THE IMPACT OF TEACHERS' KNOWLEDGE AND SKILLS ON STUDENTS' *INSHA* WRITING IN SELECTED SECONDARY SCHOOLS IN WARENG SUB-COUNTY, UASIN GISHU COUNTY KENYA.

BY

DORCAS JEROTICH MUGUN

A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER OF EDUCATION DEGREE
IN KISWAHILI DEPARTMENT OF CURRICULUM
INSTRUCTION AND EDUCATIONAL MEDIA
SCHOOL OF EDUCATION

MOI UNIVERSITY

2017

DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has never been submitted in any institution for an award of a degree.

_____   _____
DORCAS J. MUGUN   **DATE**
EDU/PGCM/1027/12

DECLARATION BY THE SUPERVISORS

This thesis has been submitted for examination with our approval as university supervisors.

_____   _____

PROF. KHAEMBA ONGETI   **DATE**
Department of Curriculum Instruction and Educational Media
Moi University
P.O.BOX 3900,
ELDORET.
□□□□□□□□□□□□□□

                                                □□□□□□□□□□□□□□

_____   _____
BERNADETTE LWAGULA   **DATE**
LECTURER
Department of Curriculum Instruction and Educational Media
Moi University
P.O.BOX 3900,

ABSTRACT

The purpose of this study was to investigate the impact of teachers' knowledge and skills on students' *Insha* writing in selected public secondary schools in Wareng sub-county, Uasin Gishu County, Kenya. The study was guided by the following objectives; to determine the effects of teachers' content level on the teaching of *Insha* writing; to evaluate teachers' pedagogical content in teaching *Insha* writing, to analyse *Insha* written by students in order to find links with teacher skills; and, to assess the challenges faced by teachers in teaching *Insha* writing in selected public secondary schools in Wareng Sub-county, Uasin Gishu County. The study employed exploratory research design in selected public secondary schools in Wareng Sub County. Out of the 44 public secondary schools in the study area stratified random sampling was used to categorize the schools into county and sub-county schools. All the 4 county schools were selected purposively while simple random sampling was used to select 8 sub-county schools making a total of 12 schools used in the study. At the time of the study there were 82 teachers of Kiswahili. Simple random sampling was used to select 24 Form Three teachers of Kiswahili, two from each of the 12 schools. Data was collected by the use of observation schedules, interview guides for teachers and writing tasks for students. Observation schedules were used in collecting information relevant from Kiswahili subject teachers while writing tasks were administered to students. The data collected was analysed qualitatively to generate data that was summarised in graphics and discussed in narrative form. Findings from the study as seen in the students' *Insha* books indicated that teachers did not give their students *Insha* tasks on a weekly basis as proposed in the schemes of work. Further observation indicated that teachers did not strictly adhere to their schemes. Most teachers lacked the skills to teach *Insha* writing. In addition, most teachers exhibited pedagogical weaknesses in their interaction skills with learners. Learners were rarely engaged in teacher-student and student-student interaction. *Insha* analysed showed various structural weaknesses reflecting poor teaching. It can therefore be concluded that teachers' knowledge influences the method of teaching, evaluation procedures, and choice of resources to be used in teaching of *Insha* writing. Teachers' pedagogical skill level influences the choice of the teaching method, classroom management and learners reception of *Insha* teaching. The study therefore recommended that regular Kiswahili language teaching workshops be organized for teachers to equip them with skills of coping with the demands of language teaching. In addition, school managers need to purchase relevant class readers for various levels; and the government to ensure that more teachers of Kiswahili are employed to teach in secondary schools. Findings from this study will be significant since it will inform stakeholders such as the Ministry of education and institutions of higher learning, on the teaching of writing of *Insha* in Kenyan secondary schools.

DEDICATION

This work is dedicated to God almighty for granting me the grace to undertake this

research. My parents Hezekiah Mugun and Everline Mugun for inculcating the spirit

of hard work and patience in me. My beloved and dedicated husband, Steve, for offering moral and financial support. My daughter Lyn and my sons Joe, Bill Mark and baby Andie for being a source of inspiration. Their encouragement, companionship and understanding have enabled me to reach where I am today.

Educational Media and all those who offered me any support. May God bless you abundantly.

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

GOK- Government of Kenya

KCSE- Kenya Certificate of Secondary Education

KIE - Kenya Institute of Education

KNEC- Kenya National Examination Council

LAD- Language Acquisition Device

L1- First Language

L2- Second Language

MOE- Ministry of Education

UG- Universal Grammar

PCK Pedagogical content knowledge

PK- Pedagogical knowledge

CK-   Content knowledge

ESL-   English as a Second Language

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

Insha is the process of putting words together in a conventional pattern in the Kiswahili language. *Insha* writing is taught in all the primary schools and secondary schools in Kenya. Performance varies between schools and between candidates. What is not known is the impact of teachers' knowledge and skills on students' ability to write well organized and impressive *Insha*. Teacher knowledge is a rich area of investigation Freeman & Johnson, (1998); Nespor & Barylske, (1991); Verloop, Van Driel&Miijer, (2002) and Webb &Blond, (1995). One of the longest standing constructs of teacher knowledge is Shulman's (1987) multifaceted model that includes pedagogical knowledge (PK), content knowledge (CK) and pedagogical content knowledge (PCK), among other categories. Pedagogical knowledge includes the "how of teaching, generally acquired through education coursework and experiences in the schools Ball, (2000). Content knowledge, on the other hand is the "what" of teaching or the subject-matter knowledge" Lafayette, (1993).

The focus of the present study was the impact of teachers' knowledge on students' *Insha* writing. *Insha* forms an integral part in KCSE, since it contributes 20% of the total marks awarded to a student in the Kiswahili exam. It is therefore imperative, that the teacher employs skills that will enable the learner perform well in *Insha writing* so as to attain impressive marks. A teacher should have content and pedagogical knowledge. Content knowledge is the knowledge about the actual subject matters and specific content domains such as grammar, spelling and sentence construction. In addition, the teacher should have pedagogical knowledge: Knowledge about the

processes and practices of teaching and learning such as classroom management, lesson plan development, and students' evaluation to achieve overall educational goals.

This chapter gives an overview of the study. It outlines the background of the study, states the problem, gives research objectives, research questions, purpose of the study, significance of the study, scope of the study, limitation of the study, assumptions of the study, theoretical framework, conceptual framework and defines operational terms.

1.2 Background of the study

Most observers agree that successful teachers draw on specialized knowledge in their instructional work with students, but specifying and measuring this knowledge has proven elusive and controversial in the world of education. One particular issue that has clouded efforts to conceptualize and measure the knowledge base for teaching has been the perceived distinction between teachers' subject matter, knowledge and teachers' knowledge of general pedagogical principles and practices. . Darling-Hammond (2003) During most of the 20th century, this distinction was been redefined in a variety of bureaucratic and institutional arrangements in the world of education. For example, teacher preparation programs have been organized under the assumption that prospective teachers will acquire subject matter knowledge in courses taken in the arts and sciences, but that they will acquire knowledge of pedagogy in separate classes taken in education schools. Holtzman, Gatlin &Heilig (2005). For example, research and evaluation efforts frequently try to measure teachers' use of a general set of pedagogical practices under the assumption that these practices are instructionally effective no matter what the academic subject or grade level being taught and without regard for the knowledge that teachers have of the academic content they are teaching. This study sought to assess the impact of teachers' knowledge and skills on students' *Insha* writing.

Teacher education supporters argue that subject matter knowledge is simply not enough to be successful in the classroom and that coursework in pedagogy, as well as the subject matter area, is a necessary part of teacher education. Darling-Hammond &Youngs, (2003). Black, Harrison, Lee, Marshall, and William (2004) contend that: a high level of qualification in a subject is less important than a thorough understanding of its fundamental principles, an understanding of the kinds of difficulties that students might have, and the creativity to be able to think up questions that stimulate productive thinking. Furthermore, such pedagogical   content knowledge is essential in interpreting student responses. The transformation of subject matter for teaching occurs as the teacher critically reflects on and interprets the   subject   matter; finds multiple ways to represent the information such as analogies, metaphors, examples, problems, demonstrations, and classroom activities Shulman, L.(1986) Proponents of teacher education argue that courses in pedagogy and pedagogical content knowledge can foster this sophisticated understanding of   teaching. Darling-Hammond (2000) highlights PCK development in teacher education   as a way to enhance teachers' abilities to examine teaching from the perspective of learners who bring diverse experiences and frames of reference to the classroom. That ability to see beyond one's own perspective and to put oneself in the shoes of the learner is at the heart of PCK and is cultivated in teacher education coursework.

There are strong evidences that teacher quality is a crucial factor in achieving remarkable learning outcomes for students. Teachers' knowledge influences the ability of the teacher to positively teach students as cited by Darling-Hammond, Holtzman, Gatlin &Heilig (2005). Clotfelter (2007), found that the knowledge of teachers in any school forms an important input variable, which can have tremendous impact on how

they teach *Insha* writing skills. This means that teachers' formal qualification, experience, motivation, creativity, interaction with learners and their methodology may greatly influence how they teach writing *Insha*.

In addition, teacher' characteristics such as the teaching skill of the teacher has a direct impact on how they teach as stated by Huang, J and Moon (2010). This is further elaborated by Wilson, Floden, and Ferrini-Mundy, (2001) who opine that inadequate skills of the teachers and their commitment affect their abilities to deliver. Further afield, those teachers of Kiswahili who seek and get regular retraining in seminars and workshops sharpen their teaching skills in order to improve their teaching of *Insha* writing as stated by Wilson *et al* (2001). Teachers' knowledge and skills is a very important component in the dissemination of their day to day duties. For a teacher to effectively teach *Insha* writing, they should have the knowledge of content and the required skill so as to impact positively in the life of the learners. In regard to the above, it has been noted that a significant number of teachers throughout the world are under-prepared for the profession Villegas-Reimers, as cited by Chukwu, (2009). According to Villegas- Reimers, the major setback in teaching as a profession is the problem of inadequacy of teachers' knowledge and skills. This is not limited to teachers of Kiswahili who teach *Insha* writing skills. This study seeks to find out whether teachers' knowledge and skills; which are content knowledge and pedagogical knowledge, impact greatly on the students' *Insha* writing skills.

Professional development should enable teachers to offer students the learning opportunities that will equip them with the right skills for writing *Insha*. It should also empower individual educators and communities of educators to make complex decisions; to identify and solve problems, to connect theory, practice, and student outcomes in *Insha*. Ogunde as cited by Chukwu, (2009) stated that the major changes

required to reform schools cannot be accomplished without professional development nor can it be achieved with out-dated models of professional development. These aspects include class administration, lesson planning and teaching strategies and they disconnect the skilled teacher from the amateur Bullough, R. (2001). The transformation of subject matter for teaching *Insha* writing, Shulman, L. (1986) occurs as the teacher critically reflects on and interprets the subject matter; finds multiple ways to represent the information as analogies, metaphors, examples, problems, demonstrations and classroom activities; adapts the material to students' abilities, gender, prior knowledge, and preconceptions (those pre instructional informal, or non-traditional ideas students bring to the learning setting); and finally tailors the material to those specific students to whom the information will be taught.

Teachers of *Insha* writing are expected to be persons of refined tastes and sophistication, avid explorers of the world of ideas and experts in child development. The teacher should therefore be knowledgeable to handle these heavy tasks in teaching of i*nsha* writing to the satisfaction of everybody concerned Jaiyeoba, and Ukandu(1998). It is believed by Stronge, J. (2007) that quality teaching requires a teacher to communicate the subject matter to students and sustain order within the particular context of the classroom. According to Hang *et al* (2009), it is the teacher's ability to teach successfully within the demanding circumstances of the classroom which is central to Kiswahili teacher's professional expertise and distinguishes them from teachers in other walks of life. Beyond the conventional role of instructing educational skills, teachers legalize learner activity level, teach communication skills, provide opening for students to form peer relationships, provide behavioural support, and teach coping skills. Maundu(1986)concludes that there was significant correlation between teacher qualification and pupil performance in Kenya. This study therefore

sought to establish whether there is a significant relationship between teacher qualification and the teaching of writing *Insha* in secondary schools.

In view of the above, the writing skill has been singled out as one of the most important language skill. This is because all examinations require writing. The writing skill is in itself a process that begins at kindergarten through tertiary institutions and beyond. Gatumbi and Masembe (2005) define writing as a continuous process of forming letters on paper with a view of communication. It is the productive aspect that makes it significant in education. It is important to emphasize that the ability to write well is critical to realizing academic success. In addition, it is important to note that the value of writing goes beyond the classroom. KIE (2006:22).

The importance of writing has also been echoed been echoed by Claussen , F.(1994) who indicates that this skill is invaluable in language teaching since most examinations are written. A good writer is able to correctly write key points during the teaching and learning process and in written examinations. This makes the writing skill a vehicle for realizing in written examinations at all levels of education. A poor writer is frustrated in their attempt to express themselves because of the difficulty with the mechanical aspects of writing. On the other hand, good writers excel in written examinations whereas poor writers flounder in the same. This study sought to investigate the impact of teachers' knowledge and skills on students' *Insha* writing in selected public secondary schools in Wareng Sub County, Uasin Gishu County Kenya. It endeavoured to determine the teachers' content level and pedagogical level and whether or not it has an impact on the students' performance in *Insha* writing.

There are five dimensions to rate Kiswahili compositions writing skills in Kenyan secondary schools. These are themes, grammar, vocabulary, and spelling errors are

underlined by examiners hence the more the underlined words, the more the errors. The lines drawn under the mistakes made' by the candidates determine a candidate's final score. To improve the general performance in Kiswahili composition writing, it was important to look at the teacher's knowledge and skills in the teaching of *Insha* writing in secondary schools.

The Kenya Vision 2030 (2007) asserts that Kenya will provide a globally competitive quality education, training and research for development. The major aim of the government is to increase access to education, improve the transition rate from secondary to tertiary institutions, as well as raise the relevance of basic as well as integrate special needs of education in all learning and training institutions. Other objectives of vision 2030 include the need to achieve 80% adult literacy rate, increase the net enrolment rate to 95% in basic education and increase the transition rate to technical institutions from 3% to 8% . In order to realize these goals, the education system in Kenya should produce pupils who can be able to express themselves clearly and logically through writing.

Writing is a functional skill that requires the learner to communicate ideas effectively. The general objectives of teaching Kiswahili at secondary school level contained in the old version of the Ministry of education(M.O.E, 1985), the revised version (M.O.E, 1992) and the current version of (2006) of the secondary school syllabus, In Kenya emphasises the teaching of language skills. These include oral, listening, reading and writing skills. A skilled writer knows how to make the textual word appear genuine to the reader by helping them relate the mediated nature of their interaction to writing. Since composition writing is one of the most important areas of writing, it is incumbent upon the teacher to direct the student to write that which can sustain the interest of the

audience. Mugumo (2003) and Omulando (2002) point out that students use 'Sheng' and even vernacular in schools during lessons. This is also reflected in their writing. Some students also write their compositions in 'Sheng'. Students' prowess in writing skills in Kiswahili should be enhanced so that they can fit in the job market.

The modern approach to writing combines the communicative and process approaches. It is based on people trying to communicate with readers, writing to accomplish specific purposes and writing as a complex process. Medwell (2000) asserts that students should have access to writing as a free play activity. It allows for experimentation and eventually students will be able to perfect their writing skills. Gathumbi (2005) and Medwell (2000) concur that writing undergoes many processes, for the learner to produce a good piece of work. To enable the writing activity become a success, it is important to adopt the modern method of writing which places emphasis on correct sentence structure, punctuation, correct sentence construction, spelling and the layout of the composition.

Writing therefore is an advanced skill that requires learners to communicate ideas fluently and effectively. Since it is a very essential skill, its importance in educational setting cannot be overemphasised. Writing enables the learners to develop skills that are important beyond the classroom. (Ministry of Education, 2006).When students write expressions that stream in their minds they experience some kind of freedom and therefore form a basic component of meaningful learning. In Kiswahili composition writing, a student is required to select a topic, generate ideas, organize them logically and put them down into a whole story. Even if writing enables the learners to express their ideas meaningfully, there are various formats that the students need to follow in order to sharpen their writing skills. Other requirements include themes, correct

sentence structure, punctuation, correct sentence construction, spelling and the layout of the composition.

The issue of poor performance in Kiswahili subjects over time at K.C.S.E levels has been a concern to parents, teachers, administrators and curriculum developers. Judging from the candidates' performance, the (2009-2012) results analysed by KNEC, indicate that the mean score for Kiswahili paper 1 was lower in all the years in the country in general and in Wareng Sub-county in particular. The results of some of the schools in Wareng Sub-County that were randomly selected were as shown in table 1.

Table 1, shows the performance in Kiswahili in K.C.S.E for the past 5 years in schools that were randomly selected.

Source: Wareng Sub County Districts' office

Year School	2009	2010	2011	2012	2013
Mkombozi	3.750D	2.42D-	4.727C-	3.615D+	3.565D+
Lelmolok	4.001D+	4.504C-	5.225C-	5.334C-	5.578C
Hill school	5.001C	6.550C+	5.530C	6.984C+	6.010C+
Wareng	5.902C	6.2345	6.608C+	6.806C+	6.905C
Cheplaskei	5.077	5.832	5.374	5.329	5.0098

Esayi (2007) points out that learners have difficulty in writing compositions or essays because teachers do not use other literary genres such as poetry to help learners acquire the skill. There has been a general downward trend in composition writing among

learners. This has contributed to the general poor performance in Kiswahili in the Kenya Certificate of Secondary Education (K.C.S.E) over time. The performance of Kiswahili has been poor in most secondary schools in Kenya as seen from the Kenya Certificate of Secondary Education. The 2012 KNEC report states that majority of candidates who attain low marks in Kiswahili language are neither able to use suitable vocabulary or correct grammar. In addition, they are not able nor can they write sustainable essays.

It is clear that there is a big problem in composition writing among learners. Writing is a productive skill. It is a challenging activity which requires authenticity. It is not only a challenge to the educators trying to teach students but also writers trying to get a message across to the reader. Writing should possess a magical power which lies in the ability to trick the reader into believing that a real word is unfolding before them Sophist and Georgian (1993).This therefore means that in Kiswahili composition writing, the teacher should assist the learner write in such a way that the reader is able to identify what he reads with real life.

For secondary schools to achieve high performance in the national examinations especially Kiswahili, they must recruit qualified teachers, secure modern buildings; adequate facilities and equipment should be provided to enhance teaching and learning while supervision of teaching is carried out for quality control. Other bodies that could influence students' academic performance are administrators, managers, guidance counsellors, Parents Teachers Association (PTA), curriculum specialist, funding agencies, non –teaching staff, inspectors and examination boards (Adeniyi, 2004).

Insha writing is tested both in primary and secondary school levels of education. Despite this, most students at the secondary school level have difficulties expressing themselves. The situation in Wareng Sub-County is alarming since students perform poorly in Kiswahili. In support of the literature on teacher knowledge, skill and their impacts on teaching, the researcher will seek to establish teachers' knowledge and skills in Wareng Sub County and how they influence their teaching of *Insha* writing.

