

**THE INFLUENCE OF STUDENTS' ATTITUDES TOWARDS
LEARNING KISWAHILI ON THEIR PERFORMANCE AMONG
SECONDARY SCHOOLS IN RACHUONYO DISTRICT, KENYA**

BY

MUNIALO MARK MALOBA

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION,
MOI UNIVERSITY IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF
PHILOSOPHY IN EDUCATION CURRICULUM,
INSTRUCTION AND EDUCATION MEDIA**

NOVEMBER 2009

Abstract

In second language learning, attitudes play an important role given that students already identify with their first language which may or may not be linguistically related with the second language. Given unsatisfactory performance in Rachuonyo district Kiswahili examinations, it was necessary to look at student attitudes towards Kiswahili on performance. The research was to find out what attitudes students have towards learning Kiswahili and how teachers could implement strategies to effect change in their students' attitudes. The research was based on the Affective Filter Hypothesis which embodies Krashen's views on learning second language and Zimbardo and Leippe's theory of attitude change. It was carried out in Rachuonyo District, Nyanza Province. This was a survey involving 83 Kiswahili language teachers and 3,654 students in 83 schools. Stratified Random sampling, proportionate sampling and simple random sampling were used to select 30 schools and 310 students for the study. A pilot study was done in four schools in the neighboring Nyando and Kisumu Districts, to test the validity and reliability of the data collection instruments. Questionnaires for students, interview schedules for Kiswahili teachers by the researcher and a verification table for language policies, programs and secondary data were used to collect data. Frequency tables, percentages and scatter plots were used to present data. Spearman's Rank Correlation coefficient was used to establish the relationship and to test null hypotheses. Results of the study indicated that students in Rachuonyo district have negative attitudes towards learning Kiswahili which influence their performance in Kiswahili. Secondly, the boys tend to have a slightly more negative attitude towards learning Kiswahili than girls. It is recommended that teachers engage students in Kiswahili clubs and programmes in teaching and learning and intensification of inspection of teaching of Kiswahili. There is need for further research on attitudes towards learning Kiswahili at primary, teacher training and university levels and the role of mother tongue in the learning and teaching of Kiswahili.

DEDICATION

To my two old men; late Lucas Maloba and Wanjoya Kollikho, rest in peace.

ACKNOWLEDGEMENT

This thesis owes a great deal of cooperation. Am grateful first to my supervisors; Dr. J.K Too and Mr. Wamakonjio from the school of Education, Department of Curriculum, Instruction and Education Media, Moi University whose efforts I have drawn on directly and indirectly. I would also like to thank other lecturers from the School of Education; Prof. Mukwa, Dr. Wanyonyi, Dr. Mwanzandi, Dr. Boit, Mr. Munywa, Mrs. Barasa and others for their encouragement.

I am also grateful to my colleagues Mr. Lunani of Teremi High School, Mr. Kigaro of Mosoriot T.T.C and Mrs. Mutekheli formerly Deputy Principal Chwele Girls who had the vision and commitment that we all graduate together. Not least, I owe a debt to the countless students from the School of Education who enriched my M.Phil. Course through their enjoyment and helpful criticisms of it. My thanks are also due to Patrick Maloba, David Maboko, Joshua Omondi, James Manyalla, Miss Jane Jepleting, George Wafula, Frank Kollikho, Pius Kollikho, Dan Wanjoya and George Maloba who helped in the difficult process of completing this thesis.

TABLE OF CONTENTS

Title page.....	i
Declaration.....	ii
Abstract.....	iii
Dedication....	iv
Acknowledgement.....	v
Table of contents.....	vi
List of tables.....	x
List of figures.....	xii
List of abbreviations.....	xiii

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction.....	1
1.2 Background of the study.....	1
1.3 Statement of the problem.....	6
1.4 The purpose of the study.....	9
1.5 Objectives of the study.....	9
1.6 Hypothesis.....	9
1.7 Significance of the study.....	10
1.8 Scope and limitations of the study.....	10
1.9 Theoretical framework	12
1.10 Definition of terms.....	18
1.11 Summary.....	20

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	21
2.2 Language attitudes.....	21
2.3 Kiswahili language attitudes.....	22
2.4 General rationale for changing negative attitude in learning of Kiswahili as a second language	25

2.5 Literature related to second language learning.....	30
2.6 Literature related to the study of attitudes and attitude change.....	32
2.7 The Kenyan experience.....	34
2.8 Related research studies.....	36
2.9 Summary.....	44

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction.....	45
3.2 The area of study.....	45
3.3 Research design	46
3.4 Target population	46
3.5 Sample and sampling procedures.....	47
3.6 Instruments of data collection.....	47
3.6.1 Student’s questionnaires	47
3.6.2 Teacher’s interview schedule	48
3.6.3 Verification table for language programmes.....	49
3.7 Reliability and validity.....	49
3.8 Ethical considerations.....	50
3.9 Results from the pilot study.....	51
3.10 Field Research.....	51
3.11 Data analysis.....	52
3.12 Summary.....	53

