Reading aloud is an effective method as shown by 6(40%) and also an average method 6 (40%) as shown in Table 4.9. It also indicates that reading individually is an effective method of teaching Kiswahili comprehension as indicated by 6(40%) of teachers of Kiswahili. It also shows that lecture method is an ineffective method in the teaching and learning of Kiswahili comprehension.

4.3.4. Opinion on the effects of inappropriate instructional methods on teaching of Kiswahili comprehension.

The study sought to find out the effects of inappropriate instructional methods and the findings were as follows:

Table 4.10 Opinion on inappropriate instructional methods

Opinion	More intense		Moderate		Intense		Less intense		Total	
	F	%	F	%	F	%	F	%	**F**	**%**
Poor student – teacher participation	1	6.7	6	40	8	53..3	0	0	**15**	**100**
Lack of motivation on students	5	33.3	5	33.3	4	26.7	1	6.7	**15**	**100**
Negative attitude on students side	8	53.3	4	26.7	3	20	0	0	**15**	**100**
Poor students performance	1	6.7	14	93.3	0	0	0	0	**15**	**100**

The effects of inappropriate instructional methods are shown in table 4.10 whereby the poor student and teacher participation is moderate 6(40%). Lack of motivation on the student was cited as more intense 5(33.3%) and also moderate 5(33.3%) by the teachers. This indicates that it affects the teaching and learning of Kiswahili comprehension. This is shown in table 4.10. This table also indicates that negative attitude on the side of the student is more intense at 8(53.3%) and this affects the teaching and learning of Kiswahili comprehension. Poor student performance is moderate 14(93.3%) as shown in the table. This means that students can still perform despite the ineffective teaching methods.

4.3.5 Limitation to the choice and use of the various teaching methods
The study also sought to establish the limitations to the choice of the various teaching

methods and this were the findings:

Table 4.11 Limitation to the choice of instructional methods

Limitation	Yes		No		Total
	F	%	F	%	
Teacher workload	14	93.3	1	6.7	100
Class roll	13	86.7	2	13.3	100
Poor student participation	10	66.7	5	33.3	100
Student's attitude	9	60	6	40	100

Table 4.11 indicates that teacher workload is a serious limit 14(93.3%). 13(86.7%)

cited class role as a limitation to choosing of a teaching method as shown in Table 4.11.

Majority of the teachers that is 10(66.7%) cited that poor student participation in the

classroom limits the choice of the teaching method. In Table 4.11 student's attitude

does also affect the teaching of Kiswahili comprehension. 9(60%) of the teachers who

participated in the study did support this statement.

4.4Effectiveness of instructional resources

4.4.1 Availability of instructional resources for the teaching of Kiswahili comprehension

Table 4.12 Availability of instructional resources

Instructional resource	Available		Not available		Total	
	F	%	F	%	**F**	**%**
Teachers reference books	15	100	0	0	**15**	**100**
Student's text books	15	100	0	0	**15**	**100**
Magazines	0	0	15	100	**15**	**100**
Newspapers	6	40	9	60	**15**	**100**

In the Table 4.12, 15(100%) of the teachers cited that teacher's reference books are available for the teaching and learning of Kiswahili comprehension. This might be attributed to the partial free secondary education whereby there are some funds for stationery. Table 4.12 also shows that student's textbooks are available for the teaching and learning of Kiswahili comprehension. 15 (100%) teachers agreed that the textbooks are available. This might be also due to the partial free secondary education. In all the schools that took part in the study, all the teachers of Kiswahili agreed that there are no magazines in the school to be used in teaching and learning of Kiswahili comprehension. This may be due to the fact that there few Kiswahili magazines in the market. Newspapers were also said to be available to a few number of schools that took

part in the study, 6 (40%) of the teachers had Kiswahili newspapers in their schools while 9 (60%) of the Kiswahili teachers had no Kiswahili newspapers in their schools.

4.4.2 Ratio of students' text books to the number of students in class

Table 4.13 Ratio of students' text books to the number of students in class

Ratio	Frequency	Percent (%)
1:1	2	13.3
1:2	11	73.4
1:4	2	13.3
Total	**15**	**100.0**

Table 4.13 indicates that most of the schools that took part in the study had a ratio of 1:2 textbooks to student that is, 11 (73.4%). This might be due to the free secondary education in our country.

4.4.3 Adequacy of student's text books
Table 4.14 Adequacy of student's text books

Adequacy of student's text books	Frequency	Percent (%)
Adequate	12	80.0
Inadequate	3	20.0
Total	**15**	**100.0**

Table 4.14 indicates that the number of textbooks available in the schools that were used for the study is adequate since 12 (80%) of the teachers of Kiswahili chose yes as an answer while 3(20%) teachers said that the text books were inadequate. Therefore the adequacy of text books does not hinder the teaching and learning of Kiswahili comprehension.

4.5 Teaching aids used to teach Kiswahili comprehension

Table 4.15 Teaching aids

Teaching aid	Frequency	Percent (%)
Radio cassette	-	-
Tape recorder	-	-
Still pictures	7	46.7
Print media	8	53.3
Video	-	-
Total	**15**	**100.0**

In Table 4.15 print media is used by many teachers to teach Kiswahili comprehension 8(53.3%). Probably it is the most available teaching aid. In response to the objective on the effectiveness of the instructional resources they are less in that a majority of teachers of Kiswahili use print media.

4.5.1 Effectiveness of the teaching aids

There was need to explore the factors affecting the teaching and learning of Kiswahili comprehension in secondary schools in order to seek ways of alleviating them. In order to identify the factors, the study sought opinions of both teachers and heads of

departments on the effectiveness of the teaching aids used in the teaching and learning

of Kiswahili comprehension. The findings were as follows:

Fig 4.4: Rate of effectiveness on the use of radio cassette
 As indicated in the findings, most of the respondents (7) cited that its effectiveness is

average. This may be attributed to its lesser use as teaching aid. In line with the aim of

the study to establish the effectiveness of the instructional resources, the teaching aid

used should be very effective in order to achieve the desired results in the teaching and

learning of Kiswahili. Figure 4.4 shows that this teaching aid is of average

effectiveness. The results are therefore not satisfactory in Wareng' Sub-County.

Table 4.16: Teaching aids effectiveness

Teaching aid	Very effective		Effective		Average		Less effective		Not effective		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Print media	3	20	10	66.7	2	13.3	0	0	0	0	**15**	**100**
Still pictures	6	40	5	33.3	1	6.7	2	13.3	1	6.7	**15**	**100**
Video	4	26.7	4	26.7	2	13.3	4	26.7	1	6.7	**15**	**100**
Tape recorder	1	6.7	4	26.7	3	20	6	40	0	0	**15**	**100**

Table 4.16 shows that the use of print media is effective with the respondents being the majority 10(66.7%). In this case the print media included student's textbooks, teacher's reference books. The reason for this high percentage is its availability. The use of still pictures was cited to very effective by 6(40%) teachers though none of the respondents used this teaching aid as asked earlier on in the questionnaires. From Table 4.16 print medium was considered to be effective by 10(66.7%) teachers. This might be attributed to its availability as cited before. The use of tape recorder was considered by many as being a less effective medium in instructing the learners.