1.3 Statement of the problem

Although students' performance in Kiswahili is notably low, factors leading to the poor performance have not been sufficiently documented. Is it possible that teachers' knowledge and skills in the teaching of *Insha* are below requirements? It is necessary to describe the content and pedagogical knowledge teachers have in Kiswahili. It is also necessary to describe the teaching skills that teachers exhibit while teaching *Insha*. This study set out to investigate the impact of teachers' knowledge and skills on students' *Insha* writing in selected public secondary schools in Wareng Sub County Uasin Gishu County Kenya

Due to lack of mastery of language content and pedagogical skills, schools and training institutions produce linguistically ill prepared people, who eventually join public and private service. This phenomenon has turned the spotlight on the teaching and learning of Kiswahili language that sees language teachers in dire need of pedagogical and linguistic competence.

Since Kiswahili is a compulsory and an examinable subject in Kenyan schools, it is imperative that students perform it well. Writing of *Insha* forms a compulsory section of this paper (Kiswahili paper 1). A student who fails in this paper automatically compromises his/her performance in Kiswahili. This reduces the combining power

hence limiting his/her ability to access entry into institutions of higher learning. Writing of *Insha* is a major challenge to learners who make a variety of errors both in mock exams and in KCSE examination in Wareng Sub- County.

The mean score for Kiswahili in Wareng sub-county for 2011 was 4.72(D+) and in 2012 it was 4.53(D+). Regardless of having been taught for four years, learners in form four still find it difficult to communicate effectively in academic writing. These errors affect the flow of writing, the intended meaning, making comprehension of the work difficult. Most of the students write their compositions without following given instructions. Most of the times they end up setting their own questions hence end up writing their compositions out of topic. Reflecting on the KNEC reports and even mock results from the sub-county, it is evident that there is a problem. *Insha* is pulling down the overall grade of Kiswahili. The question is whether this situation can be attributed to inappropriate knowledge and skills of the teachers and/or any other challenges faced by the teachers in their bid to teach *Insha* writing. This thus presented a problem for this study as it sought to establish the impact of teachers' knowledge and skills on students' *Insha* writing skills in selected secondary schools in Wareng Sub County. It sought to investigate how teachers go about their teaching of *Insha* writing skills with regard to their content level, pedagogical knowledge and the challenges they face in teaching *Insha* writing.

1.4 Purpose of the study

The purpose of this study was to investigate the impact of teachers' knowledge and skills on students' *Insha* writing in selected public secondary schools in Wareng Sub County, Uasin Gishu County, Kenya. To assess teachers' specific knowledge and skills, the area of *Insha* writing was assessed. The choice of this topic was based on its

centrality and importance to the discipline and on the fact that it is regularly taught in high school Kiswahili. The study aimed at examining whether the teachers' content level and pedagogical knowledge had an impact on the way students present their *Insha* in the examination. It sought to find out if the teachers' content and pedagogical knowledge was efficient in preparing students for *Insha* writing. In addition, the study aimed at finding out whether the teachers employed interaction, presentation and reinforcement skills in their teaching. It was hoped that this study would provide insights to improve teachers' skills hence, improve the overall performance of students in Kiswahili language in secondary school.

1.4 Research Objectives

The study was guided by the following objectives

1. To determine the effects of teachers' content level in teaching of *Insha* writing in selected public secondary schools in Wareng Sub County.

2. To evaluate teachers' pedagogical content in teaching *Insha* writing in selected public secondary schools in Wareng Sub County.

3. To analyse *Insha* written by students in order to find links with teachers' skills

4. To assess the challenges faced by teachers in teaching *Insha* writing in selected public secondary schools in Wareng Sub County.

1.5 Research Questions

The researcher attempted to answer the following questions:

1. What is the teachers' content level in teaching writing of *Insha* in selected public secondary schools in Wareng Sub County?

2. How is the teachers' pedagogical content in teaching *Insha* writing in selected public secondary schools in Wareng Sub County?

3. What is the link between students' *Insha* and teachers' pedagogical skills?

4. What are the challenges faced by teachers in teaching *Insha* writing in selected public secondary schools in Wareng Sub County?

1.6 Justification of the Study

Following the promulgation of a new constitution of Kenya in 2010 and even before, Kiswahili is recognized as an official and National language in Kenya. It is widely used by many people of all walks of life in both rural and urban areas in Kenya G.O.K (1988), Mbaabu, (1979). Kiswahili language is used in law courts, in presidential speeches and even in parliament. It is also used in schools as a form of instruction. Competence in the language is therefore essential for effective communication. Proper communication can be enhanced through effective teaching of *Insha* writing. Embarking on this study was a worthwhile venture since it attempted to find out why students do not write well and suggested effective strategies in the teaching of writing *Insha*.

1.7 Significance of the study

Findings from this study will be significant since it will inform stakeholders such as the Ministry of education and institutions of higher learning, on the teaching of writing of *Insha* in Kenyan secondary schools. It will be of great significance in the review and formulation of strategies for training teachers to teach Kiswahili *Insha* writing. The data generated will be useful during seminars and workshops in training schools managers and administrators in the ways of improving teaching if Kiswahili. The findings of the study will also be useful to the head teachers, teachers and students of Kiswahili. The school heads would use the findings to equip their schools, with different Kiswahili textbooks in order for every student to have access. The school heads will also use the

findings of the study to motivate teachers in their schools in improving performance in the subject.

The research findings will also be beneficial to the Kenya Institute of Curriculum Development which produces and provides guidance on instructional materials for teaching Kiswahili in schools. Through seminars and workshops, it will be able to identify, judge and select suitable textbooks for use by teachers of Kiswahili in order to equip themselves with pedagogical skills to improve their teaching of *Insha* writing. In addition, the Directorate of Quality Assurance and Standards will utilize the findings in according relevant professional advice to teachers. Teachers of Kiswahili will be able to understand the impact of their knowledge and skills in the teaching of *Insha* writing in secondary schools.

1.8. Assumptions of the study

The study was carried out based on the following assumptions:

1. That the selected teachers were trained and qualified to use various teaching strategies as well as resources.
2. That the target group would give honest and valid information.
3. That all schools in the sub-county had qualified teachers who have mastery of Kiswahili content coupled with correct skills in teaching.

1.9 Scope of the Study

The study was conducted in selected secondary schools in Wareng Sub-county. The study was concerned with the impact of teachers' knowledge and skills on students *Insha* writing in selected secondary schools in Kenya. Respondents (teachers of Kiswahili and students)were drawn from the selected secondary schools. The study was conducted in Wareng Sub County in Uasin Gishu County. The study population was

public secondary schools in this county and the respondents were teachers and students of Kiswahili in the selected schools. The study design was descriptive survey research.

The study focused on the impact of teachers' knowledge and skills on students' I*nsha* writing in selected public secondary schools in Wareng Sub County, Uasin Gishu County. Teachers' knowledge and skills that were captured included the effects of teachers' content level in teaching writing of *Insha* in selected public secondary schools in Wareng Sub County, teachers' pedagogical content in teaching *Insha* writing in selected secondary schools in Wareng Sub County, challenges faced by teachers in teaching *Insha* writing in selected secondary schools. As such, any other factors that influenced the teachers' knowledge and skills on students' *Insha* writing which was not part of the defined parameters of the study was considered out of scope.

Data was collected through observation schedules and interview guides for teachers. In addition, a writing task was administered to form three students; in the selected secondary schools in Wareng Sub County, Uasin Gishu County.

1.10 Limitations of the study

Kothari (2010) defines a limitation as some aspect of the study that the researcher knows may negatively affect the generalizability of the results but over which they probably have no control. They are shortcomings, conditions or influences that cannot be controlled by the researcher and that they place restrictions on the methodology and conclusions.

The researcher's limitations included lack of cooperation from some of the respondents. NOT all respondents were willing to give information there was also the challenge of time. The whole exercise was time consuming. It took the researcher several months to

complete the exercise. The whole process was also costly. There was a cost involved when it came to assembling the tools and there was a travel cost involved. It is important to note that different schools in Kenya have different pedagogical practices and therefore the results were generalized to all other schools in Kenya.

The researcher had no control over exact information teachers of Kiswahili chose to give or withhold. The results were interpreted only within the context of the study and recommendations that were made will not hold the same weight outside this scope.

1.11 Theoretical Framework

This study was guided by the Universal Grammar (UG) theory of language acquisition by Cook (1991) which postulates that language learning would be impossible without 'universal language-specific knowledge' Cook, (1991). According to Cook (1991), language input is the evidence out of which the learner constructs knowledge of language, which is what goes into the brain. Such evidence can be either positive or negative. The positive evidence of the position of words in a few sentences the learner hears is sufficient to show him the rules of a language Cook, (1991).

According to the Universal grammar theory, the external input has an impact on language acquisition by the learner. Kiswahili is a second language for most learners in Kenya and in order for the language to be successfully acquired and practiced by the learners, teachers and instructors of Kiswahili need to develop excellent knowledge and skills in order to teach the learners how to write effectively in Kiswahili. Kiswahili teachers as instructors of writing skills ought to have excellent skills to enhance the conceptual abilities of Kiswahili learners in writing as cited by Fodor(1983). According to Fodor (1983), acquisition or rather conceptualization of a second language exists in modules which operate in isolation from other modules that are not directly connected

to them. Fodor's arguments are somewhat similar to that of Chomsky or the proponents of UG Theory in that the external input by the language teachers influences the acquisition of that language by the learners.

However, the UG theory contradicts the views of Piaget and Vygotsky(1934) who laid the primary emphasis on the role of social or environmental factors in language acquisition. In the case of Kiswahili language teaching, the common view is that inductive learning leads to acquisition. Therefore, the teaching methodologists should study and account for how to trigger this language module and redesign their methodologies. The UG theory should, therefore, be studied in detail so as to endow us with a more educational and pedagogical basis for mother tongue and foreign language teaching. This thus formed basis of the current study which sought to establish in part the influence of teachers' knowledge and skills in teaching *Insha* writing.

1.12 Conceptual framework

Orodho (2005) defines conceptual framework as a model of presentation of relationship between variables in the study shown graphically or diagrammatically. Boit et.al (2013) defines conceptual framework as a scheme of concepts or variables which the researcher will operationalize in order to achieve the research objectives. It is a schematic presentation of a theory. The conceptual framework elaborates the research problem in relation to the relevant literature. It summarizes the major variables (Independent and dependent) in the study. It summarizes hypothetical relationship of variables in a schematic diagram.

The independent variables for this study were the teacher's knowledge and skills that were looked at in terms of preparation practices such as preparation of schemes of work, lesson plans and lesson notes, teaching methods such as discussion method,

group method, assignment and lecture method, evaluation technique such as marking, evaluation comments and writing exercises. These variables impact on the learners' competence in Kiswahili composition writing.

The dependent variables were writing of *Insha*. Learners competence was measured from the raw scores and grades that students attained from Kiswahili composition writing, grammatical constructions that they made, how well they developed their paragraphs, the content of their written compositions, formats adopted depending on the question and the correction on their work.

Independent variable   **Dependent variable**

Intervening variables

Figure 1.1 Conceptual Framework

1.13 Definition of Operational Terms

Composition: The different parts which something is made of paragraphs, sentence construction, vocabulary, are some of the parts that make up Kiswahili *Insha.*

Content Knowledge: The body of knowledge and information that teachers teach and that students are expected to learn in a given subject. It refers to the facts, concepts, theories and principles that are taught and learned in a specific field.

Grammatical structures: The form of words in a sentence. These include spelling punctuation and word order in the writing of *Insha*.

***Insha*:** Is used in this study to mean composition written in Kiswahili

Knowledge: This term was used in this study to describe the technical knowhow of Kiswahili teachers. Teachers should have knowledge on emerging issues, sentence construction grammar and vocabularies amongst others.

Lingua Franca: A language used for communication amongst many speakers of different countries. Kiswahili is used as both an official and a national language in East African countries

Mastery: Deeper understanding of a concept.

Pedagogy: Method of teaching. Is the method used to teach *Insha* writing.

Pedagogical Content: The ability to anticipate likely student Knowledge misconceptions in learning a specific topic. The ability to assist students in noticing connections between various concepts in a curriculum.

Skills: The ability to do something well. Teachers should arm themselves with various skills used in teaching writing of *Insha.* The greatest factor that impacts a teacher's effectiveness may lie in his/her ability to use varying and engaging strategies to deliver knowledge and skills to the students in their classroom.

Technology Knowledge: Sufficient opportunities to work with different technologies, keeping up with important new technologies.

Technological Content: The ability to implement curriculum plan in a Knowledge internet environment. The ability to use various technological representations (e.g. multimedia, visual demonstrations, etc.) to demonstrate specific concepts in my content area.

Technological Pedagogical: The ability to adapt the use of the technology in different Knowledge teaching activities. It critically entails the use of technology in a classroom. That is the ability to use technology to create effective Content Knowledge representations of content that depart from textbook knowledge.

Writing: A way of forming letters on a surface. Writing is taught after the language skills listening, speaking and reading have been mastered.

1.14 Summary of Chapter One

This chapter has presented the background to the study, statement of the problem, the objectives of the study, research questions, significance and justification of the study, the scope and limitations of the study, assumptions of the study, theoretical framework and definition of terms. The review of literature will be done in chapter two.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses some of the literature available that is related to the present study. It seeks to educate the relationship between the previous studies related to this study and existing literature in creating a relevant basis for this study. The review will be guided by the objectives of the study presented in topics that are relevant to the study objectives; content level of the teachers on students' *Insha* writing, teacher's pedagogical knowledge on students *Insha* writing, the link between students *Insha* writing and teachers skills, and the challenges faced by teachers in teaching *Insha* writing. Therefore the chapter shall cover literature review on studies that have sought to establish a relationship on the impact of teachers' knowledge and skills on students' *Insha* writing.

2.2 The Writing Skill Concept

Coulmas (2003) defines writing as a deliberate conscious process of forming letters on a paper or other surfaces to record ideas that characters and words express, or to communicate ideas by physical signs. Writing is taught after the language skills listening, speaking and reading have been mastered. Writing is a challenging skill. It is the most challenging skill to be taught in schools because it is intellectually

challenging. The act of writing differs from that of talking in that it is less spontaneous, more permanent and the resources which are available for communication are fewer because we cannot as we do in conversation interact with the listeners and adopt as we go along. For this reason, the convention of writing tends to be less flexible than those of conversation and the language used tends to be standardized (Broughton *et al,* 1993). Writing is an expression of logic that is the product of thinking. Thus people's writing is a reflection of their intellectual abilities. It puts into words their knowledge and their conceptual understanding and shows evidence of their problem solving abilities. Czernieskwa (1992) asserts that a person who writes clearly, thinks clearly. Literacy holds a key to our thinking process.

While speaking is mostly acquired, writing is learned Whitaker, (2010). Having competence in spoken language does not imply equivalent competence in written language. Written language differs from spoken language in the degree of integration. In that written language tends to be more integrated than speech which has a more fragmentary quality Czernieskwa, (1992). In addition, there is the detached quality of writing as compared to involved quality of speaking. Indeed Msanjila (2005) has argued that writing as a skill involves a number of complex rhetorical and linguistic operations that must be taught comparing writing to speaking. Whereas speaking can rely on a number of situational factors to help convey meaning and intention, the act of writing is deprived a number of formal features in order to help his/readers infer the intended meaning since failure to use these features correctly, causes vagueness, ellipsis and ambiguity in some writings Msanjila, (2005).

Writing like any other skill improves with practice as stated by Biays and Wershoven (2007). It is done bit by bit rather than all at once. Producing a piece of writing requires

that one thinks, plans, drafts, rethinks, focuses on the topic, revises the written work, edits it and finally proofreads it. This is a very formal procedure that requires a lot of practice and information. Saari and Purves (1992) have pointed out that writing should meet the following standards: follow conventional form, be logical, be simple, be in accordance with tradition, be clear and unambiguous, and be free of errors in grammar be original, vary language for different audience/purposes, express the writer's personality and be imaginative. The current poor performance by students in Kiswahili composition in Wareng Sub-county suggests that students' writing in Kiswahili does not meet the required standards of writing hence the need for a study to look into methodology and preparation as a possible rationale for the poor performance.

2.3. Approaches to Writing

Writing is a functional skill that requires the learner to communicate ideas effectively. It is a challenging activity which requires authenticity. It is not only a challenge to the educators trying to teach students but also writers trying to get a message across to the reader. Writing should possess a magical power which lies in the ability to trick the reader into believing that a real word is unfolding before them Sophist and Georgian, (1993).This therefore means that in writing *Insha*, the teacher should train the learner write in such a way that the reader is able to identify what he reads with real life. There are two approaches to writing: traditional and modern approach.

2.3.1. Traditional Approach

Traditional view to writing is the one that most teachers were taught during their time of schooling. It is a product oriented approach to writing. In this approach, a topic is given to learners then they are asked to write a composition of 400 words for example,

then hand it in. The teacher marks the scripts then returns them to the students and that is it. It is based on the assumption that the creative aspects of the writing process are mysterious and cannot be taught. For this reason the study and the teaching of creative writing from a traditional perspective is limited to conventions and mechanisms of discourse such as modes of structures of discourse Young, (1980). According to this view, learners' compositions are judged exclusively by their success in avoiding grammatical errors. This is believed against all research evidence to be contrary to the fundamental acquisition of writing abilities Gathumbi and Masembe, (2005).

The fact that learners do not perfect their composition writing skills even after being in school for several years reflects the poor approaches used by teachers to teach writing *Insha*. Akinyi (1997) points out those learners are dependent on the classroom teacher for development in language. This means that writing must be taught. If teachers don't teach writing, then they shouldn't expect good writing from their learners. Hendricks (1987) observed that many teachers go to their work either partly or wholly unprepared. They are like` messengers without a message.' It is lack of preparation that makes teachers to give topics and ask students to write compositions without explaining to them what is required of them, in the given topic. In composition writing, the teacher should explain all the terminologies in the topic before asking students to write.

2.3.2. Modern Approach

The modern approach to writing is a direct contrast to product oriented approach. It is called 'The process oriented approach'. It combines the process and the communicative approach. According to Chan (1986), it is based on the assumption that people write to communicate with readers, to accomplish specific purposes and that writing is a complex process. Learners are encouraged to think of their audience and the purpose of

writing. Meaning rather than form is stressed. In this approach, writing is treated as a process which can be divided into three stages: pre-writing, composing and revision. The composing stage is the writing stage which can be described as writing workshop because learners are expected to work together. At the revising stage, learners edit and proofread what they have written.

A good process of writing involves nine stages as observed by Raimes (1983). The nine stages include identification of the purpose of writing, identification of the audience, the reader, the choice of appropriate vocabulary, gathering information through brain storming, organizing the material, writing the draft, reading the draft, critically revising the draft and finally proofreading and editing the final draft. A good teacher should not stick to one approach though. He should be able to draw from all the methods available.