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction.....	54
4.2 General students’ attitude towards learning Kiswahili.....	54
4.2.1 Whether influence of students’ attitude towards learning Kiswahili on their Performance	60

4.3 Relationship between students' attitude towards learning Kiswahili And their Kiswahili performance.....	63
4.4 Clubs, programmes and activities in schools for learning and teaching Kiswahili.....	72
4.4.1 Kiswahili clubs and programmes.....	73
4.4.2 Benefits of Kiswahili clubs, programmes and activities.....	76
4.5 Factors that contribute to students' attitude towards learning Kiswahili	78
4.5.1 Factors that contribute to poor performance in Kiswahili in Rachuonyo district.....	80
4.6 The level of qualification and experience of Kiswahili teachers	82
4.7 Methods of teaching and learning Kiswahili.....	85
4.8 Summary.....	90

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.....	91
5.2 Summary	91
5.3 Summary of the findings and discussion.....	94
5.3.1 General students' attitudes towards learning Kiswahili.....	94
5.3.2 Influence of students attitude towards learning Kiswahili on the Performance.....	94
5.3.3 Benefits of Kiswahili clubs and programmes in second Language Learning and teaching	95
5.3.4 Kiswahili clubs and programmes in schools for second language Learning	95
5.3.5 Factors that contribute to attitudes towards learning Kiswahili	96
5.3.6 Level of qualification and experience of Kiswahili teachers....	96
5.3.7 Methods of teaching and learning Kiswahili.....	97

5.3.8	Relationship between students' attitude towards learning Kiswahili and their Kiswahili performance.....	97
5.4	Conclusions.....	98
5.5	Recommendations.....	100
5.6	Suggestions for further research.....	102
	References.....	103
	Appendix 1 (Student's Questionnaire).....	110
	Appendix 2 (Kiswahili Teacher's Interview Schedule).....	115
	Appendix 3 (Verification Table for Kiswahili Programmes).....	119
	Appendix 4 (Letter of Introduction).....	120
	Appendix 5 (Research Authorization).....	121

LIST OF TABLES

Table 1.1: KCSE performance between 2005 -2007	2
Table 4.1: Students enjoying learning Kiswahili	54
Table 4.2: General students' attitude towards learning Kiswahili	55
Table 4.3: Amount of time spent by students communicating in Kiswahili	57
Table 4.4: Teachers rating of students' attitude towards learning Kiswahili	59
Table 4.5: Students attitude towards learning Kiswahili, influences Performance	60
Table 4.6 Students gender and attitudes towards learning Kiswahili	61
Table 4.7: Students attitude towards learning Kiswahili and their Performance	62
Table 4.8: Correlation matrix showing relationship between students' Attitudes and performance	64
Table 4.9: Girls attitudes and performance	66
Table 4.10: Correlation matrix showing the relationships between girls attitude towards learning Kiswahili performance	67
Table 4.11: Boys attitudes and performance	69
Table 4.12: Correlation matrix showing the relationships between boys attitude towards learning Kiswahili performance	70
Table 4.13: Kiswahili clubs and programmes in schools	73
Table 4.14: Benefits of Kiswahili clubs and programmes	76
Table 4.15: Factors contributing to students' attitude towards learning Kiswahili	78
Table 4.16: Factors contributing to poor performance of Kiswahili in Rachuonyo District	80
Table 4.17: Level of qualification of Kiswahili teachers	82

Table 4.18: Level of teaching experience of Kiswahili teachers	83
Table 4.19: Kiswahili teachers' attendance of seminars and workshops	84
Table 4.20: Methods of teaching and Learning Kiswahili	86
Table 4.21: Influence of Methods of Teaching and Learning on Attitudes	89

LIST OF FIGURES

Figure 1.1: Zimbardo and Leippe's attitude theory	16
Figure 4.1: Scatter gram showing the relationship between the students' attitude towards learning Kiswahili on their performance	65
Figure 4.2: Scatter gram showing the relationship between the girls attitudes towards Learning Kiswahili on their performance	68
Figure 4.3: Scatter gram showing the relationship between the boys attitudes towards Learning Kiswahili on their performance	71

LIST OF ABBREVIATIONS

E.F.L	English First Learners'
F.S.E	Free Secondary Education
I.P.A.R	Institute of Policy Analysis and Research.
K.C.P.E	Kenya Certificate of Primary Education
K.C.S.E	Kenya Certificate of Secondary Education
K.I.E	Kenya Institute of Education
K.L.B	Kenya Literature Bureau
L.A.D	Language Acquisition Device
L.O.I.	Language of Instruction
L2	Second Language
M.O.E	Ministry of Education
SPSS	Statistical Package of Social Science
UNESCO	United Nation Educational Scientific and Culture Organization.