4.6 Benefits of learning Kiswahili comprehension
4.6.1 Teacher's opinion
Table 4.17 Benefits of learning Kiswahili comprehension

Benefit	Yes		No		Total	
	F	%	F	%	F	%
Acquisition of language skills	15	100	0	0	**15**	**100**
Educates and creates awareness	15	100	0	0	**15**	**100**
Acts as a means of social control	14	93.3	1	6.7	**15**	**100**
Acts as a form of entertainment	13	86.7	2	13.3	**15**	**100**

From Table 4.17, all respondents 15(100%) agreed that Kiswahili comprehension helps the students in the acquisition of language skills. Besides acquisition of language skills, all the respondents 15(100%) also were of the view that Kiswahili comprehension helps to educate the learner and creates awareness of different issues. Many respondents 14(93.3%) were of the view that Kiswahili comprehension acts as a means of social control through the message they present to the students. Many of the respondents 13(86.7%) were of the view that Kiswahili comprehension acts as a form of entertainment to the students. These findings contribute to the objective of student's attitude in that some will read to entertain themselves but in the end get the concept at which is the main aim.

4.6.2 Student's opinion
What do you think are the advantages of learning comprehension in Kiswahili?

Table 4.18 Advantages of learning Kiswahili comprehension

Benefit	Yes		No		Total	
	F	%	F	%	**F**	**%**
Acquisition of language skills	342	95	18	5	**360**	**100**
Educates and creates awareness	342	95	18	5	**360**	**100**
Acts as means of social control	173	48	187	52	**360**	**100**
A form of entertainment	144	40	216	60	**360**	**100**

Majority of the learners 342(95%) were of the view that Kiswahili comprehension helps them acquire language skills by reading and doing exercises. The students, 342(95%) were also of the opinion that by reading Kiswahili comprehension it educates and help them become aware of many issues. The respondents were of a divided opinion on the use of Kiswahili comprehension as a means of social control as shown in Table 4.19. 173(48%) accepted that Kiswahili comprehension acts as a means of social control while 187(52%) said it is not a means of social control. Many students, 144(40%) do not see Kiswahili comprehension as a means of entertainment, which is not the case when it comes to teachers, whereby according to Table 4.18, 13(86.7%) of the teachers of Kiswahili agreed that it is a form of entertainment.

4.7 Students attitude towards Kiswahili comprehension

Table 4.19 Students attitude towards Kiswahili comprehension

Student's attitude	Frequency	Percent (%)
Positive	236	76.7
Negative	84	23.3
Total	**360**	100.0

Many students, 236(76.7%) have a positive attitude towards Kiswahili comprehension as shown in the Table 4.19. They view it with a positive attitude. This positive attitude leads to a better performance in Kiswahili comprehension.

4.7.1 Effects of student's attitude in learning of Kiswahili comprehension

Table 4.20 Effects of student's attitude

Effect	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
	F	%	F	%	F	%	F	%	F	%	**F**	**%**
Poor performance	0	0	180	50	72	20	108	30	0	0	**360**	**100**
Poor student teacher participation	0	0	71	20	144	40	145	40	0	0	**360**	**100**
Lack of student motivation	0	0	72	20	0	0	288	80	0	0	**360**	**100**

Many of the respondents, 180(50%) disagree with the fact that the students' attitude affect performance negatively and make them realize poor performance. The respondents, 145(40%) were of the opinion that students' attitude affects the participation of both the teacher and the learner. However, a large number, 144(40%) was undecided on the issue as shown in the Table 4.20. Poor students' attitude leads to a lack of motivation on their part as shown by a large number of respondents agreeing 288(80%).

4.7.2 Views on statements about Kiswahili comprehension

Table 4.21 Views on Kiswahili comprehension

Statement	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
	F	%	F	%	F	%	F	%	F	%	**F**	**%**
They are interesting, I like them	18	5	72	20	0	0	108	30	162	45	**360**	**100**
Are brief and take short time reading	72	20	144	40	0	0	90	25	54	15	**360**	**100**
It's a section I enjoy reading	0	0	36	10	18	5	198	55	108	30	**360**	**100**
Are relevant to modern life	72	20	54	15	0	0	163	45	72	20	**360**	**100**
Disappointed if I miss lesson	18	5	54	15	72	20	144	40	72	20	**360**	**100**
Comprehension should not be there	108	30	162	45	36	10	18	5	36	10	**360**	**100**
Comprehension is hard to understand	126	35	144	40	0	0	36	10	54	15	**360**	**100**

Many of the respondents, 108(30%) do like Kiswahili comprehension because they are interesting to read. The respondents, 198(55%) also indicated that of all the Kiswahili paper, they do enjoy reading the comprehension part. A good number of respondents, 144(40%) do not think that Kiswahili comprehension is brief and takes a short time to read. Many respondents, 163(45%) think that the comprehension themes and stories are relevant to modern life. Most students, 144(40%) are also disappointed when they miss a lesson in Kiswahili comprehension. Of the 360 students a smaller percentage, 18(5%) are of the view that Kiswahili comprehension should be removed from their syllabus. This shows that a larger majority see Kiswahili comprehension as an important element in their learning of the language. In terms of understanding Kiswahili comprehension, many respondents were of the opinion that it is not hard to understand. This therefore shows that majority of the students, 144 (40%) enjoy reading and they do understand Kiswahili   comprehension.

4.8 Frequency of the use of teaching and learning documents

How frequent do you use the following teaching and learning documents

Table 4.22 Material use frequency

Material	More frequent		Frequent		Moderate		Not frequent		Not at all		Total	
	F	%	F	%	F	%	F	%	F	%	**F**	**%**
Schemes of work	5	33.3	9	60	0	0	1	6.7	0	0	**15**	**100**
Lesson plan	4	26.7	4	26.7	2	13.3	1	6.7	4	26.7	**15**	**100**
Lesson notes	5	33.3	7	46.7	3	20	0	0	0	0	**15**	**100**

From the Table 4.22, the respondents, 9(60%) indicated that most of them do use their schemes of work frequently. This is an indication that Kiswahili comprehension is covered at least once a week. However, when it comes to the lesson plan, it's about a quarter of the respondents, 4(26.7%) who use it regularly and the rest are infrequent or do not use it at all. Table 4.22 also shows that the use of lesson notes is frequent by teachers of Kiswahili. This is indicated by at least 7(46.7%) who use the lesson notes frequently.