2.4. Pedagogy of writing

From a pedagogical perspective, writing is one of the four basic language skills namely speaking, listening, reading and writing which the teacher as an instructor ought to know. Unlike speaking, writing is not a natural activity. While speaking is acquired by all normally endowed human beings without explicit instruction, writing has to be taught and consciously learned (Msanjila, 2005). Czeniewska (1992) points out that learning occurs during the writing process as the writer organizes and recreates knowledge on the page since opportunity for learning is greatest when learners take full responsibility for their work.

According to Beare (2010), effective learning results from enthusiasm. Beare argues that the most important factor in writing exercise is that the student needs to be personally involved in order to make the learning experience one of a lasting value. Students need to be encouraged to participate in the exercise, while at the same time

refining and expanding their writing skills. Thus the teacher should be clear on what writing skills they are trying to develop and needs to decide on which means (or type of exercise) can facilitate learning of the target area.

Once the target skill area and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure students participation. There are different stages in the process on which the teaching of writing should focus Whitaker, (2010).The first stage is brainstorming: During this stage, students give their ideas a free flow and make a note of anything that comes to their minds. The second stage is organizing ideas: Whereby the student decides which ideas of the previous stage to keep or discard as irrelevant. The remaining ideas are then organized into a logical sequence. The third stage is drafting: In this stage the students should attend to text generation globally.

This means that on the sentence discourse level, the student needs not to worry about finer nuances of the appropriateness of individual words as yet as this will come on the fourth stage of revising and editing, where students then check organization and sequence of ideas, attend to appropriateness of cohesive devices and make necessary changes. Then they take time to attend to appropriateness of individual words and correct possible grammatical mistakes. In the final stage (proofreading) students are expected to attend to spelling and punctuation. When they are done, students' work should be evaluated and feedback given on their drafts. Following feedback students re-write their compositions trying to eliminate indicated mistakes as well as they can. The proposed study seeks to establish Whether or not teachers in Wareng Sub-County are aware of these stages and whether they use them to teach Kiswahili composition writing skills.

2.5 Teacher Knowledge of Teaching Writing Skills

Training is a vital ingredient in teacher preparation. McNamara (1994) argues that the subject teacher is undoubtedly the vital element within the educational system responsible for children's learning hence the need for them to be recognized as professionals. Hendrickz (1987) underscores the fact that teachers are the key factors in contributing towards any enhanced quality of classroom experience. Watkins in the Oxfam Education report (2003) concurs with Garret by stressing that poorly trained teachers are unable to foster a child-centred learning environment. Hendrickz (1986) found out that teacher's knowledge of the subject should not be overlooked since it is essential for arranging for effective learning if he/she as the teacher has the knowledge of content.

Eshiwani (1993) argues that the invariable success of particular schools is a clear testimony of the superiority in the quality of their teachers. Garrent (1999) observes that teachers are the key factor in contributing to any enhanced quality of staffroom experience. Hendricks (1985) further stresses that teachers are important resources in the teaching and learning process and should therefore be considered alongside other learning resources. Bialysrk (1981) concludes that teachers must help individual students discern what strategies are most relevant to their learning styles tasks and goals.

Barasa (2005) argues that the problems currently facing the teaching and learning of English in developing English speaking countries are many. The major threats according to Barasa come from lack of professionalism in English as a second language. Barasa (2005) further stresses that the ineffectiveness of English as a second

language for teaching and learning activities results from chronic teacher related factors such as shortage of well trained teachers, use of unqualified teachers in language classrooms and lack of in-service training opportunities. The above argument could also apply to Kiswahili teaching and learning in Wareng Sub-county. Just like English, Kiswahili is facing teacher related challenges like the ones mentioned by Barasa (2005).

Barasa (2005) emphasizes that in-service training may be carried out to inform, expand teachers' capabilities, to upgrade and reorient them. It is further argued that this will give teachers new techniques, methods, materials, skills more knowledge and even boost their morale. Breen (1989) indicates that several suggestions on the importance of in-service training should assist the teachers to develop existing skills and knowledge. They further stress that in-service should build on the existing knowledge and experience of the teachers by improving their potential. In conclusion, they say that teachers will be in a position to get answers to classroom management problems.

Teaching methodology is very important in classroom success. Farrant (2000) suggests that a child centred method of teaching for older primary and secondary school students that attempts to break with formal and conventional (traditional) methods of teaching; which is marked with parity and lacks keenness would be an inappropriate method. The method employed by the teacher must cater for all the levels of learning like in the Blooms taxonomy of knowledge comprehension, application, and analysis, synthesis and evaluation Kothari (1992) .There are several methods which if combined in the classroom situation will benefit the students in their language learning. A teacher cannot rely on only one method of teaching. A teacher who merely demonstrates his own knowledge through lectures is not teaching Friedman (1997). Ellington (1983)

underscores that the lecture method is a deductive method involving one way communication from the active presenter to the more or less passive audience. Kothari (1992) highlighted the discussion method as a process of collective decision making and says it has the value of clarifying and sharpening the nature of agreements. Nassibi(1992) supports this method by arguing that this may be an exchange of ideas between the teacher and his students or among the students themselves.

Waititu (1995) investigated secondary school students 'ability in writing a letter of application for a job. The aim of his study was to establish the learners' competence in functional writing skills which were limited to the job application letter. The study found out that there were many errors in the learners' application letters occasioned by wrong punctuation, relativization, pronouns, and prepositions, singular and plural forms. Swahilization, of non- Kiswahili vocabulary or chosen phrases, semantics, contiguity, malapropism to content such as failing to mention how they got the information, qualification, readiness for interview, referees and expressing sycophancy. The current study aimed at investigating whether these errors apply to all forms of *Insha*. It also sought to establish whether these errors that result in low performance in *Insha* writing were related to the teaching strategies employed. Chomba (2008) undertook a study on the effect of school language policies on communicative competence among Kiswahili students. He found out that school language policies affect communicative competence in Kiswahili by limiting the learners' opportunities to interact in Kiswahili. Such policies included limited days of the week when learners should communicate in Kiswahili, prohibition from communicating in it, punishment for speaking in it and encouragement of learners to speak in English.

Such language policies affect the learners' spoken Kiswahili and by extension their ability to write *Insha*. It is such pedagogical practices that may inhibit the learner's performance in *Insha* writing. These observations were also made by Ogechi (2003). Kembo Sure (1982) pointed out that composition writing is a specialized technical skill that cannot be acquired by factors of chance by innate ability but through special instructional methods, teaching strategies and materials that only trained teachers can handle. This calls for careful planning, preparation, and use of instructional media.

Luvisia (2003) did a study on using instructional media to teach Kiswahili grammar. He found out that teachers of Kiswahili had a positive attitude towards the use of instructional media in its teaching, though they didn't vary the media used. They mainly depended on the chalkboard and books recommended by KIE.The current study aims at establishing whether the same is true of *Insha* teaching. Koros (2008) investigated the use of oral language approaches in developing writing skills in English language and concluded that teachers did not have the knowledge of the value of using oral approaches. There were constrains to its use, negative attitudes by the learners by its use and teachers' perception that it is difficult. He found out that teachers did not provide oral activities that could enhance oral skills hence impeding the oral skills. The opportunity to use the target language by learners determines their abilities to read and write Dahl and Johnson (1989). Learners with good oral skills have good writing skills; hence it is of essence that teachers provide them with the opportunity to use the target language in order to improve their competence in the language. This study intended to establish evaluation techniques predominantly used by teachers to evaluate *Insha* writing.

Ambula (1986) analysed the causes of poor performance in Kiswahili in Kenya and concluded that most of the factors cited were related to the methods of instruction used by secondary school teachers. Whereas Ambula's analysis looked at general performance in Kiswahili, the present study sought to establish whether problems of writing among secondary school in Wareng Sub-county can be attributed to faulty methods of teaching and evaluation of writing as a skill in Kiswahili. Msanjila (2005) investigated writing problems in Kiswahili in Tanzanian secondary schools. Using data from two schools specifically selected as case studies, Msanjila's study indicated that pedagogically, unlike speaking which is acquired without explicit instructions, writing is a language skill that has to be taught, adding that failure to appreciate this difference leads to communicative writing constrains. The study revealed six glaring writing problems namely: capitalization and punctuation problems, inexplicitness or fuzziness, poor organization or illogical sequence, spelling mistakes and grammatical errors. The study argued that most of the cited writing problems arise from pedagogical reasons and that to a greater extend, those problems were not limited to the 10 schools involved in the study but could also apply to other schools and higher learning institutions as well. Msanjila (2005) advocated that writing problems could be minimised if students are taught writing as a skill by professional teachers of Kiswahili language. While Msanjila's study looked at secondary schools in Tanzania, the current study was undertaken in Kenya to see whether parallels can be drawn between Kenya and Tanzania in the teaching of *Insha* writing.

2.6. Teacher Skills of Teaching Writing Skills

The greatest factor that impacts a teacher's effectiveness may lie in their ability to use varying and engaging strategies to deliver knowledge and skills to the students in their

classroom. Instructional strategies are the various ways in which a teacher delivers instruction to students in order to achieve learning goals and positively impact on students' achievement. In planning for instruction, teachers should first identify learning goals and develop the assessment measures to be used. By focusing first on what students should learn and how it will be assessed, teachers can then select instructional strategies that engage students and assist in reaching the identified learning goals.

The goal of an instructional strategy is to enable learning, motivate students, and engage them in learning and mastering the curriculum. There is no one best strategy that a teacher should choose, but rather varying instructional strategies will assist students in maintaining interest, interacting with content, and eventually achieving learning goals. Effective teachers develop and utilize a range of research based strategies to help reach their learners who have varying backgrounds, abilities, and interests.

Teachers can easily access a variety of resources for their toolbox of instructional strategies via collaboration with colleagues, internet searches, professional journals, books, and many other quick finds. Teachers who are models of using effective and varying strategies in the classroom typically have a more student centred classroom, where learners are actively engaged in building upon existing knowledge. In these class rooms, time is used efficiently; information is communicated clearly and consistently reinforced with differing instructional strategies. Effective teachers also utilize questioning on behalf of both the teacher and student as key components in daily instruction. Asking higher order, clarifying questions, utilizing wait time, and using students' answers to drive further instruction have a significant effect on daily student

learning. Effective teachers use the information they receive during questioning to accommodate students and differentiate their teaching strategies so that all students are involved in meaningful, standards-based learning. Effective teachers promote students' learning by using research-based instructional strategies relevant to the content to engage in active learning and to facilitate the students' acquisition of key knowledge and skills.

2.7 Teachers' Knowledge and attitude

Optimal outcomes of the educational assessment of students require that the teacher should have adequate knowledge of, strong skills in, and favourable attitudes towards educational measurement. It is imperative that a teacher should possess the following: high level of knowledge, a higher level of perceived skilfulness and a more favourable attitude towards educational measurement. In addition, teacher training curriculum should not only have a high level of the results in teaching practicum but also enhance a teaching experience when preparing teachers in educational measurement.

Implications for professional preparation in educational measurement; in-service teachers; pre-service teachers; teacher attitudes; teacher education; teacher knowledge; indicate that a large portion of teachers' professional time is devoted to activities related to assessment of student learning Stiggins & Conklin, (1992). Optimal implementation of these activities requires strong knowledge and skills as well as favourable attitudes toward educational measurement (Alkharusi, (2009); Bryant & Barnes, Popham, (2006). Hence, many teacher education programs require the completion of at least one course in educational measurement for teaching certification Mertler, (2004).

Unfortunately, studies of educational measurement have repeatedly expressed concern about the adequacy of pre-service and in-service teachers' knowledge of, skills, and attitudes toward this subject (Alsarimi, (2000); Daniel & King, (1998); Mertler, (2003); Mertler & Campbell, (2005); VanZile-Tamsen & Boes, (1997). For example, in a study on classroom assessment practices of 246 third preparatory (ninth grade) science teachers in Oman, Alsarimi (2000) found that although teachers completed a substantial amount of pre-service and in-service training in educational measurement, they had only a moderate understanding of educational measurement principles. Similarly, Daniel and King (1998), examined testing and measurement literacy of 95 elementary and secondary school teachers in the United States, and found that teachers' knowledge base regarding testing and measurement was somewhat inadequate. Further evidence can be obtained from studies comparing assessment literacy of pre-service and in-service teachers. Specifically, in two studies, Mertler (2004) found that, despite their recent completion of educational measurement coursework, pre-service teachers demonstrated a lower level of assessment literacy than in-service teachers. These studies suggest that the professional preparation of teachers in educational measurement should receive considerable scrutiny. In addition, the aforementioned research points to a conclusion that the inadequate level of assessment competency seems to apply equally to in service and pre-service as well as novice and experienced teachers across a range of subject domains. Therefore, in an attempt to gain insights into improving educational measurement, preparation and instruction, this study aimed at examining whether teachers' pedagogical content has an impact on students' *Insha* writing in secondary schools in Kenya.

The curriculum reform movement in educational measurement for teachers started with a survey conducted by Mayo (1964). In this survey, classroom teachers, school

principals and superintendents, college professors and measurement specialists were asked to judge what beginning teacher sought to know about educational measurement. Results indicated that although there was general agreement on the importance of some testing and measurements competencies for teachers, there was a strong bias against statistical concepts among teachers. Goehring (1973) surveyed teachers, guidance counsellors and school administrators on essential educational measurement competencies for classroom teachers. Like Mayo's survey results, Goehring found that competencies related to the construction, administration, and interpretation of classroom tests were rated as essential.

Teachers' knowledge and skills in educational measurement have been equated to assessment literacy Mertler & Campbell, (2005); Popham, (2006); Volante & Fazio, (2007). This entails knowing what it is being assessed, why it is assessed, how best to assess it, how to make a representative sample of the assessment, what problems can occur within the assessment process, and how to prevent them from occurring Stiggins, (1995). In addition the American Federation of Teachers, the National Council on Measurement in Education, and the National Education Association (1990) have jointly developed 'Standards Teacher Competence in Educational Assessment of Students'. These standards describe the knowledge and skills that should be possessed by teachers to be assessment as literate. The standards state that teachers should be able to choose and develop appropriate assessment methods; administer, score, and interpret assessment results; use these results when making educational decisions; develop valid grading procedures; communicate assessment results to various audiences; and recognise inappropriate practices of assessment.

☐Moreover in an attempt to make educational measurement training more relevant to classroom teachers' work, several educators for example, Airasian, (1991); Arter, (1999); Schafer, (1991);

Stiggins, (1991) have recommended certain content areas to be included in the professional preparation of teachers in educational measurement. For example, Airasian(1991) mentioned that non-traditional assessment topics such as using and improving informal assessment methods, planning instruction, critiquing instructional materials, assessing learning during instruction, and evaluating curriculum-embedded tests are more important than the traditional topics covered by educational measurement courses.

The inclusion of Asia-Pacific Journal of Teacher Education 115 these topics in educational measurement courses may help teachers attain a desirable level of assessment literacy that enables them 'to meet the challenge of day-to-day classroom assessment' Stiggins, (1999). Studies comparing assessment literacy of pre service and in-service teachers have indicated that the assessment literacy level of pre-service teachers tends to be lower than that of in service teachers Mertler, (2004). This suggests that an experiential base in classroom assessment might instigate assessment literacy. It might be argued, however, that certain personal factors such as attitudes toward educational measurement and self-perceptions of skills may override the effects of pre-service preparation in educational measurement, skills and attitudes. Theoretically, knowledge levels are improved when the learned materials are viewed to be useful and relevant to one's needs and the individual perceives himself or herself as skilful in performing the relevant tasks Keller, (1979). Research on teachers' attitudes and self-perceptions of skills concerning educational measurement has shown that perceived usefulness and relevance of educational measurement is positively related to perceived skilfulness in assessment Alkharusi, (2009); Green &Stager, (1987) and that knowledge about educational measurement is positively related to attitudes toward educational measurement Quilter,(1999). These findings suggest that teachers who judge their abilities in performing educational measurement tasks to be low are

likely to develop negative attitudes toward educational measurement, which, in turn, may translate into either poor assessment practices or avoiding the use of contemporary assessment techniques.

In earlier surveys of in-service teachers, both Gullickson (1984) and Wise, Lukin, and Roos(1991) found that although most of the in-service teachers believed that strong skills in educational measurement were important to their classroom assessment work, the majority did not perceive their testing and measurement coursework to be useful and relevant to their classroom assessment needs. When considering pre-service teachers, Bryant and Barnes (1997) as well as VanZile-Tamsen & Boes (1997) found that many pre-service teachers felt anxious about taking an educational measurement course, viewed it as less useful, and expected it to be difficult. Zhang and Burry-Stock (2003) found that teachers with measurement training, irrespective of teaching experience, reported a higher level of perceived skilfulness in educational assessment than those without measurement training.

Although Zhang and Burry-Stock's survey results imply that formal training in educational measurement might convey to teachers that they are capable of performing classroom assessment tasks, teachers also need a clear vision about the usefulness and relevance of the training to daily classroom assessment practices. In other words, to raise teachers to the desirable level of assessment literacy, measurement training should simultaneously give attention to teachers' knowledge, skills, and attitudes related to educational measurement. It could be argued that measurement training in pre-service teacher education needs to introduce knowledge and skills within an authentic classroom context for prospective teachers to practise what has been learned. This

critical feature of the pre-service teacher education program might help future teachers develop a deeper understanding of educational measurement principles.

⬜2.8 Challenges Faced by Teachers in Teaching Writing Skills

Major Issues Involved in Writing Skills Conventional Issues Harmer (2007) describes conventional issues related to English writing skills. These issues are related to the use of lexical items, punctuation, text format, spellings and syntax. A lot of practice can enable the learners overcome these issues. Primary Issues Broughton, Brumfit, Flavell, Hill and Pincas (1993) point out the following four kinds of problems relate to developing English writing skills. These include: Mechanical problems with the script of English; Problems of accuracy of English grammar and lexis; Problems relating the style of writing to the demands of a particular situation; Problems of developing ease and comfort in expressing what needs to be said. These problematic areas can be overcome through effective planning and guided writing.

Students at advanced level or intermediate level feel difficulties in developing coherent sentences and knitting them in a larger text. At this stage, students also face problems in developing formal or informal piece of writing. Writing skills also accompany many other skills which facilitate the learners to construct their writing Clementson, (2005).

Silva (1993) suggests that second language is usually different from the first language 'strategically, rhetorically and linguistically' (p.669). She points out that the written assignments of the L2 learners are syntactically and semantically loose. Usually paragraphs lack coherence and all this is due to the difference of L2 from L1. According to Hyland (2003), this difference also affects the thinking faculty of the learners.

Anees and Raazia (2007) point out some social and psychological factors which affect L2 writing skills. Social factors include social status and family background and psychological factors include motivational level, age among other factors. Lantolf (2003) mentions effects of multicultural and multilingual background on the learners' writing skills. Lave and Wenger (1991) also emphasize that the entire teaching process must be compatible with social set up and cultural background, which they termed as 'situated cognition' (as cited in Hyland, 2003).