4.9 Challenges facing the teaching of Kiswahili comprehension

4.9.1 Teachers' opinion
What are some of challenges facing the teaching of Kiswahili comprehension?

Table 4.23 Challenges facing the teaching of Kiswahili comprehension

Statement	A challenge		Not a challenge		Total	
	F	%	F	%	**F**	**%**
Poor instructional methods	12	80	3	20	**15**	**100**
Inadequate learning resources	14	93.3	1	6.7	**15**	**100**
Teacher unpreparedness	12	80	3	20	**15**	**100**

Poor instructional methods were deemed a great challenge by the teachers in teaching Kiswahili comprehension. This is indicated by the high number, 12(80%) of all the respondents. Inadequate learning resources 14(93.3%) were seen as a great challenge too in the teaching of Kiswahili comprehension. From Table 4.23, we can conclude that

many schools are in dire need of learning materials to be used in the teaching of Kiswahili comprehension. The teachers 12(80%) also cited teacher unpreparedness as a challenge in teaching Kiswahili comprehension. It seems most teachers go to class without prior preparation as they may say that it's only reading. This is in line with the objective of the effectiveness of the instructional resources hence its lacking means ineffective teaching and learning of Kiswahili comprehension which leads to poor performance.

4.9.2 Students opinion

What are some of the challenges facing the teaching and learning of Kiswahili comprehension?

Table 4.24 Challenges facing Kiswahili comprehension

Statement	A challenge		Not a challenge		Total	
	Frequency	%	Frequency	%	F	%
Inadequate textbooks	144	40	216	60	**360**	**100**
Students attitudes	252	70	108	30	**360**	**100**
Teacher presentation	144	40	216	60	**360**	**100**
Students participation	180	50	180	50	**360**	**100**
Inadequate materials	198	55	162	45	**360**	**100**

On the students' part, 144(40%) as shown by Table 4.24, at least most schools have adequate text books therefore books are not a serious challenge in their learning of Kiswahili comprehension. However, student's attitude is a great challenge in the

learning of Kiswahili comprehension as indicated in Table 4.25. 252(70%) of the respondents saw it as a challenge compared to only 108(30%). In addition, teacher's presentation was seen as a minor challenge with 144(40%) of the respondents saying it is a challenge. This also complements response by teachers which indicated that most of them do not go to class prepared. On the part of students participation the response shows a balance between it being a challenge as well as not being a challenge. This is indicated by the 180(50%) responses for both. In terms of adequate resource materials, slightly half of the schools 198(55%) have enough materials needed in the learning of Kiswahili comprehension.

4.10 Degree of seriousness of the factors affecting the learning and teaching of Kiswahili comprehension

Table 4.25 Seriousness of factors affecting teaching/learning comprehension

Factors	Serious		Not serious		Not a problem		Total	
	F	%	F	%	F	%	**F**	**%**
Lack of resource materials	11	73.3	2	13.3	2	13.3	**15**	**100**
Heavy teacher workload	15	100	0	0	0	0	**15**	**100**
Lack of enough teaching time	5	33.3	9	60	1	6.7	**15**	**100**
Methods of teaching	8	53.3	1	6.7	6	40	**15**	**100**

From Table 4.25, we can be able to conclude that most secondary schools lack resource materials for teaching Kiswahili comprehension. This was indicated by 11(73.3%) teachers. In addition, there seems to be a shortage of teachers of Kiswahili as indicated by 100 percent of the respondents citing heavy teacher workload. This shows that they have more work to do than required for a single teacher. Regarding the time allocated for Kiswahili lessons in the teaching time-table, over two thirds, 9(60%) of the respondents indicated that there is enough time and this is not a serious problem. In terms of the teaching methods employed, almost half, 8(53.3%) of the respondents were of the opinion that it seriously affects the learning and teaching of Kiswahili comprehension, while almost a similar number, 6(40%) was of the view that it is not a serious problem.

4.11 Solutions to the challenges facing the teaching and learning of Kiswahili comprehension

Table 4.26 Solutions to challenges facing Kiswahili comprehension

Statement	Agree		Disagree		Total	
	F	%	F	%	**F**	**%**
Improve on teaching methods used	15	100	0	0	**15**	**100**
Reduce teacher workload	15	100	0	0	**15**	**100**
Adequate teacher preparation	14	93.3	1	6.7	**15**	**100**

Table 4.27 shows that all the respondents, 15(100%) agree that the teaching methods used in teaching Kiswahili comprehension need to be improved. This is an unanimous

agreement among the teachers that better teaching methods need to be employed in the teaching of Kiswahili comprehension. In addition, all the respondents, 15(100%) agree that there is need to reduce the workload they have so as to improve their teaching of Kiswahili comprehension. The respondents, 14(93.3%) also added that it is paramount that teachers have adequate preparation before going to class to teach Kiswahili comprehension.

4.12 Recommendations

4.12.1 Teachers recommendations
What recommendation would you make to bring an impact on the teaching and learning of Kiswahili comprehension in secondary schools?

Table 4.27 Teacher's recommendations

Recommendations	Frequency	Percent (%)
Admin to provide adequate resources	2	13.3
Train teachers/ innovative teachers	4	26.7
Serious teaching of comprehension like other skills	5	33.3
Reduce teacher workload	4	26.7
Total	**15**	**100.0**

The teachers of Kiswahili 5(33.3%) interviewed recommended that first there should be serious teaching of comprehension like any other skills. This means that the teachers of

Kiswahili need to put more effort in the teaching of Kiswahili comprehension. Secondly, there is need to have the teachers trained or retrained so that they can become innovative while teaching Kiswahili comprehension. This is according to results in Table 4.27 where 4(26.7%) teachers responded to that. There is also need to reduce the teacher workload 4(26.7%) by having more teachers of Kiswahili.

4.12.2 Student's recommendations

What recommendation would you make to improve on teaching and learning of Kiswahili Comprehension?

Table 4.28 Student's recommendation

Student's recommendations	Frequency	Percent (%)
Guidance on revision techniques	9	2.5
Use of instructional methods	4	1.1
Motivation of students	3	0.8
Enough exercises	3	0.8
Enough time for revision	1	0.3
Enough teachers of Kiswahili	17	4.7
Guidance on study habits	153	42.5
Language policies	51	14.2
Motivation of teachers	51	14.2
Use of instructional materials	68	18.9
Total	**360**	**100.0**

The students 153(42.5%) highly recommended that they need guidance on study habits so that they can improve their understanding of Kiswahili comprehension. It is their

view that they could be using the wrong study habits and so they need to be equipped with the best study habits to improve efficiency in learning Kiswahili comprehension. They also recommend that instructional resources should be included where they do not exist and if they are there, they need to be improved upon 68(18.9%). Other recommendations by the students that they prioritized are the motivation of teachers 51(14.2%) and inclusion of a language policy in schools 51(14.2%). The respondents saw the need for teachers to be motivated in one way or another to improve their teaching of Kiswahili comprehension. The schools also need to adopt a language policy that will help in the promotion of Kiswahili among the students.

Other recommendations in their order of priority include increasing the number of teachers of Kiswahili 17(4.7%) so that they can have adequate time with the students, guidance to students on revision techniques 9(2.5%) and also use of instructional methods 491.1%) for teaching. Others include motivation of the students and adequate exercises for the students.

4.13: Discussion of the findings.

The following are the discussions based on the findings of the research and they are in line with the objectives of the study.

4.13.1 Investigating the effectiveness of instructional methods in teaching of Kiswahili comprehension

The findings under this objective were that reading aloud as a method is used frequently in that 100% of the respondents indicated that they used it. Claessen (1994) says that reading aloud of a comprehension is not the best method in that it is always counter productive since it slows down the reading speed and would hinder than

facilitate the understanding of the comprehension text. He further says that reading aloud should be used occasionally in class for specific skills like listening and speaking. Reading individually was not used frequently as only 3(20%) of the respondent used it more frequently. Claessen (1994) continues to say that learning activities can be many and varied but first, adequate time should be spent on the actual reading of the text silently. Other work can follow like answering questions individually or in pairs or small groups. Group discussion and question and answer 8(53.3%) were also prominent among the respondents thus being average methods of instruction of Kiswahili comprehension. David Muya in Taifa Leo (2012) says that teachers should use different instructional methods to ensure that teaching and learning of Kiswahili is elevated. This is because there is difference among the students and so different instructional methods makes them understand better. He continues to say that the instructional methods should include the use of computers and internets. This confirms that effective instructional methods are paramount for teaching Kiswahili comprehension.

4.13.2 Effectiveness of instructional resources used in the teaching of Kiswahili comprehension

The second objective of the study was to establish the effectiveness of the instructional resources used in the teaching of Kiswahili comprehension.The findings revealed that many teachers do not use instructional resources as many of them cited that they were not available for instance magazines were cited by 15 (100%) teachers as unavailable and only 6(40%) responded that newspapers were available in their schools. Barasa (2005) stresses that learning resources was a social economic variable which played an important role in influencing the passing of English language. This is also important in

the teaching of Kiswahili as a language since learning resources enhances better grasping of ideas. He further argues that well established schools with better resources performed well. In addition, he found out that these well performing schools were more aware of the use of the new resources for language learning and teaching.

Muruguru (2000) in a study done in Uganda in some 67 primary schools, which were randomly selected; found out that there is a positive correlation between the availability of textbooks which are resources for instruction and academic performance in English. In relation to the findings 144(40%) of the students cited that inadequate textbooks was a challenge. This shows that school administration should endeavor to provide enough textbooks for smooth teaching and learning of Kiswahili comprehension.

4.13.3 Student's attitude towards Kiswahili comprehension

This was the third objective of research. The study indicated that students liked Kiswahili comprehension so much and agreed 198(55%) that it's a section that they enjoy reading. 18(5%) agreed that it should be removed from the syllabus which is a smaller number compared to those who enjoy it. Wambui and Nyacomba (2002) say that student self motivation is very important since children with high self esteem or high self concept are more willing to learn the comprehension. the student should become active in the learning process while the teacher carefully guides the process and there will be more meaningful learning activities. This also applies to Kiswahili comprehension in that positive attitude enhances the learning of it by the student.

4.13.4 Teachers preparation of teaching documents.

The fourth objective of the study was to investigate teacher's preparation of documents used in the teaching and learning of Kiswahili comprehension. The findings of the

study was that 5(33.3%) of the teachers cited that they prepared their schemes of work and 4(26.7%) used lesson plans to teach. These numbers are few in relation to the teachers training in colleges and universities which trains all teachers that these documents are very important in teaching. This contributes to the use of ineffective instructional methods and the rare use of instructional resources. This translates to poor teaching and learning of Kiswahili comprehension since if a teacher doesn't have the schemes of work for instance, he/she cannot plan well the topics to be taught hence not emphasizing on what is supposed to be taught as per the syllabi.

4.13.5 Interview discussion

In order to complement the data collection methods used, the researcher found it necessary to include head of department interviews. This study employed the respondent's type of interview where the interview which is a style of interview where the interviewer retains all controls through the whole process. Three head of departments were interviewed. The questions were constructed with regards to the four research objectives previously highlighted.

The first question was meant to ascertain the instructional methods used by teachers of Kiswahili in their schools and 66.7% of the head of departments agreed that the common methods used were reading aloud and question and answer. 33.3% on the other hand cited the use of group discussion as the frequent instructional method being used. Farrant (2000) does not downplay the importance of teaching methodology in the classroom. According to him, a child centered method of teaching for older primary and secondary school students that tries to break from formal and conventional or traditional methods of teaching because it lacks keenness. The teacher must choose a method that carter for all the levels of learning like in the Blooms taxonomy. This is

very important teachers to choose such methods as group discussion and teaching individually in that the welfare of the student is taken into consideration. A method like reading aloud is counterproductive according to Claessen A. (1994) in that it slows down the reading speed and would thus rather hinder than facilitate comprehension.

The head of departments also cited lack of time as a hindrance to using some of the instructional methods especially learner centered ones since they are time consuming.

100% of the head of departments agreed that these methods used affect the teaching and learning of Kiswahili comprehension in that most students end up getting an average mark in the Kiswahili comprehension questions.

The second question aimed to find out the type of instructional resources used in the teaching of Kiswahili comprehension in their schools. 100% of the head of departments said that the only most available instructional resources were text books.

33.3% cited that they used newspapers though not regularly and they cited that it is not available everyday. They chose those instructional resources because of its availability. The same head of departments said that those resources were not very effective on their own and thus the need to supplement with others like videos and still pictures to capture the attention of students. This is emphasized by Anyanzwa and Otunga (2007) and Oketch(2005) who point out that resource materials and appropriate instructional settings which include text books, pictures, cards, articles, audio-visual aids, field works, workshops, laboratories and personnel are critical

The third question sought to find out if the attitude of the students affected the teaching and learning of Kiswahili comprehension. 66.7% of the head of departments agreed strongly that attitude is very important in learning. This point is supported by

Wambuiand Nyacomba (2002) who said that student self-motivation, children with high self esteem or high self concept are more willing to learn the comprehension. The student should become active in the learning process while the teacher carefully guides the process and there will be more meaningful learning activities in the Kiswahili comprehension.

The fourth question intended to find out the documents which are used by teachers in the selected schools. 33.3% of the head of departments mentioned that teachers of Kiswahili have lesson notes, schemes of work but no lesson plans. 66.7% said that most of the teachers of Kiswahili had schemes of work but instead of lesson notes used their textbooks in class. This contributes to the hindrance of using appropriate use of effective instructional methods and resources since lesson plans guide the teacher of Kiswahili to use them effectively. This leads to poor teaching and learning of Kiswahili comprehension.