Hanson (2009) describes that teaching becomes more productive if the learners are provided stress free environment. Dr. Robert Sylwester (1995) supporting the issue also says that mind works at its best when the environment is secure, and disciplined (as cited in Hanson, 2009). Clark (2003) opines that learners must be taught the writing process. This enables the learner's to write in any situation. According the traditional approach, teaching grammar plays pivotal role in the process of writing skills but the latest researches have proved that the grammar teaching has no significant influence in the development of these skills.

Braddock &Lloyd-Jones and Schoer (1963) summarize their findings of many years long research as "....the teaching of formal [traditional] grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing." as cited in Clark, (2003). Many researchers like Bateman and Zidonis (1996), Barham, Lamb and Wyllie (1976) have worked on the influence of grammar teaching on English writing skill. They all conclude that the classes where English grammar is taught, students lose their interest and they take English writing skills as a very hard task and such classes become 'boring, useless and repetitive'. Hillocks (1986) suggests that usage and 'mechanics 'of

the writing skills must be carefully handled with appropriate planning as cited in Clark, (2003). This prompted the researcher to investigate whether teachers pedagogical content has an impact on the students' *Insha* writing.

2.9. The Role of Assessment in Kiswahili Instruction

A majority of students dislike writing. When faced with a writing task, most of them will react with comments like 'oh no not again' or 'this is so boring'. A teacher who does not try to see the real message behind these comments could easily become discouraged Frodesen, (2001). Eventually both the teacher and the student will hate writing. To prevent this from happening the teacher should consider what the students actually mean when they say 'boring 'and the possibility that students are actually expressing their insecurity and lack of confidence in completing the writing task. Writing is a skill that has not been accorded the attention it deserves in high school education. Students have not been taught how to make their ideas flow on paper. They don't know how to write, feel stupid when they can't find the right words, fear criticism and want to avoid the emotional turmoil experienced when faced with a topic and a blank piece of paper, Assey & Ayot (2009). Teachers who want to help their students gain confidence in writing should try to follow a writing process that takes the students from insecurity to success.

The first stage that students must go through is that of coming in terms with reality. It is very important that students be made aware of what their level of writing is at the present. It is also crucial for teachers at this stage, to provide the right feedback to enable students to see for themselves Kroll (2001). Students who do not write well should not be fooled into believing that they do. At this stage, commenting only on the positive aspects on a student's work will only create a false sense of confidence in the

students. Comments on how to improve poor areas in writing both on paper and in person can help students understand what their writing requires. Once this stage has been completed satisfactorily, then teachers must move on to reassure students that it will be possible to improve their writing, Kroll (2001), Frodsen, (2001).

Reassurance is the stage where the students understand that poor writing is not a curse. They need to be assured that they can improve, and most of all it is not something that they should punish themselves for. The message given by the teacher should be-now we know what the problem is, let us deal with it". As you may notice, the teacher at this point is a crucial element in the students writing process because it is at this stage that the student needs an external motivator. Frageau(1999), Frodsen, (2001).

Frague (1999) notes that motivation is probably the longest activity in this process. Tasks which allow students to narrow down their expectations and move step by step towards the final goal of success will show them what they can do rather than what they can't. Each task should be set at a level higher than the previous one, thus with each task students will build confidence and become motivated to move on to the next step. A first baby step brings with it steps brings with it claps and screams of joy even though the step is not perfect. A positive reaction from parents will get the baby to attempt another step, just as a positive reaction from the teacher will get the students working harder. Without realizing it, with each step the student will gain courage. Once motivation has taken the student step by step towards higher achievement and self-confidence, fear and insecurity will have been replaced with courage and students will have been replaced with courage. Students will hence feel the need to show what they can do. Maintaining students courage at a specific level is very important. If students have been pushed towards unattainable goals, they will gain a false sense of courage

and their initial attempt at the final goal will bring disappointment to both the teacher and the student.

Written feedback is an essential aspect of any language writing course. This is especially true with the predominance of the process approach to writing that requires some kind of second party- usually the instructor, on students' drafts. So dependent is the current writing instruction on instructor feedback that Kroll (2001) describes it as one of the two components most central to any writing course with the other being the assignments the students are given. The goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and are able to produce it with minimal error and maximum clarity. The most prominently used methods feedback fall under two common categories: feedback on form and feedback on content Leki (1990). The most common methods of feedback on form are outright teacher correction of surface errors, the symbols used by teachers in marking which represent the mistakes made by students without making corrections.

Feedback on content mainly consists of comments made by teachers on drafts that usually point out problems and offer suggestions for improvements on future rewrites. Students are usually expected to incorporate information from the comments into the version of their paper. Many faults have been found with standard practices of providing feedback on content. Cohen & Cavalenti (1990), Leki(1990), Frageau(1999), Fathman and Walley(1990). Fathman and Walley as well as Frageau report that teacher feedback on content in the form of teacher comment is often vague, contradictory, unsystematic and inconsistent. This leads to various problems by students including confusion, frustration and neglect of the comments. Leki (1990) reports that when

presented with feedback on content students react in three made in ways: The student may not read the annotations at all, may read them but may not understand them, or may understand them but may not know how to respond to them. A teacher's comments on content are of little use if students do not know what they mean or how to use them productively to improve their skills as writers. Fathman and Walley (1990) point out that most of the comment that teachers make on grammatical mistakes are negative and point out problems, as opposed to informing student on the corrections they are expected to make. The comments also fail to highlight the strength of the student. Despite the negative aspects, there are effective points to some of the common methods of teacher feedback. Fathman and Walley (1990) discovered that when students receive grammar feedback that indicated the place but not the specific error, the students significantly improved their grammar scores on subsequent rewrites of the papers. This idea is echoed by Frodesen (2001), who notes that indirect feedback is more useful than direct correction.

Written feedback has also been found to be effective when it is coupled with student-teacher conferencing Frageau, (1999). As noted earlier, many students find understanding written feedback problematic. Conferencing allows both students and teachers a chance to trace the cause of the problems arising from students writing and feedback and to develop strategies for improvement. During this session, teachers can ask direct questions to students in order to gain a deeper understanding of students' writing. Students are also able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made. Finally teachers can use conferencing to assist students with any specific problems related to their writing.

One important aspect of feedback that is often overlooked is the kind of feedback that the students desire to receive. Frageau (1999) notes that students want to participate in process approach to writing that allows for multiple rewrites as well as conferencing of some sort. Frodesen (2001) asserts that students want to take part in conferencing and find it more effective than written comments. Leki(1990) points out that students prefer error correction methods that label mistakes and let the make corrections on their own. Finally, Cohen and Cavalenti (1990) mentions that student would like to have some kind of feedback pertaining to the content of their writing.

2.10. Appropriate and Effective Feedback in Instruction

Teachers have to come up with an effective method of feedback that takes into account the shortcomings of common methods of feedback, their positive aspects and the students' expectations. The goals of a particular writing course is one of the main factors that need to be considered when determining how to provide feedback. Feedback that is a mismatch with assignments or the goals of the course may be one of the factors contributing to students not knowing how to properly respond to it. Among these is consideration of the course and assignment goals, the stage of the writing process and the form of feedback.

Aside from the aforementioned effectiveness of making errors, for students' self correction, other methods of feedback on grammar can be productive in improving students' writing skills. To lessen student confusion, teachers should consistently use a standard set of symbols or marking to indicate the place and type of error and train the students on what type of corrections to make based on each symbol. A list of proofreading symbols can easily be found in most of the writing text books, or teachers

create their own. Furthermore, teachers should familiarize students with the system so that they will not be surprised when new symbols occur.

Many of the same kinds of improvements that can be made for feedback on can also be made for feedback on content. The failure of written comments dealing with content comes from a combination of using inconsistent, unclear comments along with failure to train students on how to use feedback to improve. Teachers should consistently use a standard set of clear and direct comments and questions to indicate the place and the type of content feedback. These types of content and questions should focus students on how to properly use feedback to improve. Teachers should consistently use a standard set of clear and direct comments and questions to indicate the place and the type of content feedback. These types of comments and questions should focus the students' attention on the content of the composition and the process they followed instead of merely pointing out areas that the teacher found interesting or lacking. As Leki(1990) points out, these kinds of questions and comments can be used to create a dialogue between the student and the teacher in order to give both a clearer understanding on how the assignment was and how it should be conceived and executed. Furthermore, just like in grammar, teachers should familiarize students with the kind of comments to better their writing skills. Students are likely to ignore the comments, misunderstand them, or fail to use them constructively (Cohen & Cavalenti, (1990), Kroll (2001).

The comments that the teachers use and training that they give students can be further developed in individual conferences. Aside from using conferences to determine whether or not students understand and are making use of feedback, teachers can also use them to explain their comments to students. Conferences form quality time for teachers and students to ask direct questions to each other and uncover any form of

misunderstanding by either party. One way to do this would be to present students with pre-conference sheets that allow them to prepare questions for teachers beforehand. Likewise, the teacher should also prepare a list of comments and questions before the conference.

Most teachers agree that students' papers are amusing to read but difficult to grade. Standards from the ministry of education may be issued. Such centralized control has both positive and negative aspects to it. On the positive side, all students/candidates' compositions would be judged using the same standards. On the negative side, standards tend to squelch creativity and innovation. Two methods of evaluation writing have been described (Kroll, 2001); the holistic and analytic. The holistic method of the entire as communication; the analytic method looks, bit by bit at all the rules of grammar and spelling, as applied to each word, sentence and paragraph. The analytic method form of grading is mostly useful to people who see trees instead of the forest. The holistic grading method looks at the forest, as the whole art of communication. Of the two methods the holistic method is better. Teachers can calibrate themselves or agree on a certain standard within a corpus of students' papers. Teachers agree before a grading session starts what an "A" paper is and what a "B" paper and the rest of the grades and gradations. With calibrated teachers who evaluate with a good will and a deep sense of humour, students papers are not as difficult to grade as might seem on the surface. Kroll, (2011).

The most common problem that teachers of writing face does not lay so much on what to ask students to write about. The difficulty mostly lies on how to motivate the students to write interesting and effective material. Writing for writing sake is a drag and produces boring output. Combining the teaching of writing with other skill, allows students freedom to express themselves meaningfully.

2.11 The Role of Strategy in Teaching

In the field of language pedagogy, methodology encompasses the terms approach, methodology and strategies.(classroom practices/ techniques/ activities/procedures). Any methodology chosen must be both effective and efficient. This can be measured by the language teacher gauging the language outcomes. According to Mukwa and Too (2002), " If retention of transfer of information or skill learned is greater than and also takes a shorter time, then that method is more efficient and effective for teaching a specific objective than other ways of teaching."

In order to achieve this, it is important to note that there is no one particular method or technique that has been known to have a magic solution to all teaching problems. Gathumbi and Masembe, (2005). They further emphasize that integration of various teaching techniques has been known to hold the key to better teaching outcomes. Similar thoughts are expressed by Barker and Westrup (2006) who after considering various approaches to language teaching notes that:

"The effectiveness of each teaching depends on your situation and on the needs of your student using activities from a variety of teaching methods help students to learn better. This is because using different approaches, activities and materials makes learning more interesting and gives all students an opportunity to make progress. It also means that you can incorporate new ideas gradually; starting with what is familiar and gradually introducing new methods.

In any educational system teachers must be concerned about their learners, and how best they can work towards attaining the best possible outcomes. Therefore, teachers must immediately pursue new campaigns of the mind and spirit, setting the highest standards for students' intellectual achievements. They must become deeply concerned

with the knowledge of skills of education and assessment designed to foster those accomplishments.

Aggrawal (1995) offers an elaborate description of what he considers as the various facts of the learning process which include: the learner, the teacher, the learning environment, the goal of learning, the methodology, knowledge and skills to be acquired. He observes that the above require that any teacher must acquire a sound knowledge learning, its nature and its process, ensuring that teaching and learning is effective, efficient and inspirational. He should know well the operations and approaches to use proper strategies and if needed to evolve new strategies of teaching and learning. This whole is dependent upon of the nature of teaching conducted because it is possible that learners may be taught but fail to learn anything. Benaars et.al.(1994).This implies that "poor teaching" will undermine the goal of learning while 'good teaching' will facilitate the process of learning and the attainment of the set instructional objectives. Therefore all teachers must be well oriented in educational issues and equipped with appropriate knowledge, skills and attitudes in order to effectively and efficiently handle instructional site in education.

The teacher should be in a position to respond in an appropriate way to the different learning needs of individual and the varying circumstances of particular situations Farrant (2002). Teaching has to do with the teacher helping the learner to behave in a new and different way; thus the effective teacher is the one who is able to bring about intended learning outcomes. Cooper (2003). According to Barnett (1998) and Magno, C. (2010), both students and teachers are commonly frustrated over the number of errors and lack of improvement in students' writing. In these articles, they look at how teachers traditionally assign and react to students' writing. Magno, C.(2010) claims that

students may become more involved in editing their own work if the teacher makes fewer corrections. These views are shared by Venkatesh(2003), who suggests that teachers should look at writing as a process or a series of drafts including pre-writing, writing and rewriting Thome, C. (2001). Less attention to correction of grammatical errors, together with real attention content, leads ultimately to better students' compositions Barnet (1989) claims that the advantages to both students and teachers of process writing and writing for communication include greater quantity, higher student motivation and more efficient use of grading. Time (2007).

Borg (2003) sees teaching writing skill as process. This view is supported by Tsui,(1996) who says that both the process and the product of writing should be assessed and evaluated, allowing students and teachers to focus on and assess the learning that takes place during writing rather than trying to ascertain that has been learned from the finished product only. On the same note, Hyland (2002) says that the basic components of the writing process are similar from writer to writer but each writer is unique and develops an individual writing process. He further notes that writing abilities are further acquired by practice and frequent writing. While instruction may be required, about some writing skills, and knowledge, it must be conducted within the context of students writing and should not be broken into isolated sub-skills, which are less likely to transfer to the students' writing.

The concept of teaching then implies that in the instructional process the central focus should not only be on the teacher and the content to be taught but also in the learner who should be taught but on the learner who should be considered as a very important player. Such an instructional process will address these fundamental questions as outlined by Benaars et. al, (1994). How is it going to be conceived in relation to the

needs of the learner? How ii it going to be understood in terms of requirements of the content of education in order to bring about the desired results? How is it to be characterized in terms of the needs if the society, society's aims and values?

The implication here then, is that effective teaching involves the teacher and the learner. In the general history of teaching and learning, the central focus has been on the teacher. Students and the learning environment have received remote attention yet they are powerful components of effective teaching. Gamson and Archer (2006), discussing issues on approaches to teaching, note that:

"Prior to the 1970s it seemed reasonable to study teacher effectiveness by focusing on specific teacher behaviours. This was a logical deduction from the then powerful behaviourist school of psychology, which tended to view education as a linear process in which are adjusted stimuli in order to produce desired responses. One of the stimuli that could be manipulated was teacher behaviour particularly presentation techniques for giving feedback to students so as to produce desired response. However, little attention was given to the values and beliefs upon which teachers based their decisions. There was even less attention paid to the student thought processes, and the desirability or worth-whileness of the proposed learning outcomes.

However, the recent approaches to teaching emphasize the role of the learner and the learning environment, in facilitating the learning process. Farrant (2002) posts that modern teaching recognizes that the process of education is not a simple matter presenting and receiving knowledge but is a process that involves the whole of the personality and is affected as much by the physical social and economic factors of environment by teachers. This realization has made teachers much more conscious of

the value of the school and the classroom as aids in support of their own programme of direct teaching. Their aim is to provide a favourable educational environment.

Any language teacher should ensure that the most conducive environment is created within the classroom to facilitate the teaching process and enhance the language learning ability in the learner. It is further noted that language teaching involves organizing the learning and language use or language learning tasks and activities that are intended to facilitate students' language development Stern, (1992). According to Wenden and Rubin (1997), learning strategies are any set of operations, steps, plans, routines used by the learner, to facilitate the obtaining storage and uses of information. Richards and Platt (1992) state that language learning strategies are "…intentional behaviours and thought used by learners during learning so as to better help them understand, learn or remember new information."

Teaching and learning of language goes beyond the usual instructional process in class. That is, the presence of a teacher, the learner and the lesson content. The language teacher is required to manipulate the situation to ensure that the most appropriate language teaching strategies are used in order to enhance language learning. The choice of strategy should be guided by the nature of the learners and the learning conditions, the topic to be covered and the teachers' knowledge, skill and ability to use that strategy.

Recent developments world-wide in the teaching of language have tended towards communicative and heuristic approaches with much of their emphasis on the learner, linguistic content, issues of integration and communication skills, Richards & Platt (1992). More and more researchers since 1970's have come to agree that the aim of learning language is to acquire communicative competence of using the language rather

than pure linguistic competence. The vast number of language teaching methods has led to the problem in the choice of the most appropriate language teaching approaches/methods to use. Broughton et al (1980) suggests that anyone who aspires to be entirely professional about teaching language would ask the following questions: Are the learners reading, writing, listening or talking? Are they practicing the production of correct forms or are they practicing the use of forms that they already learnt? Are they operating grammatical rules, a collocation pattern or an idiomatic form of expression? Are they using words, phrases and sentences in appropriate contexts to convey the message that they actually intend to convey? Are they concentrating on accuracy or language or communication? Any language teacher who is able to appropriately provide answers to these questions, these scholars consider will be in a very good position to ascertain the nature of language activity taking place, therefore be able to engage appropriate language teaching strategies. It is the responsibility of the language teachers to offer direction on exactly what should be done in language classrooms regarding language teaching strategies and language learning strategies, all embedded within the existing language acquisition and language theories alongside language methodologies that seem to work best. Gathumbi and Masembe (2005) emphatically note that: 'a conscious understanding of second language learning principles helps teachers to examine these principles critically and to make the necessary adjustments thereby improving their teaching.'

In a discussion on theories, grammar and methods in second language learning, they note that there are two most fundamental questions in second language acquisition research: Through what processes do learners learn a second language? How can the teacher best enable and support the processes? This discussion points to the very fact these two questions have not been adequately addressed because 'research based

theories of second language acquisition have paid insufficient attention to classroom-based theories of second language acquisition in general and often is experimental laboratory-type setting. Strategy can be considered a classroom activity specifying the teacher-learner roles in a language classroom. This is a loose term used to give general description of what will happen in a classroom and what generally and physically, the children are going to do."Barker and Westrup (2000). The roles of both the learner and the teacher are very important during the instructional process. Richards and Rogers (1986) devote much attention to teacher and learner roles in language instruction. They point out that a method will reflect assumptions about the contributions that learners can make to the learning process through the aid of a teacher. They suggest that learner roles are very closely related to the functions and the status of the teacher which is closely controlled and determined by the methods the specific teacher chooses to use. They further note that some methods are totally teacher dependent, while others allow the teacher some freedom of control and learner autonomy during the instructional process. Such methods give the teacher the role of a catalyst, consultant or guide. Nunan (1989) highlights the fact that strategies require that learners adapt to a range of roles brought out in the language teaching methods available and three of these that are learner centred are that the learner is involved in a process of personal growth. In addition, the learner is involved in a social activity, and the social and inter-personal roles   of the learner cannot be divorced from the psychological processes. Learners must take responsibility for their own learning developing autonomy and skill in learning how to learn.