4.14 Chapter Summary

In this chapter, background information of the respondents, age brackets of the respondents, level of education, responses on the teaching experience of respondents, analysis and discussions of teacher's, H.O.Ds and students' responses on factors affecting the teaching and learning of Kiswahili comprehension have been covered.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the whole study through the summary of the findings, the implication of the findings interpreted in the light of the available evidence and conclusion derived from the interpretation. Furthermore, some recommendations and areas warranting further investigation are highlighted.

Despite all the efforts by school to improve on the performance of students in Kiswahili comprehension, there have been a number of factors which affect the teaching and learning of Kiswahili comprehension. The current study sought to ascertain the factors affecting the teaching and learning of Kiswahili comprehension in secondary schools in Wareng' Sub-County.

The variables of interest were the instructional methods, instructional resources, students' attitude and teacher preparation of teaching and learning documents. The descriptive survey research design was adopted in the study. It involved administration of research instruments which sought the respondents' opinions on the factors affecting the teaching and learning of Kiswahili comprehension in secondary schools. The target populations for the study were teachers of Kiswahili, heads of department and students in secondary schools in Wareng' Sub-County.

The samples of the study were teachers of Kiswahili, heads of department and students of the selected secondary schools in Wareng' Sub-County. The research instruments were questionnaires and interviews which were administered to teachers of Kiswahili, heads of department and students of the schools that participated in the study. The data derived from the tests was computed and analyzed by use of descriptive statistics in the

software package for social sciences. Descriptive statistics included frequencies, percentages, graphs and charts.

The available data as found in schools explicates the extent to which effective instructional methods, instructional resources, students' attitude and teacher's preparation of teaching documents influence the teaching and learning of Kiswahili comprehension in secondary schools.

The summary of the findings is based on objectives of the study. The study was guided by the following objectives:

i) To investigate the effectiveness of instructional methods used in the teaching of Kiswahili comprehension.

ii) To establish the effectiveness of instructional resources used in teaching of Kiswahili comprehension.

iii) To establish the students' attitude towards Kiswahili comprehension.

iv) To investigate teacher's preparation of documents used in the teaching of Kiswahili comprehension.

5.2 Summary of the Findings

The current study sought to ascertain the factors affecting the learning of comprehension in secondary schools. The objectives of the study were to find out the effectiveness of the instructional methods used, effectiveness of instructional resources used, students attitude towards Kiswahili comprehension. Guided by the work done by other researchers, research questions were formulated to obtain information from the respondents. The findings are as presented. In relation to the effectiveness of the

instructional methods used in the teaching of Kiswahili comprehension in secondary schools, the results as found in the study confirm the relation of the variables. The study found out that effective teaching methods play a major role in the teaching and learning process. It was found that the most commonly used and also effective instructional methods in the teaching and learning of Kiswahili comprehension included group discussion, question and answer and reading aloud among others. They were basically used by teachers to realize their lesson objectives and to complete the assigned teacher workload. However, as noted there was less use of the appropriate methods that could enhance student understanding and adequately prepare them for good performance in Kiswahili as a subject. Methods like reading individually and lecture method were used occasionally. Other methods were not used at all.

As indicated in the findings, teacher selection of the appropriate method plays a key role in ensuring effective teaching and learning of Kiswahili comprehension. There is a clear indication of the teachers' role in discovering new ideas and information on instructional strategies for the implementation of appropriate actions for the resolution of problems in teaching and learning of Kiswahili comprehension. The teachers also recognized the need to vary instructional methods in teaching to ensure meaningful learning and attainment of the objectives of teaching Kiswahili comprehension. Nabwire (1998) states that learner centered methods enable learners to retain more information. Participation of the learners in the learning process creates interest and motivation, thus leading them into more learning. The sentiments concur with Sampath et al (1990), when they argue that people remember 90 % of what they say and do; 80% of what they see and hear; 50% of what they see; 20% of what they hear and 10% of what they read. It is therefore important for teachers of Kiswahili to utilize methods and approaches that will be effective by appealing to learner senses enhancing high

retention of what is learned. Effective methods should be used to sustain student's interest in the learning process. Overdependence on one single method hinders proper learning methods besides being monotonous. Some methods appeal to certain content matter but not others.

Mbuthia (1996) contents those instructional methods variables in effective teaching and learning, thus the need to use effective instructional methods. The study findings are in agreement with other studies like Too (1996) which confirmed the contribution of conventional methods used to performance of students in examinations. Therefore it can be concluded that effectiveness of the instructional methods used by the teachers is a factor that needs to be addressed if the objectives of teaching Kiswahili comprehension are to be achieved.

The study sought to find out the effectiveness of the instructional resources used in the teaching of Kiswahili comprehension. Instructional resources are important inputs for effective teaching and learning. These resources are in form of textbooks, newspapers, still pictures, magazines, videos and tape recorders. The findings on the effectiveness of the instructional resources used by teachers indicate that textbooks are the only ones used hence seen as not being effective on their own since they need other resources to supplement them.

Kocchar (1991) points out that instructional resource are very significant teaching and learning tools. There is need therefore for the teachers to explore a wide variety of instructional resources to find the most effective aids for instruction so as to broaden the acquisition of concepts and arouse interest of the learners in the subject (Kiswahili) and especially Kiswahili comprehension as a skill. Instructional resources also make teaching easy, efficient, and enhance collaborative learning, stimulate students' interest

in the subject, promote students creativity and enthusiasm among others. The basis of instructional resources is supported since they facilitate learning. As indicated in the findings, the effectiveness of instructional resources for teaching and learning of Kiswahili comprehension is a factor as it affects productivity in instruction. This therefore calls for the need to emphasize on teacher's innovativeness in the development, acquisition and use of effective instructional resources in the teaching of Kiswahili comprehension.

Attitude is an important factor in the process of implementation because a positive attitude towards a subject contributes to successful implementation of the subject and so is the implementation of the learning of Kiswahili comprehension. Attitude held by the students plays a vital role in the learning of Kiswahili comprehension. The results confirm the relationship between attitude and learners activities. The students' attitude was positive on the larger part and thus their activities confirmed that they liked Kiswahili comprehension. Even though there are others who really feel that Kiswahili comprehension should not be there and thus affects performance of Kiswahili as a subject.

The study sought to find out the teacher preparation of documents used in the teaching and learning of Kiswahili comprehension. As noted in the study, most teachers used schemes of work and lesson notes but not lesson plans. This has got a relation on the effectiveness of teaching and learning of Kiswahili comprehension. These are vital documents that indicate how often the skill is taught. Therefore it is very important for all teachers of Kiswahili to prepare and use the documents to enhance the teaching and learning of Kiswahili comprehension.

5.3 Conclusions

The study sought to investigate the effectiveness of instructional methods used in the teaching and learning of Kiswahili comprehension. This objective was met since the conclusion of the findings is that there is use of ineffective instructional methods in that most teachers of Kiswahili comprehension used reading aloud of which Claessen(1994) says that this method is counter productive. This is because this method slows down the reading speed and would hinder than facilitate the understanding of comprehension text. The teacher is therefore called upon to use various methods in amalgamation to realize the desired objectives. The effectiveness of various teaching methods is grouped in terms of teacher's completion of the assigned workload, the student's percentage in national examination, the realization of lesson objectives among others. The teachers of Kiswahili are called upon to diversify the use of teaching methods depending upon the aim of instructions.

The study also sought to establish the effectiveness of instructional resources used by teachers of Kiswahili in the instruction of Kiswahili comprehension. The findings revealed that many teachers do not use instructional resources as they cited its unavailability. The conclusion is that there is no effectiveness of instructional resources since at first they are not available. This hinders greatly the teaching and learning of Kiswahili comprehension. The teachers are called upon to use a combination of instructional resources to enhance the teaching of Kiswahili comprehension.

The third objective sought to find out about the students attitude towards Kiswahili comprehension and the results indicated that students had a positive attitude and therefore should be encouraged or motivated more so as to get excellent results. The last objective of the study was to establish the teacher's preparation of teaching

documents. The findings were startling in that only 33.3% of the respondents use schemes of work as a document while 26.7%use lesson notes instead of lesson plans. These findings contribute to the wrong use of instructional methods and also unavailability of instructional resources. This in general paralyzes the teaching and learning of Kiswahili comprehension. Teaching documents help a teacher prepare well with all the required materials that is the instructional methods and resources. This factor contributes to students failing in Kiswahili comprehension because the have not been prepared well to handle it as required.

The theoretical framework used in this study was Thorndike's theory of learning and motivation. This theory was appropriate to the study in that the teachers are supposed to choose appropriate and effective instructional methods and resources in order to help students learn and comprehend with ease the Kiswahili comprehension. With much teaching and with the use of appropriate instructional methods and resources the students will be like the cat. They will be able to handle Kiswahili comprehension easily.

The literature review was also very handy in that what many scholars have talked about as the factors affecting the teaching and learning of Kiswahili comprehension were effective to this study. Teaching and learning of Kiswahili comprehension should embrace effective instructional methods and resources.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made:

1. Teacher workload be reduced for example being exempted from teaching two subjects in secondary schools so that they can concentrate on Kiswahili as a subject which will enable them to select effective instructional methods, instructional resources and prepare their documents to enhance the teaching of Kiswahili comprehension.

2. The school administration should provide all learning resources for example newspapers, magazines, radio, video and television required for teaching and learning of Kiswahili comprehension.

3. Teachers of Kiswahili should adopt student-centered methods of teaching Kiswahili comprehension which will make the students to be self-reliant in learning of Kiswahili comprehension.

4. Students should be motivated on their own as this would make them interested in the learning of Kiswahili comprehension and this would boost their performance in Kiswahili as a subject.

5. The study established that some of the teachers use instructional documents to teach Kiswahili comprehension while others do not. This affects learning and teaching of Kiswahili comprehension. It is therefore very important for teachers to observe their code of regulations to ensure smooth teaching and learning of Kiswahili comprehension.

5.5 Suggestions for further research

From the findings of this study, the researcher recommends that the following areas be considered for further research:

1. A study of this nature was not exhaustive in addressing issues related to the factors affecting the teaching and learning of Kiswahili comprehension. Consequently studies of similar nature in other sub-counties and counties in Kenya may be carried out.

2. A study to be done to investigate why some teacher prepare their documents for teachingKiswahili comprehension while others don't prepare.

3. A research to be carried out at the primary level on the factors affecting the teaching and learning of Kiswahili comprehension. This is because this level lays a foundation for its teaching and learning in secondary school level.

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APPENDICES

Appendix A: Questionnaire for students

Instructions

This questionnaire gives you a chance to express your views on the factors affecting the teaching and learning of Kiswahili comprehension in your school. Your views will lead to improvement in the teaching of comprehension now and in future. The information will be handled with uttermost confidentiality for the benefit of this study. Your cooperation will be highly appreciated.

Please tick where appropriate.

Section A: General Information.

Please fill in where appropriate.

1. Your gender   Male   □   Female   □

Section B: Students attitude

2. What is the student's attitude towards Kiswahili comprehension?

     Positive   □   Negative   □

Section C: Teaching and learning of Kiswahili comprehension

3. In your views, what do you think are the advantages of learning comprehension in Kiswahili? (Tick appropriately)

Advantage	Yes	No
Acquisition of language skills		
Educates and creates awareness		
Acts as a means of social control		
Acts as a form of entertainment		

4. In your opinion, what are some of the challenges facing the teaching and learning of Kiswahili comprehension?

Statement	A challenge	Not a challenge
Inadequate textbooks		
Students attitudes		
Teacher presentation (teaching)		
Students participation		
Inadequate resource materials		

5. Please, read the statements below and for each statement tick in the appropriate box which best describes your views on the statement.

Statement	Strongly	Disagree	Undecided	Agree	Strongly

	disagree				agree
I like comprehensions in Kiswahili because they are interesting					
If there is a section I enjoy reading in Kiswahili it is comprehensions					
Kiswahili comprehensions are brief and take a short time to read					
Kiswahili comprehensions are relevant to modern life					
I'm disappointed when I miss a Kiswahili comprehension lesson					
Kiswahili comprehensions should not be there					
Kiswahili comprehensions are hard to understand					

6. In your opinion, what are the effects of student attitudes on the teaching and learning of Kiswahili comprehension? (Tick where appropriate)

Effects	Agree	Undecided	Disagree
Poor student performance			
Poor student and teacher participation			
Lack of motivation on the student part			

7. Indicate by a tick whether the following teaching methods have been used during Kiswahili comprehension lessons.

Method	More	Frequent	Moderate	Not	Not at

	frequent			frequent	all
Group discussion					
Question and answer					
Reading aloud					
Reading individually					
Lecture method					

8. What recommendations would you make to improve on the teaching and learning of Kiswahili comprehensions in secondary schools?

_____

_____

_____

End of questionnaire.   Thank you for taking your time to fill in the questionnaire

Appendix B: Questionnaire for teachers

Dear respondent,

The following questionnaire gives you a chance to give your views on the factors affecting the teaching and learning of Kiswahili comprehension in your school. Your views will assist in making of suggestions that will improve the teaching and learning of comprehension in Kiswahili now and in future. The information will be treated with uttermost confidentiality and to be used for this study only. Your cooperation is highly needed to make this study a success and will be highly appreciated.