2.12. Kiswahili Instruction In Secondary Schools In Kenya

The development of Kiswahili curriculum in Kenya dates back to the colonial period. In 1926 the conference of governors in East African region declared Kiswahili a tribal

language as well as a *lingua franca* (Khalili 2014). As a Lingua Franca, Kiswahili was to be introduced as a language of instruction in the schools located in areas which were occupied by a majority of African natives speaking different languages. Yet as a tribal language, it was to be used as a language of instruction in low elementary grades (Namulungu, 2007). This marked to formal introduction of Kiswahili syllabus to be taught as a subject in schools in Kenya.(Republic of Kenya, 1972) . Swahili examination required all answers to be written in Kiswahili language. In 1973, a Swahili literature paper was introduced in secondary examinations at Ordinary Level. However the literature as well as language examination in Kiswahili which was to be done at ordinary level was an elective. In 1973, a Swahili literature paper was offered in secondary school Advanced Level examinations Namulungu, (2007). Kiswahili language and literature were taught and examined as separate elective subjects. Being elective implied that a candidate could choose to study Kiswahili language and leave out Kiswahili literature and vice versa. This candidate also had a choice of not studying any Kiswahili paper.

In 1982, the secondary Kiswahili syllabus was revised, putting both Kiswahili language and literature in one booklet to become the Kiswahili for the Kenya Certificate of Examination. The Kiswahili language syllabus was to be taught from form one to form four and the literature syllabus was to be taught from form three to form four. The syllabus required the learners to sit for three papers in Kiswahili examination namely; Paper one which examined composition, paper two testing language use and paper three testing literature. Neither did KCE Kiswahili syllabus indicate the recommended class readers, supplementary reading texts nor the teaching methodology which would be used to implement the Kiswahili syllabus. Namulungu, (2007). This was the beginning of separation between Kiswahili language and literature during classroom instruction.

Subsequently, the secondary form one and two syllabus did not offer literature to learners. This meant that learners who did not select Kiswahili would complete secondary school education without learning the language.

In 1983, The Kenya Advanced Level Kiswahili syllabus was revised and divided into three major sections namely; Paper one which tested grammar, language use, critical appreciation and the history and the development of Kiswahili language; Paper two testing language use and paper three tested literature (KIE 1983). Neither did the syllabus indicate the exact content to be covered in form five and six nor the methodology to be used in the teaching of language and literature, Namulungu (2007). That meant that teachers of Kiswahili were left to decide on how they would teach the Kiswahili syllabus in class. The assumption was that they knew what and how to teach based on their training.

With the introduction of 8-4-4 system of education in 1985, Kiswahili syllabus was drastically changed, Odeo (2011).The Kiswahili syllabus was subdivided into four main sections namely: reading and writing, grammar and vocabulary, listening and speaking. Each class had its content indicated as well as the recommended course book to be use. Although the syllabus attempted to integrate Kiswahili language and literature, it did not recommend the methodology to be used in integration of the subject. The main reason for the adoption of the integrated approach was the need to break up compartments between language and literature so as to make the subject a whole unit, Odeo (2011). From 1985, following the recommendations of The Mackay Commission, Kiswahili became a compulsory examined subject for all students in both primary and secondary school levels.

In 1999, The Koech commission was mandated to enquire into the education system in Kenya so as to propose ways of reviewing it ROK, (1999). This was due to an outcry that the 8-4-4 system of education was promoting rote learning and not meeting the national goals of education. In particular the Kiswahili syllabus had several shortcomings that needed to be addressed. In terms of content, the syllabus left out oral literature at all levels, despite being a very important foundation on which written literature is based. Prescribed texts to be used in the teaching of poetry so as to make teachers and learners have a choice on which texts to use Namulungu, (2007). The history of Kiswahili language was left out as well. Subsequently, in 1999, the K.I.E Research Report recommended a review of curriculum with a view to respond to the needs of learners and society. There was need to remove unnecessary overlaps in subjects including the Kiswahili syllabus. KIE Report (1999). The major complaint by teachers of Kiswahili concerning the secondary school Kiswahili syllabus was the integration of language and literature syllabus that had made the content broad considering the many set books for literature. Even though the Kiswahili education was reviewed so that it is taught as an integrated way, it is worth noting that the problem of the syllabus being too wide was not fully addressed. Ipara, (1986) researched on the instructional practices of teachers of Kiswahili and his findings reveal that teachers majorly subscribe to the traditional methods of teaching. This means that learners rely heavily on what they receive from their teachers. This explains why many students have the challenge of Kiswahili compositions as this requires a lot of input on the part of the learner.

2.13. Related studies

Onjiko (1997) conducted a study on the mastery of content and skills by Kenyan secondary school teachers of English language. He sought to find out whether the teachers have mastery of grammar content, to find out whether the teachers have the skills for eliciting learner participation, to find out whether teachers evaluate their own abilities in teaching ESL and finally making recommendations. He looked at the loopholes in teaching grammar and which were found to be basically the inadequacy of resource materials in secondary schools in Kenya. This prompted the researcher to investigate the impact of teachers' knowledge and skills on students' *Insha* writing in selected secondary schools in Wareng Sub County. She endeavoured to find out whether teachers evaluated their own abilities in teaching *Insha* writing.

Gudu(2010) carried out a study on integrated approach to instruction of speaking skills and found out that teachers did not use all available teaching materials in the classroom. The investigation showed that teachers were dependent on text books. The fact that teachers depend so much on the text books in secondary schools made the researcher to investigate the impact of teachers' knowledge and skills on students' *Insha* writing in selected secondary schools in Wareng Sub County.

Kaptingei (2006) conducted a research on the use of drama techniques in teaching. His assumptions were that drama techniques make learning learner centred and that learners can be given exposure to language through participation in drama. He concluded that all dramatizations are important in all styles of teaching and learning, since drama helps students generate ideas in their learning. The current study sought to determine whether the teacher content level had an impact on students '*Insha* writing.

Likewise Jeruto (2006), conducted a study on factors affecting the teaching and learning of poetry in integrated English language syllabus in selected secondary schools in Nandi North district. Her concerns were on low mean scores in poetry over the years. The study concluded that teachers have a negative attitude towards poetry and that the teachers do not vary teaching methods. Instead they heavily relied on question answer method. The current study sought to investigate the challenges that teachers face in the teaching of Insha in selected secondary schools in Wareng Sub County Kenya.

Ongeti (2002) carried out a comparative study of performance between Bantu and non-Bantu speakers. Ongeti found out that despite Bantu's close affinity to Kiswahili, Bantu speakers' performance in Kiswahili is similar to that of non-Bantu speakers. The current study sought to find out whether the teachers pedagogical knowledge had an impact on students' *Insha* writing. Ambula (1986) analysed the causes of poor performance in Kiswahili in Kenya and concluded that most of the factors cited were related to the methods of instruction used by secondary school teachers. Whereas Ambula's analysis looked at general performance in Kiswahili, the present study sought to establish whether problems of writing among secondary school in Wareng Sub-county can be attributed to faulty methods of teaching and evaluation of writing as a skill in Kiswahili.

Koros (2008) on the other hand investigated the use of oral language approaches in developing writing skills in English language and concluded that teachers did not have the knowledge of the value of using   oral approaches .This study sought to investigate whether teachers of *Insha* have the knowledge and skills to teach it. The researcher sought to find out what goes on in the classroom and how teachers actually teach *Insha* writing skills.

Nyandoro (2012) on the other hand did a study on Comparative Analysis of boys and girls spelling errors in Kiswahili functional writing. This study   found out that there are

no gender specific spelling errors in Kiswahili functional writing since both boys and girls alike commit different errors in Kiswahili composition writing. The current study sought to investigate the impact of teachers' knowledge and skills on students' *Insha* writing in selected secondary schools in Wareng Sub County Uasin Gishu Kenya.

In addition Waititu (1995) investigated secondary school students' ability in writing a letter of application for a job. The study found out that there were many errors in the learners' application letters occasioned by wrong punctuation, relativization, pronouns, and prepositions, singular and plural forms Swahilization, of non- Kiswahili vocabulary or chosen phrases, semantics, contiguity, malapropism to content such as failing to mention how they got the information, qualification, readiness for interview, referees and expressing sycophancy. The current study aimed at investigating whether these errors apply to all forms of Kiswahili written compositions. It sought to find out whether teachers' pedagogical content has an impact on students *Insha* writing in selected secondary schools in Wareng Sub County Kenya.

Onchara (2005) in a study on effects of classroom language on learners acquisition of English language says that most learners in Kenya who use English as a second language rarely encounter it outside the classroom situation and even if they do the informal or non- formal situations, do not always provide pupils with proper modelling in English. Pupils always rely on teachers as the role model to learn. The researcher thus concluded that formal input can be deficient in various ways .This study sought to investigate whether teachers' knowledge and skills have an impact on students' *Insha* writing.

A review of these studies by past scholars reveals that very little has been done on teachers' knowledge and skills in teaching *Insha* writing in secondary schools. It is on

this note that the study sought to fill the gap. This study sought to investigate whether teachers of *Insha* have the knowledge and skills to teach it.

2.14 Chapter Summary

This chapter reviewed various literature related to the study. The literature provided in this chapter explored *Insha* writing in secondary schools in Wareng Sub County, Uasin Gishu- Kenya. It also focused on language learning in general but with specific reference to *Insha* writing. It analysed studies carried out by various scholars on language learning both within the country and in other parts of the world. It presented a brief review of literature in relation to the various factors presumed to influence composition writing. It can be deduced that teachers' knowledge and skills impact greatly on students' *Insha* writing. Apart from teachers' content level and pedagogical knowledge, teacher preparedness and teacher-student and student-student interaction impacts greatly on students' *Insha* writing. The literature reviewed enabled the researcher to identify the gap in various studies. This is because each research field yielded rather different results since it was based on different situations. In regard to the above studies and available literature, there was an essence for the current study to be carried out. This study bridged the gap in that previous researches focused writing in general, without specifically focusing on teachers 'knowledge and skills and their impact on students' *Insha* writing. The current study sought to assess the teachers 'content level and pedagogical knowledge of teaching of *Insha* writing. The purpose of the study was to find out the impact of teachers' knowledge and skills on students' *Insha* writing in selected secondary schools in Wareng Sub County.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The purpose of this study was to investigate the impact of teachers' knowledge and skills on students' *Insha* writing in selected secondary schools in Wareng Sub County, Uasin Gishu County Kenya. This chapter gives information on research design, study area, study population, methodology, instruments, data analysis and data collection procedures that were followed in carrying out the study. It focuses on the methods and procedures that were used to collect and analyse data in the study of the role of teachers' knowledge and skills in the teaching of *Insha* writing in public secondary schools in Wareng Sub-county, Uasin Gishu County.

3.2 Research design

This study adopted a qualitative research method. The researcher employed the use of an exploratory research design. Kothari, (2010) postulates that exploratory research design enables the researcher to cover a wide area in collecting data within a short time. Kombo,(2006) and Gay, (1992) asserts that exploratory research design allows the researcher to collect data on attitudes, opinions and a variety of educational issues. And this was found useful for the study on the impact teachers' knowledge and skills on students' *Insha* writing in selected public secondary schools in Wareng sub-county, Uasin Gishu County. The researcher also adopted the explorative design because it provided descriptive data on opinions of the respondents and the present facts concerning the knowledge and skills of teachers in teaching *Insha* writing.

3.3 Area of Study

The study area covered public secondary schools in Wareng Sub-county in Uasin Gishu County. The County has good climatic conditions favouring the growing of maize and wheat. Besides that it is also the home of champions of athletics in Kenya. The study was carried out in 12 public secondary schools. The Sub-county has persistently performed poorly in Kiswahili despite the fact it is a compulsory subject in the 8.4.4 curriculum and that it is a national language in Kenya. This was based on the K.C.S.E results for the past 5 years of schools that were randomly selected as shown by table 1 in the background. This prompted the researcher to look into the role of teachers' knowledge and skills in the teaching of *Insha* writing in public secondary schools in Wareng Sub-county, Uasin Gishu County.

3.4 Target population

According to the statistics from the Wareng D.E.O's office, at the time of the study the target population was 44 secondary schools within the Sub County, from which 12 schools were selected for the study based on whether they were County and Sub county schools. From the population, a sample of 12 schools (4 County and 8 Sub County) were selected. There were 82 teachers of Kiswahili and 1670 form three students at the time of study. Simple random sampling was used to select 24 teachers and 60 students. Teachers of Kiswahili were required to provide information that captured the impact if teachers' knowledge and skills in students' *Insha* writing in selected public secondary schools in Wareng Sub County. On the other hand, form three students were required to undertake a writing task.

3 5 Sampling procedures

Wareng Sub-county had 44 public secondary schools at the time of study, of which 4 were County schools and 40 were Sub County schools. Owing to the varied nature of the schools, simple random and stratified sampling was used to select the schools. Out

of the 44 public secondary schools in the study area stratified random sampling was used to categorize the schools into county and sub-county schools. All the 4 county schools were selected purposively while simple random sampling was used to select 8 sub-county schools making a total of 12 schools used in the study.This was because stratified sampling is used if the population from which a sample is drawn does not constitute a homogeneous group, and stratified sampling technique is used to obtain a representative sample.

Stratification was used to group the schools into strata's that is County and Sub county schools respectively. 100% of the county schools were selected purposively, implying that all the 4 county schools were used during the study. From the 40 Sub County schools, simple random sampling was used to select 8 schools. This was done by assigning the schools respective numbers and the required count picked. This made a total of 12 schools that the researcher visited in the Sub-County.

There were 82 teachers of Kiswahili at the time of study. Simple random sampling was used to select 24 teachers who the researcher observed during the study. This was done by assigning the teachers respective numbers and the required count picked. There were also 1670 form three students at the time of study. Simple random sampling was used to select 60 students who participated in a writing task. This was done by assigning the students respective numbers and the required count pick.

Therefore, 12 schools, 24 teachers, 60 form three students that were selected was a representative of the population in that it was equivalent to 30% of the schools in Wareng Sub-County. Gay (1981) cited by Mugenda and Mugenda (2003) argue that at least 30% of the population will enable the researcher source data to warrant valid and informed generalization and conclusions. The technique of 30% was adopted to provide

a sample that was representative to get enough data and make informed generalization by ensuring every participant was given equal chance of participating in the study.

3.6 Data collection procedures

The researcher sought authorization and clearance from relevant authorities from Moi University, National Commission For Science And Technology And Innovation (NACOSTI), and Wareng Sub-county education office. In addition the researcher assembled the instruments which were the observation schedule, the interview guide and the writing task. The researcher then embarked on data collection through the use interview guides and observation schedules. 12 schools were visited where 24 teachers of Kiswahili were observed twice hence 48 *Insha* lessons were observed. The 60 selected form three students were issued with a writing task to test and establish their writing skills.

Both primary and secondary data was used with priority being given to primary data. Observation, writing tasks and interview schedules were used to collect primary data while secondary data was obtained through review of records from the schools and MOE offices.

3.7 Data collection instruments

Research tools are the instruments used to collect data from the sample. This study used observation, interview guides and a writing task.

3.7.1 Observation Schedule

Observation was carried out purposely in order to establish actual techniques employed by teachers in the classroom. This tool was used with objective number one and two. In objective one, the researcher sought to determine teachers' content level in the teaching

of *Insha* writing. While objective two endeavoured to evaluate teachers' pedagogical knowledge in the teaching of Insha writing in Wareng Sub County. Teacher's tasks and students' activities in the classroom were observed. This was based on what Muijs(2004) says that observation provides a conceptually adequate analysis of classroom life based on factual recording and descriptions. It was found to be a useful way of looking at many educational research questions. This method can give direct access to social interactions. This is advantageous when we want to find out what actually happens in a setting rather than what is reported by participants. The researcher observed a total of 48 *Insha* writing lessons taught by 24 teachers. Each teacher was observed twice to ensure reliability. The lessons were observed at random in order to give every a chance of being selected.

3.7.2. Interview guide

The interview guide was used with objective four which sought to assess the challenges faced by teachers in teaching *Insha* writing in selected secondary schools in Wareng Sub County. According to Adams Khan, Raeside and White (2007), an interview provides qualitative data required to understand in depth information of people's behaviour or feelings. It allows mass information to be collected though sample size tends to be small. Structured interview schedules were developed and interviews administered to teachers of Kiswahili. The interview enabled the researcher to obtain in-depth information that could not be captured through observation. Interviews were also considered appropriate because they were able to elicit more information from the respondent who were teachers of Kiswahili Kiess & Bloomquist (1985); thus providing an in depth probing on the impact of teachers' knowledge and skills on students' *Insha* writing in public secondary schools in Wareng Sub-county, Uasin Gishu County. The interview guide had the following advantages; the interviews backed up the information

obtained from observation and thus brought balance between the quantity and quality of data.

The researcher personally had a one on one interview sessions with the respondents in schools that participated. Interviews were conducted between the researcher and the teachers of Kiswahili. The interview guides had open ended interview questions which guided the interview process. Through the interviews, various pedagogical skills used by teachers were highlighted. The researcher was also able to capture various challenges faced by teachers in teaching of *Insha* writing. Interviews were considered appropriate because they are able to elicit more information from the respondents Kiess & Bloomquist (1985). Thus providing in depth probing on the impact of teachers' knowledge and skills on students *Insha* writing.

The interview had the following advantages; the interviews backed up the information contained in the observation schedule and brought out a balance between the quantity and quality of data collected, hence clarified any ambiguity of respondent's information or opinions. Besides that all questions were responded to. The interviewer was able to gather other data about the respondent's attitude and environment which were useful to the study Mugenda and Mugenda (2003).

By use of interview schedules, data collected was more accurate since the target person in the study was involved in answering the questions. However interviews had the following shortcomings; the interviews were time consuming and sometimes respondents did not avail themselves when needed. On the other hand the respondents felt intimidated by the presence of the interviewer. It was sometimes challenging for the researcher to distinguish whether the respondents were telling the truth or not as his or her information was what the researcher took as the truth.

3.6.3. Writing task

The writing task was used with objective three which sought to analyse students' *Insha* in order to find links with teachers' skills. The researcher gave learners an *Insha* writing task. The main aim for administering the writing task was to establish whether or not there was a link between students' *Insha* and teachers' pedagogical skills. Following the norms of marking, a marking scheme was prepared with the help of teachers of Kiswahili particularly those who have been participating in the marking of the Kenya certificate of secondary education. This was done with regard to fluency and accuracy. Aspects of *Insha* writing which include content, grammar, spelling, punctuation, tenses, word order, sentence structures, handwriting, coherence and vocabulary were considered.