Introduction

BIO DATA

Please fill in where appropriate

1. Age… 20-30yrs ( )   31-40yrs ( )   41-50yrs ( )   over50 yrs ( )

2. Gender (please tick)   Male   □   Female   □

3. i) are you trained teacher? (Please tick)   Yes   □   No   □

   ii) If yes what is your professional qualification? Masters of education (M .Ed)   ☐

      Bachelor of education arts (B. Ed arts)   ☐

      Diploma in education (Dip .Ed)   ☐

      Post graduate diploma in education   ☐

      Other……………………………specify

4. Position held currently? Head of department   ☐ssistant teacher   ☐

5. Teaching experience: less than 2yrs   ☐-5yrs   ☐0yrs   ☐ver 10yrs   ☐

6. State the number of teachers of Kiswahili teaching Kiswahili in your school…………

7. How many lessons do you have per week? Less than 10 ☐ 20 ☐ 5 ☐

26 and above ☐

Section A. Instructional Methods

8. What are some of the instructional methods used in the teaching of Kiswahili comprehension in your school? Tick appropriately.

Method	Used	Not used
Group discussion		
Question and answer		
Reading aloud		
Reading individually		
Lecture method		

9. (a) Rate the following methods used in teaching Kiswahili to how frequently you use them as a teacher. (Tick in the provided spaces)

(b) Rate the effectiveness of the instructional methods you use in teaching Kiswahili comprehension.

Method	Very effective	Effective	Average	Less effective	Not effective
Group discussion					
Question and answer					
Reading aloud					
Reading individually					
Lecture method					

10. In your opinion, what are the effects of inappropriate teaching methods on the teaching of comprehension in Kiswahili? (Rank from 1-4 basing on the intensity of their effects)

　i).Poor student and teacher participation.

　ii).Lack of motivation on the student side.

iii).Negative attitude on student side

iv).Poor student performance

11. In your view, what limits the choice and use of the various teaching methods in your school? (Tick yes if it limits and no if it does not limit).

Teacher workload   Yes □   No □

Class roll   Yes □   No □

Poor student participation Yes □   No □

Student attitude   Yes □   No □

Others_____ Specify.

Section B: Instructional Resources

12. What are some of the materials available to you that are used in the teaching of comprehension in Kiswahili?

Materials	Available	Not available
Teachers reference books		
Students textbooks		
Magazines		
Newspapers		

13.   i) Indicate the ratio of students' textbooks to the number of students in your classroom

ii)   Do you think these students' textbooks are adequate for students in your class?(Tick)

Adequate   □   Inadequate   □

14. i) Which of these teaching aids do you use to teach Kiswahili comprehension? (Tick)

Radio cassette   □

Tape recorder   □

Still picture   □

Video   □

Print media   □

ii) Why do you choose this type? _____

_____

_____

iii) Rate the effectiveness of the instructional resources you use in the teaching of Kiswahili comprehension.

Instructional resource	Very effective	Effective	Average	Less effective	Not effective
Radio Cassette					
Print media					
Still pictures					
Video					
Tape recorder					

General Information

15. In your opinion, what are the benefits of learning Kiswahili comprehension? (Tick appropriately)

Statement	Yes	No
Acquisition of language skills		
Educates and creates awareness		
Acts as a means of social control		
Acts as a form of entertainment		

16. In your opinion, what are some of the challenges facing the teaching of Kiswahili comprehension? (Tick appropriately).

Statement	A challenge	Not a challenge
Poor instructional methods		
Inadequate learning resources		
Teacher un-preparedness		

17. How frequent do you use the following teaching and learning documents?

Teaching Document	More frequent	Frequent	Moderate	Not frequent	Not at all
Schemes of Work					
Lesson Plan					
Lesson Notes					

18. What are some of the solutions to the challenges facing the teaching and learning of Kiswahili comprehension? (Tick appropriately).

Improve on the methods used   Yes ☐   No ☐

Reduce teacher workload   Yes ☐   No ☐

Adequate preparation on the teacher's part   Yes ☐   No ☐

19. Put a tick to show the degree of seriousness of the factors affecting the teaching and learning of Kiswahili comprehension.

Factors	Serious	Not serious	Not a problem
Lack of resource materials (textbooks)			
Heavy teacher workload			
Lack of enough teaching time			
Methods of teaching			

20. What recommendations would you make to bring an impact on the teaching and learning of Kiswahili comprehension in secondary schools?

_____

_____

End of questionnaire.

Thank you for taking your time to fill in the questionnaire.

Appendix C: Interview Schedule

The following questions will guide the researcher while interviewing the respondent.

1. Which methods do you use to teach Kiswahili comprehension?

   Why do you choose these methods?

   What limits the choice and use of these methods?

   Do these methods affect the teaching and learning of Kiswahili comprehension?

   What is the effectiveness of the teaching and learning of Kiswahili comprehension?

2. What type of instructional resources do you use to teach Kiswahili comprehension?

   Why do you use these types of resources?

   Are these resources adequate in teaching and learning of Kiswahili comprehension?

   How effective are these instructional resources?

3. Does your student's attitude affect the teaching and learning of Kiswahili comprehension?

   What are the effects of student's attitude on the teaching and learning of Kiswahili comprehension?