3.8 Piloting of Research instruments

A pilot study was done to determine whether the interview schedules, writing tasks and observation schedules were clear to the respondents. Peter (1994) argues that even the most carefully constructed instruments cannot guarantee one to obtain one hundred per cent reliable data, hence pretesting research instruments on a small group of respondents is a preparatory exercise that is vital.

Research instruments may be pretested on a sample of at least ten respondents, who do not have to be a representative sample, Mulusa (1990), Peter(1994).The researcher visited 6 schools in Nandi County, where he observed and interviewed 12 teachers of Kiswahili. She also gave a writing task to 50 students in the schools that were selected. The pilot study provided an opportunity for the researcher to review and improve on any weakness noted in the design of the instruments.

3. 9 Validity and Reliability of Research instruments

The quality of the instruments used in research is very important, for the conclusions researchers draw are based on the information obtained using these instruments. Validity refers to the appropriateness, meaningfulness and usefulness of the inferences a researcher makes. Reliability refers to the consistency of scores or answers from one administration of an instrument to another and from one set of items to another Fraenkel & Wallen (2000).

3.8. 1 Validity of the research instruments

This is the extent to which an instrument measures what it purports to measure. Fraenkel and Wallen (2010) say that validity is the appropriateness, meaningfulness and usefulness in the specific inferences researchers make based on the data they collect.

Mugenda and Mugenda (2003) define validity as the degree to which results obtained from the analysis of data actually represent the phenomena under study. Hopkins*et.al* (2008) stresses that validity should not just depend on the subjective judgement of one specialist.The researcher therefore sought expert opinions from lecturers in the department of Curriculum Instruction and Educational Media (CIEM) School of Education, Moi University, to help establish validity of the instruments. They also assessed relevance of the content used in the observation schedule, in relation to the study and objectives of study and thus were able to validate the observation schedules. Feedback that was given to the researcher was used to revise and review the interview schedule items, observation schedule items, and writing task items to ensure that they were adequate and properly structured.

3.8.2. Reliability of the research instruments

According to Hitchcock *et al* (1989), reliability concerns the extent to which any particular method of data collection is replicable. If someone else does a research using a different technique, the findings would be the same. It refers to the degree to which scores obtained from an instrument are consistent in measurement. Mugenda and Mugenda, (2003) posits that "Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials" Mugenda and Mugenda,(2003). Reliability of the writing task was established through test-retest method in the sampled schools. After a period of two weeks, the same items were administered again to the same respondents. The responses were checked against the previous responses to compare for similarities and variations. The results obtained were the same as the first, thus confirming reliability of the tool.

The interview schedules yielded consistent results after the two trials, they were then considered reliable. The items that showed greater variance in responses were adjusted to elicit reliable responses in line with the study objectives, while those that were found irrelevant were omitted. The aim of reliability was to ensure that later investigations arrive at the same findings and conclusions if they follow exactly the same procedures described by earlier researchers and conducting the same study all over again. The purpose of reliability was to reduce the errors and biases in the study.

To test reliability of the interview schedule and the composition task, test-retest method was used in the sampled schools. This is a statistical technique which involves administering to the same task twice to the same group of subjects (Mugenda and Mugenda (2003).This was done in an interval of two weeks to avoid intervening events.

A sample of 15 form three students and 3 teachers was used from selected schools from Wareng Sub County.

3.9 Ethical considerations

Ethical consideration is what guides the researcher in the field while they undertake the research, Mugenda and Mugenda, (2003). The researcher applied for a permit from the National Council for Science and Technology. She sought permission from the school to carry out the study. The researcher made a pre-visit to the schools that were selected for the study to explain the purpose of the study to the principal. The researcher got the consent of the respondents who participated before they engaged in the research. The purpose of the research was conveyed and described to the respondents who participated in the study to avoid deception.

During data collection, the participants were informed that they were not obligated to participate in the study, and that their responses would remain anonymous and confidential. Those who wished to participate in the study were provided with a consent form which explained the purpose of the study, asserted that no risks were involved with participation in the study. They were assured that their anonymity and confidentiality was protected, in that no names or personal identification numbers reflected on the observation schedules and interview guides and that the information that they gave was treated with confidentiality it deserved.

3.10 Summary of Chapter three

This chapter covered the research design, area of study, study population, sampling procedures, research instruments, piloting of instruments, reliability and validity of research instruments and data collection procedures. The next chapter presents data analysis, presentation, interpretation and discussion of findings. This will entail the presentation of data collected, analysing, interpreting and discussing it.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The purpose of this study was to investigate the impact of teachers' knowledge and skills on students' *Insha* writing in selected public secondary schools in Wareng sub-

county, Uasin Gishu County, Kenya. The study was guided by the following objectives; to determine the teachers' content level in the teaching of writing of *Insha*; to evaluate teachers' pedagogical content in teaching *Insha* writing, to analyse *Insha* written by students in order to link them with teachers' content and pedagogical knowledge and to assess the challenges faced by teachers in teaching writing of *Insha;* in selected public secondary schools in Wareng Sub-county, Uasin Gishu County. This chapter presents and analyses findings from respondents that were selected; that is teachers of Kiswahili and form three Kiswahili students. This study sought to assess the impact of teachers' knowledge and skills on students' *Insha* writing in selected public secondary schools in Wareng Sub-County, Uasin Gishu County.

The research data obtained was analysed using qualitative research method. This chapter addresses research findings on teachers' content level, teachers' pedagogical content; qualifications and skills in terms of preparations made by teachers before teaching *Insha* writing, methods and resources used in teaching and assessment methods teachers use in assessing *Insha* writing. It also presents the findings and analysis of the challenges faced by teachers in the teaching of *Insha* writing.

4.2. The teachers' content level on students' *Insha* writing

The purpose of this study was to determine the teacher content level in students' *Insha* writing in selected secondary schools in Wareng Sub County. The study sought to explore the content and pedagogical knowledge of teachers of *Insha*. To find out teachers' content level and pedagogical content, the researcher recorded qualifications of the 24 teachers as shown in table 4.1

Qualification	Frequency	%

Bachelors	23	95.65%
Masters graduates	1	4.35%
PhD	0	0
Others	0	0

Table 4.1 Qualifications of Kiswahili Teachers in Wareng Sub County

Findings from Table 4.1, indicate that all of the teachers (95.65% with bachelors' and 4.35% masters) were qualified to teach secondary school students. This implies that professional qualifications cannot be one of the factors contributing to poor performance in *In*sha in Wareng Sub County.

Teachers' knowledge in terms of professional qualification is an important factor in determining the quality of a teacher as stated by Gathumbi (2010). The ministry of education in Kenya has set Bachelors' degree as the minimum qualification to teach in a secondary school. However some schools have masters' graduate teachers.

The findings from the observation show that 19(78.26%) of teachers teaching *Insha* exhibited lack of skills in the teaching of content and the style of writing *Insha*. 4(17.39%) of the observed teachers lacked skills to teach word order, sentence structure and correct use of vocabulary. 1(4.35%) of the observed teachers exhibited a weakness in handling spelling and tenses.

 The findings from this study conform to those of a study on classroom assessment practices of 246 third preparatory (ninth grade) science teachers in Oman. Alsarimi (2000) found that although teachers completed a substantial amount of pre-service and in service training in educational measurement, they had only a moderate understanding of educational measurement principles. Similarly, Daniel and King (1998) examined testing and measurement literacy of 95 elementary and secondary

school teachers in the United States, and found that teachers' knowledge base regarding testing and measurement was somewhat inadequate. Further evidence can be obtained from studies comparing assessment literacy of pre-service and in service teachers. Specifically, in two studies, Mertler (2004) found that, despite their recent completion of educational measurement coursework, pre-service teachers demonstrated a lower level of assessment literacy than in service teachers. These studies suggest that the professional preparation of teachers in educational measurement should receive considerable scrutiny. In addition, the aforementioned research points to a conclusion that the inadequate level of assessment competency seems to apply equally to in service and pre-service as well as novice and experienced teachers across a range of contexts and subject domains.

4.2.1 Teachers pedagogical content in teaching of Insha writing in selected secondary schools in Wareng Sub-county, Uasin Gishu County.

The second objective of this study was to evaluate teachers' pedagogical content in teaching *Insha* writing in selected secondary schools in Wareng Sub County, Kenya. The researcher sought to identify the skills used by teachers in teaching *Insha* writing. To establish this, the researcher looked at the preparations made by teachers, methods used, reference materials and teaching resources used by the teachers.

An observation schedule (Appendix I) page 114 was used to establish *Insha* teachers' preparation. A total of 48 *Insha* lessons were observed; four in each of the 12 schools involved in the study. It was observed that all the 24 teachers schemed for *Insha* indicating that it would be taught once a week. However students' *Insha* books indicated that teachers did not give their students *Insha* tasks on weekly basis.

From the 48 lessons, it was observed that *Insha* teachers had neither lesson plans nor lesson notes for the lessons they taught. This contradicted suggestions by Nasibi (2003)) who stated that lesson plans and lesson notes enhanced the quality of lessons delivery.

Further observation indicated that teachers did not strictly adhere to their schemes. They chose to teach letter writing (friendly or official), *Insha za mdokezo*, or *Insha za Methali*. *Insha* za *mdokezo* are *Insha* with introductory or ending statements requiring the learners to write the missing section. *Insha za methali* are *Insha* written on given proverbs.

Effective teaching is influenced by how well a teacher has prepared for the lesson before teaching starts. The teacher needs a well-drawn scheme of work derived from the syllabus, a lesson plan and lesson notes for every lesson Angeli, C.& Valanides, N. (2009).The choice of the types of *Insha* during observations could be cases of teachers choosing topics they were comfortable handling for the 'visitor' (researcher). Descriptive compositions, discussion, minutes and speeches were seldom taught although they had been schemed for.

	Frequency	%
Upeo Wa Insha	12	51.79%
Teachers' guides	9	37.5%
Off head	3	10.71%
Total	24	100%

Table 4.2 The various resources *Insha* teachers used in place of lesson plans

Upeo Wa Insha is a book that contains examples of various types of *Insha* and 12(51.79%) of the teachers that were observed used it. Teachers who used it read a composition for the learners and required them to re-write it.

This confirmed the findings of Vintova, G. (2001) and Kabaji (2011) on rote learning. Other class-texts were used as a guide on what was to be covered. They also served as sources of *Insha* tasks. This is dangerous because some tasks were irrelevant to the learners. Others needed to be adapted to fit various situations.

Teachers' guides were used by 9(37.5%) of the teachers whose lessons were observed as a source of teaching points. They replaced lesson plans where they were used. Rough papers were used by teachers to copy introductory and ending statements in *Insha za mdokezo.* They were also used to copy proverbs, idioms and vocabulary that the teacher needed to emphasize to the learners.

Lack of lesson plans and accompanying lesson notes proposed by Nasibi (2003) led to haphazard lesson delivery that could only make the already bad *Insha* situation worse. In one of the observed lessons, a teacher introduced one *Insha*, dropped it and started a second one to explain the use of proverbs. In the same lesson the teacher gave learners *Insha* from a different topic for their assignment. Such disorganization emanating from lack of planning was witnessed in most lessons where teachers taught one *Insha* topic and gave pupils a totally unrelated one for their assignment.

Findings show that 'off head 'was used as a tool of teaching by 3(10.71%) of the teachers whose lessons were observed. This was used to carry out *Insha* tasks that the teacher felt did not require reference. Topics such as *Siku ambayo sitaisahau* (The day

I will never forget) and *Ndoto ya Ajabu*(A Mysterious dream) that were given by teachers have been over-used and should either be replaced or rephrased.

From lesson observations made, it was clear that apart from scheming, teachers did not make necessary preparations as suggested by Freedman (2010) to teach *Insha*. This lack of preparation hampered effective delivery and cannot be expected to produce any good results. It also narrowed the teachers' options on choice of appropriate teaching strategies

4.2.2 Methods Used by *Insha* Teachers

The purpose of this study was to determine teachers' pedagogical content in teaching *Insha* writing in selected public secondary schools in Wareng Sub County Kenya. There are several teaching methods that a teacher may employ in his teaching. An observation schedule was used to find out the methods teachers used in teaching *Insha*. The observation schedule had a checklist of methods. From the 48 observed lessons it was found out that teachers used four methods presented in table. 4.3

	Frequency	%
Lecture Method	24	100%
Group work	12	21.74%
Role-play	5	8.70%
Discussion	16	65%.

Table 4.3. Various Methods Used by *Insha* Teachers in the Observed Classes

Lecture method was used by all teachers 48(100%) to introduce a topic and state the requirements of the given task. Other teachers used it to explain the structure of *Insha* (Introduction, body and conclusion). It was also employed in explaining the meaning of

idioms, vocabulary and proverbs. This explanation was done in a vacuum (without relating it to any specific context). This encouraged rote learning of idiomatic expressions, vocabulary and proverbs as supported by Kabaji(2011).

Narration was employed in narrating oral narratives and events. Learners were then required to re-write the narrated task as accurately as possible. Using narration denied learners' an opportunity to creatively explore writing as proposed by Mogambi (2011) hence leading to shallow learning, 5(8.70%) of the teachers observed used role-play to introduce story lines. They also employed it in developing conflict. Question-answer was used to get feedback from pupils. However chorus answers from learners in the observed lessons made the method ineffective. Writing is taught after language skills such as listening, speaking and reading have been mastered. Teachers also half-answered most of the questions hence reversing the intentions of question-answer. Discussion and group-work were used to brainstorm on a topic and come up with relevant points. The two methods were briefly used during lessons with teachers citing lack of time in employing them effectively.

The findings indicate that teachers did not give learners the required guidance to develop the writing skills. The instruction programme did not take into consideration individual differences as suggested by Baxerly(2000). Learners were denied time to brainstorm and adventure on writing activities that concern them as proposed by Wood. J (2008). By reading *Insha* examples to learners and narrating events for them to mimic, teachers limited their creativity options confirming Kabaji (2011)'s assertion of use of retrogressive methods. That teachers employed wrong strategies in teaching *Insha* writing would be one of the reason why performance in *Insha* has remained below average.

Although there are two main strategies of teaching (expository and heuristic) most teachers involved in the current study preferred the expository strategy. The expository (transmission) strategy is largely direct instruction with the teacher mostly speaking to the learner while the learner passively listens and takes notes. It is teacher centred where the teacher is the centre of nearly all the activities in the classroom. Teachers using this strategy use lecture, storytelling, narratives, teacher demonstration, text reading, recitation, note taking and audio-visual presentation methods. In the current study all the 24 teachers used lecture method, 17 read *Insha* examples for learners to mimic and 8 used narratives contrary to proposals by Angeli (2010). The heuristic (discovery) strategy is indirect, with the teacher helping the learner to find out by posing questions, guiding, indicating sources of information and sharing ideas, problems and solutions which is in conformity with Angeli (2010)'views. The strategy is described as learner-centred, since the learner is at the centre of most learning activities. The teacher's role is minimal but vital. He takes up the role of facilitator guiding learners, providing suitable resources to ensure that the learner achieves set objectives. Project work, small group work, role-play, discussions and inquiry are some of the methods used in the heuristic strategy. In the current study, teachers cited group-work, role-play and discussion as other methods that would make their delivery more successful. Group-work was observed in 12(21.74%), role-play 5(8.70%) and discussion 16(65%). The teachers however blamed their failure to use these heuristic strategies on lack of enough lesson time and uncooperative pupils.

1.10.1 Insha Guidance Given to Learners

The purpose of this study was to determine teachers' pedagogical content in teaching *Insha* writing. In Wareng Sub County. Efforts by *Insha* teachers involved in the current study to guide learners were recorded in figure 4.1

Figure 4.1 *Insha* Guidance Given to Learners

Table 4.4 shows that 3(13.04%) of the teachers always guided their learners through *Insha* tasks. These teachers taught all the tasks they wanted learners to undertake. Some of the teachers, 11(43.48%) frequently guided their learners. This implies that there were occasions when learners were left on their own contrary to what Freedman (2010) states. He states that a teacher plays a vital role in instruction hence learners should not be left alone unguided by their teachers. Teachers in this group believe that not all *Insha* tasks require guidance from the teacher to accomplish. This is misleading because a teacher is a permanent guide in all learning activities. Guiding a learner is essential in that it gives proper direction and motivation to undertake a task. Lack of the same causes frustration and discourages learners Freedman (2010) states that, the writing skill should be taught systematically. Angeli (2010) supports him saying the teacher should guide the learners through all stages of the writing process to achieve desirable results. At no time therefore should learners be left on their own as found out from the study.

Another group of 7(30.44%) guided their *Insha* learners once in a while. They noted that only difficult or complicated *Insha* tasks needed teachers' guidance. The teachers' rating of difficult tasks may be subjective. He should therefore ensure learners are properly guided at all times for successful results. The final group of 13.04% does not give any guidance to learners. These teachers believe that at this level (Form three) learners have received enough guidance and they should just be writing.

4.2.4 Teaching Resources Used by Insha Teachers

The purpose of this study was to determine teachers' pedagogical content in teaching *Insha* writing. The importance of teaching resources cannot be ignored in a teaching process. Resources offer opportunities for teachers to select suitable methods for *Insha* teaching. From her observation, the researcher observed that chalkboard, reading materials, dictionaries, charts, photographs, models and newspapers were used in *Insha* teaching. Table 4.4 shows the number of teachers and instructional materials they used.

Instructional materials	Frequency	%
Chalkboard	24	100%
Reading materials	24	100%
Dictionaries	24	100%
Charts	6	35%
Photographs	5	20.83%
Models	5	20.83%
Newspapers	2	8.33%
Class readers	1	4.17%

Table 4.4 Teaching Resources Used by *Insha* Teachers

The observed lessons gave an insight on how some instructional materials were used by *Insha* teachers. Chalkboard was used in writing *Insha* titles, relevant vocabulary and proverbs. Points to be used for introduction, body and conclusion were given by teachers on the chalkboard. Class-texts and teachers' guides gave an outline of what was supposed to be taught. *Insha* tasks were also sought from them. *Upeo Wa Insha* is a book that has examples of written compositions. The book was used by teachers who

read compositions which were re-written by learners thus encouraging rote learning discouraged by Kabaji (2011) and Bers, M. (2002).

Teachers further used *Upeo Wa Insha* to emphasize specific introductory and conclusion statements. This was confirmed from the *Insha* test where pupils from the same school had the same introduction or conclusion for the given *Insha* test. In addition, teachers used dictionaries to refer to meanings of words, idiomatic expressions and proverbs that they wanted learners to use in their *Insha* tasks. Although charts, photographs, models and newspapers were recorded in the schemes of work, very few teachers used them in the observed lessons. The main reading materials used by *Insha* teachers were class-texts, teachers' guides' and *Upeo Wa Insh*a. An observation at the class-texts indicated that the instruction was shallow with no directions on how *Insha* lessons should be conducted.