4. Which documents are used in your school to teach Kiswahili comprehension?

5. How often do your teachers of Kiswahili prepare those documents?

Appendix D: List of Secondary Schools in WarengSub-County

1. Hill School

2. Mother of Apostles

3. Cheplaskei

4. Elgon-View

5. Testimony

6. Sage

7. Dominion

8. Emmanuel

9. Lemook

10. Tuiyo

11. Ngeria Girls

12. AIC Tulwet

13. St. Catherine

14. Cheptiret

15. Kapkoiga Girls

16. MoiChuiyat

18. Moi University

19. Davies

20. Mkombozi

21. Chirchir

22. Sirikwa

23. Koiwarusen

24. Kamuyu

25. Cengalo

26. Simat

27. Ngara Falls

28. Kipkenyo

29. Bishop Muge

30. David Koros

31. Rukuini

32. Mwiruti

33. Wareng'

17. Lelmolok   34. St. Elizabeth

35. Top Rift

36. Tarakwa

37. Ndungulu

38. Kerita

39. Isaac Kosgei

40. Koiluget

41. Chepkoiyo

42. Racecourse

43. Tulwopng'etuny

44. Chepkigen

45. Songoliet

46. Great Rift Academy

47. Oasis Academy

48. St. Joseph's

49.Mutwot

50. St. Michaels A.C.K

Appendix E: Map of WarengSub-County
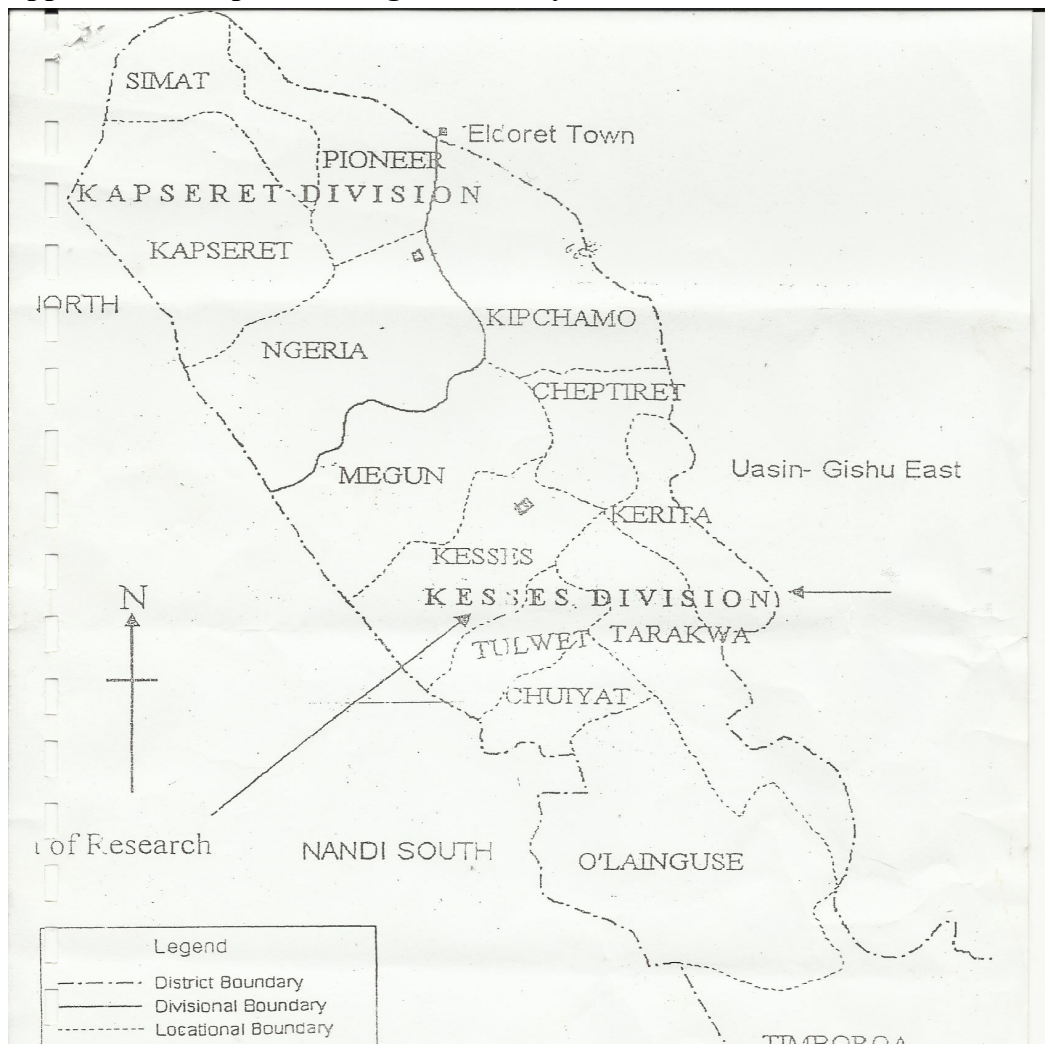
Republic of Kenya (2009), Kenya vision 2030, Towards a Globally Competitive and Prosperous

Kenya.Wareng'Sub-County Development Plan 2008-2012, gives us this map of the new Sub-

County, Wareng.

Appendix F: Research permit

Appendix G: University Research Permit

MOI UNIVERSITY
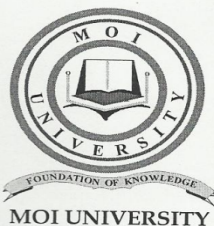
Tel. Eldoret (053) 43555
Fax No.   (053) 43555

P.O. Box 3900
Eldoret, Kenya

SCHOOL OF EDUCATION

REF: MU/SE/PGS/54

DATE: 30th September, 2010

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

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF
GEKOMBE CHEROTICH MELLON - EDU/PGCM/1004/09
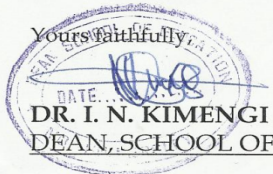
The above named is a 2nd year Master of Philosophy (M.Phil) student at Moi
University, School of Education, Department of Curriculum, Instruction and
Educational Media.

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

"An Investigation into the Factors Affecting the Teaching and Learning of
Kiswahili Comprehension in Secondary Schools: A Survey of Wareng District,
Kenya."

Any assistance given to her to facilitate the successful conduct of her research will
be highly appreciated.

Yours faithfully,

DR. I. N. KIMENGI
DEAN, SCHOOL OF EDUCATION

/lba

Appendix H: Research authorization from the Sub-County Office

REPUBLIC OF KENYA

OFFICE OF THE PRESIDENT

Telegrams: "DISTRICTER", ELDORET
Telephone/Fax: Eldoret 053-2061328
When replying please quote
WRG/ADM/15/4 VOL.1/48

DISTRICT COMMISSIONER'S OFFICE
WARENG DISTRICT
PO BOX 7623, - 30100
ELDORET

Ref:..

22nd November, 2010

The District Officer
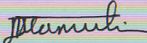**Kapsaret Division**

The District Officer
Kesses Division

RE: RESEARCH AUTHORIZATION

This is to inform you that the National Council for Science and Tech
authorized M/s Mellon Cherotich Gekombe of Moi University to carr
research on "An Investigation into the factors affecting the Teachi
Learning of Kiswahili Comprehension in Secondary Schools.

A survey of Wareng District, Kenya" A case of Wareng District
ending 30th April, 2011. Cascade this information down to you
Assistant chiefs.

Please accord her all the necessary assistance.

J. N. KANAKE
FOR: DISTRICT COMMISSIONER
WARENG DISTRICT

CC
MELLON CHEROTICH GEKOMBE

Appendix I: Research authorization from the Ministry of Education

MINISTRY OF EDUCATION

Telegrams : "EDUCATION",
ELDORET:
TEL NO: 020 2112779.

DISTRICT EDUCATION OFFICE.
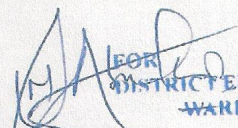WARENG DISTRICT.
P.O BOX 65,
MOI UNIVERSITY.

DATE: 06/01/2011

TO ALL
PRINCIPALS OF SECONDARY SCHOOLS
WARENG DISTRICT

RE: RESEARCH AUTHORITY   MS MELLON CHEROTICH GEKOMBE

The above referred is a student at Moi university. She is to undertake research in secondary school on AN INVESTIGATION INTO THE FACTORS AFFECTING THE TEACHING AND LEARNING OF KISWAHILI COMPREHENTION IN SECONDARY SCHOOLS-A SURVEY of Wareng District [Kenya].
The purpose of this letter is to inform you that she has been authorized to under take the research in Wareng District for a period ending 30thapril 2011.
Kindly accord her the necessary assistance.

FOR
DISTRICT EDUCATION OFFICER
WARENG DISTRICT.

Moses E.E Abulwa
FOR DISTRICT EDUCATION OFFICER
WARENG