Kamusi ya Kiswahili Sanifu, Kamusi ya Methali and Kamusi ya Semi, are dictionaries that teachers advice their pupils to use to score high marks. This was observed by use of the observation schedule. *Insha* test indicated use of sayings and idiomatic expressions without necessarily communicating. Use of relevant vocabulary is good. Teachers need to emphasize that the use of vocabulary should not be juxtaposed in a sentence but should enhance communication. Learners should be discouraged from using proverbs, and idioms whose meaning and use they are not sure of.□

It was observed that schools do not give pupils class readers. For learners to be able to write well, they should be expected to do a lot of reading. Only one out of 12 schools gave learners class readers. In this era of Free Secondary Education (FSE) where teaching and learning materials are bought by the government this is a worrying trend. Findings indicate that teachers seldom use teaching resources in their *Insha* lessons. The three common resources (chalkboard, class-texts and other mentioned reading

materials) were wrongly used. Lack of resources which conforms with views of Wood (2001), Ryanga (2002) and Okwara (2012), restricted the choice of strategies on the teacher impacting negatively on his teaching.

4.2.5 Reference Materials

The purpose of this study was to determine teachers' pedagogical content in teaching *Insha* writing. Reference materials are meant to supplement K.I.E approved class-texts. Lack of them narrows the teachers' options in choice of strategies, resources and *Insha* tasks. Figure 4.2 shows references that teachers involved in the study used in preparing their lessons.☐

Figure 4.2 Reference Materials Used by *Insha* Teachers

Table 4.6 Indicates that *Chemichemi Ya Kiswahili* 24(100%), *Kiswahili Fasaha* 20 (83.33) and *Upeo Wa Insha* 24 (100) were used by the highest number of teachers as references. *Chemichemi Ya Kiswahili* and *Kiswahili Fasaha* are K.I.E approved class-texts that are readily available in most schools. To some teachers these were the only references they used. *Upeo Wa Insha* was preferred because of the many *Insha* examples that it contains.

Most teachers read the examples to students and asked them to replicate the same without explaining how the examples came about. This teacher-centred strategy does not guide the learner through the process of developing his own text. This rote learning according to Kabaji (2011) cannot bring desired results in the teaching and learning of writing. It is therefore important to equip learners with the necessary *Insha* skills before exposing them to these texts something the teachers who were using them were not doing. These three books have written examples of *Insha*, a collection of proverbs and idiomatic expressions.

The *Insha* teacher needs to come up with proper strategies as suggested by Angeli, C., &Valanides, N. (2009) and Freedman (2010) that will guide learners through the process of comprehending the examples so that they can develop similar ones. Reading out *Insha* examples encourages rote learning which does not develop the creativity of the learner. Proverbs and idiomatic expressions should be used in their respective contexts. It is not enough for the learner to know them if he does not know their meaning and application in their right contexts. *Uandishi wa Insha* was used by 3 teachers and *Mwongozo wa Wanafunzi* was used by 1 teacher. The two texts have *Insha* examples like the other books discussed above. The teacher using *Mwongozo wa Wanafunzi* stated that it had more *Insha* tasks than the other books discussed above.

None of the books discussed above guides the teacher or the learner on how to come up with a quality *Insha*. Lack of comprehensive guidance on how to handle various *Insha* topics in the discussed texts was reported by 19 (82.61%) of the teachers. Only 4 (17.39%) were satisfied with the available *Insha* references. The texts that just start with examples end with examples. Failure by K.I.E to approve *Insha* texts worsens the situation. As a matter of policy schools are not allowed to buy books that have not been approved by K.I.E.

4.3 Challenges Insha Teachers Face in Teaching Insha Writing

The purpose of this study was to assess the challenges that teachers face while teaching *Insha* writing. Research findings indicate that 18 *Insha* teachers lacked skills on how to teach various *Insha* topics. None of the 18 showed that they had skills in teaching the students on content, grammar, sentence construction, amongst other skills. This underscores lack of regular in-service programmes for *Insha* teachers which are key to good performance according to Gathumbi (2010).

Learners' and school managers' negative attitude towards Kiswahili was noted. School managers emphasized spoken English and in some cases set punitive measures for pupils who spoke Kiswahili in the school compound. This should be discouraged because Kiswahili is now a constitutionally recognised language in Kenya (since 2010) as both an official and a national language. This was worse when a Kiswahili teacher was supposed to punish his own pupils as a matter of school policy. Lack of appropriate *Insha* reference materials were reported by 14 teachers. This confirmed Angeli, C., &Valanides, N. and Ryanga (2002), who underscored the significance of teaching and learning resources. Teachers stated that there were no *Insha* references guiding them on topics, strategies and resources. This challenge was insurmountable to inexperienced teachers who found themselves in schools where they were expected to give guidance to their untrained colleagues.

20(83.33%)of teachers felt that 40 minutes were not enough to teach an *Insha* task, assess it and give the learners feedback. This challenge was more critical in understaffed schools as it is the case in most schools in Wareng Sub County. 8(33.33) of the teachers reported that their pupils were an impediment to their teaching. The learners were uncooperative and unwilling to work as hard as teachers expected. This would have resulted from lack of motivation from the teachers' side. The eight teachers noted that the students did not have *Insha* exercise books. The learners may have used the *Insha* books for other subjects because of inconsistent *Insha* tasks given by the teacher. *Insha* assessment was another challenge reported by 10(41.67%). teachers. These teachers were keen to know what KNEC looks for in an *Insha* examination. This knowledge according to Kabaji (2011) would be putting unnecessary emphasis on examinations at the expense of the actual teaching of writing. The fear of the unknown

made the teachers feel that they could not confidently assess and advice their learners on what the KNEC examiner would be looking for.

4.4 Learners' Mistakes in the Insha test

The purpose of this study was to analyse *Insha* written by learners. Although the learners were grouped into three strata, A, B, C there was no uniqueness in the mistakes that were noted in their written compositions. This would be attributed to similar weaknesses as witnessed in their similar mean scores. The three groups attained mean scores of 27.78%, 26.88% and 28.82% respectively.

The learners' mistakes were analysed on the basis of the adapted KNEC, K.C.S.E 2014 *Insha* marking scheme. The marking scheme outlined 10 categories of assessing and awarding a KNEC *Insha* paper. It further gave four categories of awarding a KNEC *Insha* paper. These categories were: content, vocabulary, style and structure and cohesiveness and compactness. Marks on content, range from 0 to 20. The learners' *Insha* should be relevant to the given task. Vocabulary use also included penalties on grammatical mistakes. Marks in this category ranged from 0 to 12. Under style and structure emphasis was laid on the type of *Insha*, paragraphing and shapes of letters. In cohesiveness and compactness, order and compactness of thoughts and flow of sentences were assessed. It is these four categories proposed by Njuguna (2012) that formed the basis of. He found out that there was lack of mastery of content and skills by Kenyan secondary school teachers of English language. He too found out that teachers' mastery of grammar content elicited learner participation, in the classroom.

On content, the given *Insha* task (Appendix III) targeted a story that would reflect a state of courage and determination that would culminate to a happy ending. It was noted that some learners had compositions in their minds which they waited to paste in

an examination they thought matched their memorized work. This problem of learners pasting' well-rehearsed unrelated compositions was noted in a total of 62 learners from all the three strata. Of this 13.54% were from stratum A, 16.67% stratum B and 21.33% stratum C. Most learners started the already started test afresh disregarding the given introductory sentence. This showed a link between the students work and the teachers lack of skills to teach content and style of *Insha* writing A group of learners wrote a story on a parent who is not afraid of carrying a baby. This group was comprised of 15.63% from A, 12.5% B and 6.67% from stratum C. This could have been as a result of mother tongue interference on the pronunciation of the voiceless sound /s/on the word *msasi* (hunter) which most learners confused for *mzazi*(parent). On the other hand, the same mis-interpretation was replayed on the word *mwiba*(thorn) which was confused for *mimba*(pregnancy).

In order to make progress, learners need good teaching that includes the modelling of writing, regular opportunities to develop their skills, and effective assessment practice that leads them to understand how best to improve their work. The really effective writer will reach a stage when the mechanical aspects of writing, such as spelling and punctuation, become second nature to them and they are able to give all their attention to experimenting with language and form to engage and inform their readers and give guidance on the teaching of writing skills. Learners had a lot of problems in the vocabulary category. No single learner portrayed above attained the average grade in their use of vocabulary. Suffice to say that students were evaluated on their Kiswahili writing skills pertaining to their knowledge of Kiswahili as a genre; sentence and argument structure; range and quality of Kiswahili vocabulary; texture, cohesion, and coherence in Kiswahili; and so on. This stage also enabled the initial assessment of the

strategies students used in formulating and developing arguments in their essays. This is a pointer to the little reading reported earlier. To improve vocabulary, reading of appropriate class readers and other relevant materials is inevitable. Proverbs, idiomatic expressions, similes and onomatopoeic words were juxtaposed carelessly by most learners. This was a direct result of teachers' emphasis on them without explaining their contextual usages. This problem was observed in every script with varying intensity. With the conventions of academic writing in Kiswahili, others failed to present their arguments in an explicit and formal manner. Most of the short essays of this group had meandering reasoning; their ideas were chained together with disjointed arguments. Most of the students constructed long sentence with different ideas joined by connectors. In all the essays, sentences were either too short or too long, and the ideas were glued together mostly with and, because, and commas. The essays also showed lack of concord and incorrect tense, word choice, pronouns, and word order. These elements all led to a breakdown in meaning. These findings indicated that there was a link between teachers' skills and students' *Insha* writing. Teachers' lack of skills to teach content, style, grammar, sentence construction among other skills could have contributed to students' poor performance in *Insha* writing.

A similar study was done by (Banda, 2007) on Challenges of Teaching Academic Writing Skills to Students with Limited Exposure to English (South Africa). The findings of study indicated that the use of modals such as would, may, should, and might was rare. The result was that students were unable to realize and develop a particular argument. No doubt this writing deficiency related to students' lack of English vocabulary. He also noted that the students' writing showed virtually no nominalization. Nominalization would allow the more skilled writers in class to create nouns out of verbs and come out with a tight packaging of information. This usage

would have enabled them to compare and contrast the two models within a paragraph without losing meaning and without necessarily having to package the discussion into two successive paragraphs. The high number of spelling mistakes indicated students' lack of experience with written English generally.

This factor again supports the researcher's argument that the students tend to over rely on spoken informal Kiswahili where producing speech rather than correct spelling is the focus. In grammar; problems were noted in subject verb agreement. *I-ZI* and *A-WA* noun classes were the most affected with learners writing *mbuzi zetu* instead of *mbuzi wetu* for example. Problems on the use of noun classes (*ngeli*) were noted in all compositions. Knowledge of noun classes and the rules governing each one of them is fundamental in Kiswahili. To alleviate this problem, carefully designed grammatical exercises on all noun classes should be given to learners.☐

The use of sheng was noted in 8.33% of A learners, 6.25 % of B and 3.33% of stratum C. This negligible use of sheng would be attributed to urban influence on language. Most residents in the county mainly converse in the Nandi dialect. Punctuation related mistakes were noted in all the scripts. The most common one was absence of the voiced sounds the voiced sounds such as/g/, /z/, /d/, /b/, /j/, amongst others. Other sounds that learners found challenging were / t and d/ where they wrote *tata* instead of *dada*, /z/ (*saa* instead of *zaa*). Learners were unable to know when to use /b/ or /p/,/ch/ or sound / j/.

Learners did not have a problem with the *Insha* type. They all wrote in prose form. However, paragraphing was a great challenge to the learners. Most learners just indented their work to show the start of non-existent paragraphs. Non-existent because they lacked independence from preceding ones or did not convey fresh points. The worst scenario was where 18.75%, 17.71% and 20.66% learner's from Strata A, B and C respectively wrote one paragraph only compositions. On style learners had problems

with capital letters K, C. M, Z ,S, W, I, O, P, V and M. A few learners, a total of 15 (4.39% of the total) had problems in shapes of E, g, f, y and z where they changed the standard shapes of the named letters. Another challenge in this category was learners changing their handwritings slant in the same composition. This was witnessed in 3.13% of A, 4.17% of B and 4% of stratum C.

Cohesiveness and compactness was a challenge to all the learners as witnessed in their below average mean scores. Learners were unable to arrange their thoughts and events in a clear sequence. The smooth flow of sentences was lacking. Thoughts were haphazardly arranged and unrelated. Although there was no penalty indicated in the marking scheme for short compositions, it is worth noting that 23.96% of A 27.08% of B and 27.33% of Wrote compositions of one page length or less. In the marking scheme, learners were expected to write more than one and half pages. With less than one and a half pages the learner would not have answered the question effectively.

4.5 Summary of chapter 4

In this chapter an attempt was made to use the results of the study to answer the research questions concerning the impact of teachers' knowledge and skills on students' *Insha* writing. In respect to the research questions about whether; the teachers 'content level in teaching writing is adequate, whether teachers depict pedagogical knowledge, in their teaching, and whether or not there is a link between students' *Inshas* and teachers' skills, and the challenges faced by teachers in the teaching of *Insha*; the results were affirmative. The next chapter will mainly focus on the summary of findings, conclusions and recommendations

CHAPTER FIVE

5.0. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate the impact of teachers' knowledge and skills on students' *Insha* writing in selected public secondary schools in Wareng Sub County Uasin Gishu County. This chapter gives a summary of teachers' content level, pedagogical knowledge, analysis of students' *Insha,* as well as challenges faced by teachers in teaching *Insha* writing. It also gives conclusions derived from the study, recommendations and suggestions for further research. This chapter presents a summary of the whole study through the discussions of the study findings, the implications of the findings interpreted in the light of the available evidence and conclusions derived from the interpretation. Furthermore, some of the recommendations and areas warranting further investigations are highlighted. The summary of findings is based on objectives of the study. The study was guided by the following objectives:

1. To determine the effects of teachers 'content level in teaching *Insha* writing in selected public secondary schools in Wareng Sub County.

2. To evaluate teachers' pedagogical content in teaching *Insha* writing in selected secondary schools Wareng Sub County.

3. To analyse *Insha* written by students to find out whether they have links with teacher skills.

4. To assess the challenges faced by teachers in teaching *Insha* writing in selected secondary schools in Wareng Sub County.

5.2 Summary of Findings

This study endeavoured to investigate the impact of teachers' knowledge and skills on students' *Insha* writing in selected public secondary schools in Wareng sub county, Uasin Gishu County. There was need to explore teachers' knowledge and skills on students *Insha* writing in order to seek ways of improving pedagogical skills used by teachers and also improve students' performance in *Insha* writing. In order to identify the factors, the researcher investigated teachers' content level and their pedagogical knowledge. In addition, a writing task was administered to form three students to find out whether or not there was a link between the students' *Insha* writing and the teachers' pedagogical skills.

This sub-section gives a summary of study findings. It addresses teachers' content level on students' *Insha* writing, qualifications, teachers pedagogical knowledge, preparations made by *Insha* teachers, teaching methods and resources used, assessing methods, tasks to develop *Insha* writing and performance in *Insha* and the challenges faced by teacher in the teaching of *Insha* writing.

5.2.1 Teachers ' content level on students' Insha writing

This preliminary study provided a general picture of teachers' pedagogical knowledge and the teachers 'content knowledge in *Insha* writing in Wareng Sub County. Its findings helped to inform design guidelines and indicators for future professional development programs; and way forward towards improvement of teachers' knowledge and skills. From the observation carried out by the researcher it came out that most teachers in Wareng Sub County lacked knowledge to teach *Insha* writing. The findings show that of teachers teaching *Insha* exhibited lack of knowledge in the teaching of content and the style of writing *Insha*. Majority of the observed teachers lacked

knowledge to teach word order, sentence structure and correct use of vocabulary. Besides that some of the observed teachers exhibited a weakness in handling spelling and tenses.

5.2.2 Teachers' pedagogical knowledge on students' Insha Writing

Preparations made by *Insha* teachers was investigated because they impact on the teaching process. It was noted that all the teachers had schemed for *Insha* lessons. However none of the teachers had a lesson plan or lesson notes for the lessons observed. Teachers relied on class-texts, teachers' guides rough papers and off-head to deliver their *Insha* lessons. Expository was the main strategy used by the sampled teachers. The teachers did much of the talking transmitting instructions to learners. Lecture and question answer methods were used by most teachers.

Chalk board, reading materials (class-texts, teachers' guides and dictionaries) were used by all the teachers to teach. Although teachers stated that they used charts, photographs and models, these were not evident in the observed lessons. Teachers emphasized the use of *Kamusi ya Kiswahili Sanifu, Kamusi ya Methali* and *Kamusi ya Semi* among their learners. Few schools gave learners class readers and *Taifa Leo* newspaper. *Taifa Leo* newspapers are important since they enhance student knowledge in vocabulary and sentence construction. A small number of schools provided more able learners with writing tasks that test and challenge them. There are missed opportunities for developing learners' communication skills during their study across the whole curriculum. Learners do not get a comprehensive package which can equip them with the essential skills to enrich their writing skills.

5.2.3. Students' Analysed Insha

The study indicated that the content of the writing of many learners of all abilities was marred by inaccuracies in spelling, punctuation and grammar. Most of the learners

often made slow progress in their learning because of their poor literacy skills. Important shortcomings in teaching include a lack of close attention to improving the quality and accuracy of learners' writing. The study indicated that very few schools used assessment information to plan improvements in writing to the same extent as they use assessment information to improve reading. According to (Estyn, 2008), the characteristics of effective writing include the following: For learners to develop as writers, they should demonstrate that they can: Engage their reader(s), adapt their writing to suit the audience and purpose of the piece, use grammatical and stylistic features to ensure clarity, achieve the right tone and create particular effects. In addition, they should be able to use a range of sentence structures, organise their writing, linking ideas coherently and using paragraphs effectively. They should choose and use appropriate vocabulary, use punctuation to clarify meaning and use a range of strategies to enable them to spell correctly. It is also imperative for students to present their writing appropriately, either by hand or by using   information and communication technology (ICT).

In order to make progress, learners need good teaching that includes the modelling of writing, regular opportunities to develop their skills, and effective assessment practice that leads them to understand how best to improve their work. The really effective writer will reach a stage when the mechanical aspects of writing, such as spelling and punctuation, become second nature to them and they are able to give all their attention to experimenting with language and form to engage and inform their readers.

5.2.3 Challenges that teachers face in teaching Insha writing

Research findings indicate that majority of the Insha teachers lacked skills on how to teach various *Insha* topics. None of them expressed pedagogical knowledge in their

teaching in areas of content, grammar, sentence construction, amongst other skills. Learners' and school managers' negative attitude towards Kiswahili was noted. School managers emphasized spoken English and in some cases set punitive measures for pupils who spoke Kiswahili in the school compound.

Majority of the teachers felt that 40 minutes were not enough to teach an *Insha* task, assess it and give the learners feedback. This challenge was more critical in understaffed schools as it is the case in most schools in Wareng Sub County.

5.3 Conclusion

Teachers' knowledge has an impact in teaching *Insha* writing since it has *an* influence on the method of teaching, evaluation procedures, and choice of resources to be used in teaching *Insha* writing. Teachers exhibited lack of skills in the teaching of content and the style of writing *Insha*. Majority of them lacked skills to teach word order, sentence structure and correct use of vocabulary. Teachers 'skills also influences the method of teaching, classroom management and learners reception of *Insha* writing. Teachers of Kiswahili inadequately prepare to teach *Insha* lessons as majority of them relied on class texts, off-head and teachers guides to teach. It also emerged from the study that teachers design schemes of work but do not follow them. Besides that Insha lessons were not planned for. Some of the challenges faced by teachers in teaching *Insha* writing include negative attitude towards Kiswahili, inadequate provision of teaching materials, school language policy, understaffing of teachers of Kiswahili and inadequate time for teaching *Insha*.

5.4 Recommendations

In line with above findings and conclusions, the study makes the following recommendations;

1. Regular Kiswahili language teaching workshops need to be organized for teachers to equip them with skills of coping with the demands of language teaching. Teachers should be encouraged to prepare lesson plans and lesson notes for *Insha* lessons. This will improve their efficiency and effectiveness.

2. School managers need to purchase relevant class readers for various levels of learners. Writing is a production skill that requires practice to perfect it. Teachers should give short writing exercises on topics negotiated with learners for practice.

3. More Kiswahili teachers should be employed to teach in schools this will reduce teaching load of teachers' and will thus have time to teach *Insha*.

4. The school administrators' should set aside days when students should speak Kiswahili this will improve sentence construction, spelling and the right word order this will encourage students to have a positive attitude towards *Insha* writing.

5.5 Suggestions for further research

The study suggests the following topics for further research:

1. A study on strategies used in teaching *Insha* writing at secondary school level.

2. A study on the relevance of the Kiswahili language curriculum used at teacher training colleges.

3. A study on the efficiency and effectiveness of Ministry of Education Kiswahili Inspectors

4. A study on the adequacy and appropriateness of texts used by teachers in teaching *Insha* writing

REFERENCES

Adams, J. Reaside& White (2009) Research Methods for Qualitative and Social Research. 2(2) Art 7 http//nbn.

Airasin, (1991) *Implementing Performance Assessment in the classroom.*Cambridge University Press.

Annes & Raazia (2007) *Social & Psychological Factors Affecting Writing Skills.* London: Cambridge Press.

Adeniyi, A. (2004)Strastegies for Education Development. A review journal Vol 7 No 2 862-871.

Aggarwal, S.C.(1995). *Essentials of Education Technology. Teaching learning innovations in Education.* New Delhi,Vikas Publishing House PVT LTD.

Akinyi, D. (1997). *An investigation into the mastery of content and skills by secondary schools, English Language teachers.* A study of Uasin Gishu District.(Unpublished master's thesis). Moi University

Alkharusi, H. (2009). *Correlates of teacher education students' academics.* London: Cambridge Press.

Alsarimi, A.M. (2000). *Classroom assessment and grading practices in the Sultanate of Oman* (Unpublished dissertation). University of Pittsburgh, Pennsylvania.

Angeli, C.&Valanides, N. (2009). Epistemological and methodological issues for the conceptualization, development, and assessment of ICT–TPCK: Advance in technological pedagogical content knowledge (TPCK).*Computers & Education* 52, 154–168.

AsseyA.& Ayot, R. (2009). *Principles of Teaching and Communication*; Nairobi, Kaswanga Press and Consultancy.

Ayot, H.O (1984) *Language for Learning .A methodology book for English Language Learning in Secondary schools.* Nairobi Macmillan Kenya Publishers, Ltd. educational measurement course. *International Journal of Learning*, 16, 1–15.

Ball, D. L. (2000). Bridging practices: Intertwining content and pedagogy in teaching and learning to teach. *Journal of Teacher Education*, 51 (2), pp. 241-247.

Barasa, P. (2005). *English Language Teaching in Kenya policy Training and Practice,* Eldoret Moi University Press.

Barker, J. &Westrup, H. (2000). *The English Language Teachers Handbook. How to teach large classes with resources.* London :VSO.

Barman, L & Wylie (2003) A comparison of Present Day Grammar. Oxford University Press.

Bennars, G.A. Otiende. J.E and Bosivert, R. (Eds) (1994).*Theory and Practice in Education.* Nairobi: EAEP

Bers, M., Ponte,I., Juelich, C.,Viera, A.,& Schenker, J.(2002). Teachers as designers: Integrating robotics in early childhood education. Information. Technology in Childhood Education Annual conference, 2002(1), 123-145. performance in an educational measurement course. *International Journal of Learning,* 16, 1–15.

Bers, M.,Ponte, I., Juelich, C.,Viera, A., &Schenker, J. (2002). Teachers as designers: Integrating robotics in early childhood education. *Information Technology in Childhood Education Annual,* 2002(1), 123-145.

Biays &Weshoven. (2011). *Writing Essays and Paragraphs with writing from Reading Strategies* 6th Edition: Longman.

Borg, S.(2005). *Experience, knowledge about language and classroom practice in teaching grammar.* In N. Bartels (Ed.), Applied linguistics and language teacher education (pp. 325-340). New York: Springer

Bradrock &Lloyd-Jones & Schorer (1963) Teaching Grammar to Writers. Oxford University Press.

Braxley, K. (2005). *Mastering academic English: International graduate students' us of dialogue and speech genres to meet the writing demands of graduate schoo*l. In J. K. Hall,

Breen, M., Candlin, C. and Gabrielsen (1989).*The Evolution of Language Curriculum.* London: Cambridge Press.

Broughton, G., Brumfit, C., Hill, P. &Pincas, A. (1993).*Writing. In Teaching English as a Foreign Language*. (2nded.) (pp 116-133). University of London Institute of Education. London: Routledge.

Bryant, N.C., & Barnes, L.L.B. (1997).Development and validation of the attitude toward educational measurement inventory. Educational and Psychological Measurement, 57, 870–875.

Bullough, R. V. (2001). Pedagogical content knowledge circa 1907 and 1987: A student in the history of an idea. Teaching and Teacher Education, 17(6): 655-666.

Chan, J. (1986) *Improving Comprehension for Students in Language.* Cambridge University Press.

Cherkut, G. (2005). *A study of the factors that influence the teaching of composition writing in secondary schools in Marakwet West District (2005).* (unpublished Mphil thesis). Moi University

Clark, A. and Trafford, J. (1998). Return to Gender boys and girls attitudes and achievements in language learning, Journal 14.

Clark, L. I. (2003). rammar and Usage. In William D.J. (Ed.), *Concepts in Composition-Theory and Practice in the Teaching of Writing* (pp 313 – 337). New Jersey, London: Lawrence Erlbaum Associates, Publishers.

Clementson, T. (2005). *Natural English Writing & Reading Skills.* China: Oxford University Press.

Clotfelter, C. T. (2007). *Teacher Credentials and Student Achievement in High School: A Cross-subject Analysis with Student Fixed Effects.* Washington, DC: National Center for Analysis of Long.

Cohen, J. (1988). *Statistical power analysis for the behavioural science* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

Cohen, J. (1988). *Statistical power analysis for the behavioural science* (2nd ed)

Cook (1991). *Bibliography of Language Learning and Language Teaching*: Edward Arnold: London

Coulmas, F.(2003). *The writing systems of the word. An Introduction to their linguistic analysis.* New York, Cambridge University Press.

Czerniewska, P. (1992). *Learning About Writing*: Oxford, Blackwell

Daniel, L.G., & King, D.A.(1998). Knowledge and use of testing and measurement literacy of elementary and secondary teachers. *Journal of Educational Research,* 91, 331–343.

Darling-Hammond, L. H. (2005). *Does teacher certification matter? Evidence about teacher certification, Teach for America, and teacher effectiveness.* New York: Chapel Hill.

Education Association.(1990). Standards for teacher competence in educational assessment of students. Educational Measurement: Issues and Practice, (3) 2-3

Esayi, L.(2007).*'An Investigation Into The Use of Poetry in The Teaching and Learning of English in Secondary Schools in Kenya. A case of Uasin Gishu District.* Unpublished Thesis Moi University.

Eshiwani, G. (1993). *Factors influencing performance among primary schools and secondary school pupils in western Province of Kenya. A policy study*: Nairobi: Bureau of Educational Research. Kenyatta University.

Estyn (2009). Best practice in the reading and writing of pupils. *Journal of Educational Research*, (92), 330–345.

Fathman & Walley (1990).*Teacher Response to Sudents writing.* New York: McGraw Hill

Farrant (2000). *An Introductory Course in Teaching and Training Methods for Management Development.*

Fraenkel, J.R. &Wallen N.E. (2010). *How to Design and Evaluate Research in Education (7TH Ed).*New York, McGraw Hill Higher Education.

Frageau, L.A. (1999). Preparing ESL Students for College Writing. Two Case Studies. The internet TESL

Frankel &Wallen (2006*). How to Design and Evaluate Research in Education*: New York: McGraw Hill

Freedman, (1983). *Learning to Write the First and Second Language.* UK. Longman

Freeman,D. & Johnson, K. E. (1998). Reconceptulizing the knowledge base of language teacher education. TESOL. *Quarterly*, 32(3), 397-417.

Freeman, H.M (2001). *Multicultural Education: An approach of teaching cultural diverse students in South Africa*. 9(1) pp 68-76 .

Friedman (1997). *Design Science and Design education in the challenge of complexity Helsinki:* Helsinki University of art and Design.

Frodsen, J.(2001). Grammar in Writing. In Celec-Murcia M.(E.d)Teaching English as a second or foreign Language(3ʳᵈ ed.) (pg.219-232) Boston, MA: Hienle and Heinle.

Garrison, D.& Archer, W. (2006). A Community of Inquiry Framework for Online Learning (Ed) Handbook of Distance education. NewYork: Eribaum.

Gall, J.P, Gall, M.D., Borg,W.R. (2007). *Appling Educational Research*. New York: Pearson.

Gathumbi, A. and Masembe, S.C. (2005). *Principles of Teaching in Language. A text for teacher Educators and pre-service teachers*: Nairobi: Jomo Kenyatta Foundation.

Gay (1992) A Process of Identifying Quality Educational Research Design. New York: Pearson.

Germa, T. & Purves, A. (1988) The IEA Study of writing composition. New York: Pearson.

Goehring, H.J. (1973). Course competencies for undergraduate courses in educational tests and measurement. *The Teacher Educator*, 9, 11–20.

GOK (1988). *Report of Presidential working party.* Mackay Report: Nairobi Government Printers.

Grant, L. (1997).Testing the language proficiency of bilingual teachers: Arizona's Spanish proficiency test. *Language Testing*, 14(1), 23-46.

Grossman, P. (1989). Learning to teach without teacher education. *Teachers College Record,* 91, 191-207.

Gudu, O.B. (2010). *A study of the 2002 Intergrated approach to Instruction of the Speaking skills in English: A case of selected secondary schoos in Eldoret municipality Kenya*. Unpublished MPHIL Thesis: Eldoret Moi University.

Gunterman (Ed.), *Developing language teachers for a changing world* (pp. 124-158). Lincolnwood, IL: National Textbook Company.

Hanson, J. (2009).Education Leadership. The University of Winchester.

Harmer, J. (2007). *The Practice of English Language Teaching*. (4ᵗʰed.). (pp 323-330). England: Pearson Education Limited.

Hillocks, G., Jr. (2005). At last: The focus on form vs. content in teaching writing. *Research in the Teaching of English*, 40(2), 238–248.

Hopkins, D. (2008). A Teachers guide to classroom Research 4ᵗʰ edition. Oxford university Press.

Hitchcock, B. & Hughes, D. (1989). *Research and the teachers. A qualitative introduction to school based research London:* Routledge Publisher.

Huang, F. A. (2009). *Is experience the best teacher? A multilevel analysis of teacher characteristics and student achievement in low performing schools EducAsseEvalAcc21:209-234.*New Delhi: New Age International Publishers.

Hudson, P.& Mille, P. (1997) Strategies for Obtaining Maximum Response to Evaluation Research.11(2):102-112

Hyland, K. (2004). *Second Language Writing.* New York: Cambridge University Press.

Jaiyeoba, A. (1998). *Conditions of service and job performance of P.T.A. teachers in Ibadan. North local government secondary schools.* Ibadan: Ibadan State University.

Jeruto, Z.B.(2006). *Factors Affecting Teaching and Learning of Poetry in Integrated English Syllabus. A case of selected schools in Nandi North* (Unpublished Thesis- Eldoret) Moi University.

Kabaji.(2011).Rethinking Pedagogical and Social-Psychological concerns. *Journal of Education and Social sciences.*

Kaptingei (2006) *The Use of Drama Techniques in Teaching Kiswahili*.(Unpublished Thesis- Eldoret) Moi University.

Kembo, Sure.(2006). *Language planning for development in Kenya.* Moi University Press.

Khalil, O.E . (2014). *The Integrated Approach: Focus on Approval course books and its Implementation in Public Secondary Schools in Machakos County, Kenya;* Unpublished PHD Thesis; Eldoret: Moi University.

Kim, J. (2005). A community within the classroom: Dialogue journal writing of adult ESL learners. *Adult Basic Education,* 15(1), 21–32.

Kiess, H.& Bloomquist, D. (1985) Psychological Research Methods. A conceptual Approach. Boston, Allyn & Bacon. □

KNEC (2009). A report of The Kenya National Examination Council

KNEC (2010). A report of The Kenya National Examination Council

KNEC (2011). A report of The Kenya National Examination Council

KNEC (2012). A report of The Kenya National Examination Council

KNEC (2013). A report of The Kenya National Examination Council

KNEC (2014). A report of The Kenya National Examination Council

Koehler, M.J., Mishra,P., &Yahya, K. (2007). Tracing the development of teacher knowledge in a design seminar: Integrating content, pedagogy, & technology. *Computers & Education*, 49(3), 740-762.

Koehler,M. J., & Mishra, P.(2008). Introducing TPCK. In AACTE committee on innovation and technology. Handbook of technological pedagogical content knowledge (TPCK) for educators (pp.3–29). New York: Routledge.

Kombo, D. (2006). *Proposal and Thesis Writing.*Nairobi: Paulines Publications Africa.

Koros, B.T. (2008). *The use of oral language approaches in Developing Writing Skills in English language. A case of selected secondary schools in Bureti District.*(Unpublished Mphil Thesis). Moi University. Eldoret

Kothari, C.R. (2010). *Research Methodology, Methods and Techniques*(2nd ed.). New Delhi, India: New Age International Limited.

Kothari, S. (1992). *Methods and Techniques of Teaching. New Delhi Starting Publisher.* Vikas Publishing House.

Kroll, B. (2001). *Exploring the dynamics of second language writing.* Cambridge, UK: Cambridge University Press.

Laczko-Kerr, I. (2002). *"The Effectiveness of "Teach for America" and other Under-certified Teachers on Student Academic Achievement: A Case of Harmful Public Policy.".* London: Prentice Hall.

Lafayette, R. C. (1993). *Subject-matter content: What every foreign language teacher needs to know.*

Lantolf, (2003). https/book.googleplus.com. Oxford University Press.

Lave & Wenger (1991) Situated Learning Legitimate Peripheral Participation. Cambridge University Press.

Lee, M. H., & Tsai, C.-C.(2010).*Exploring teachers‘ perceived self efficacy and technological pedagogical content knowledge with respect to educational use of the World Wide Web.* Instructional Science.

Leki, I. (1990). Coaching from the margins issues in written responseB.Kroll (Ed.), Second Language Writing (pg 57-68) Cambridge, UK Cambridge University Press.

Luvisia, C.J.(2003) *A Study of Availability and Use of Instructional Resources in Teaching Kiswahili Grammar in Selected Secondary Schools in Bungoma District Kenya*: Unpublished Thesis Moi University.

Magno, C. (2010) *Activation and Inhibition of Self-regulated Learning.* Lambert Publishing Saarbrucken Germany.

Mathews, J. (2004). Negotiating academic literacies in a second language: Profiles of Turkish scholars of international relations. Dissertations Abstracts International, 66(1), 64.

Matsuda, P. K. (2003). Process and post-process: A discursive history. *Journal of Second Language Writing*, 12(1), 65–83.

Mayo, S.T. (1964). What experts think teachers ought to know about educational measurement. Journal of Educational Measurement, 1, 79–86

Mbaabu, I. (1979). *Language Learning in Kenya, some practical consideration. A journal for language teachers in Kenya*. Nairobi: Longman publishers

Medwell.(2001)The Theoretical Beliefs of Effective Teachers of Literacy in Primary school. Research Paper in Education, 16(3) 271-292.

Mertler, C.*A. & Campbell, C. (2005, April). Measuring teachers' knowledge and application of classroom assessment concepts: Development of the Assessment Literacy Inventory. Paper presented at the meeting of the American Educational Research Association*, Montreal, Canada.

Mertler, C.A. (2003, October). *Pre-service versus inservice teachers' assessment literacy: Does classroom experience make a difference?* Paper presented at the meeting of the Mid-Western Educational Research Association, Columbus, OH.

Mertler, C.A. (2004). Secondary teachers' assessment literacy: Does classroom experience make a difference? American Secondary Education, 33, 49–64.

Mogambi, H. (2004). Usomaji Mpana Wa Kiswahili Humsaidia Mwanafunzi. Taifa Leo 26/4/2004. Nairobi: Nation Media Group.

Molenje, M. (2012*). Challenges of Teaching Revised Kiswahili Syllabus in Secondary schools in Bungoma West District Kenya*. (Unpublished Mphil thesis). Moi University.

Msanjila, V.P. (2005). *Problems of writing in Kiswahili.A case study of Kigurunyumbe and Morogoro Secondary Schools in Tanzania. Nordic Journal of African studies*, 14(1), 13-25.

Mugenda & Mugenda, M. A. (2003). *Research Methods.* Nairobi: Acts Press.

Muijs, D.(2005). *Doing Qualitative Research in Education With SPSS.* Sage Publication. London.

Mukwa, C.K. and Too, J.K.(2002); General Instructional Methods; Eldoret, Moi University.

Murphy (Eds) Language Learning Tasks for The Communicative Classroom. New York. Cambridge University Press.

Namulungu, R.I.S.(2007). *Development* of *Kiswahili Education in Kenya Between 1900-2000;* Unpublished DPHIL Thesis; Eldoret: Moi University.

Nasibi, L. & Kioo, A. (2005). *A history and Government handbook for teachers.* Nairobi : Nehema Publishers.

Nespor & Barylske, (1991) Narrative Discourse and Teacher Knowledge. *American Educational Research Journal* 18(4), 805-823.

Njuguna, B.W.(2005) *The extent and Effects of Students Absenteeism on Academic performance In Public day schools in Nairobi Province*. Unpublished Thesis Eldoret. Moi University .

Nunan, D. (1998) Language Learning Tasks. Englewood Cliffs. Prentice-Hall.

Ogechi, N .and Bosire (2003). Educational Publishing in African Language with a Focus on Swahili Kenya. *A Nordic journal of African Studie*s 11(2) 167-184.

Omulando, C. (2002). *The effects of Kiswahili on the use of English as medium of instruction and language in Kenyan secondary schools. A case of secondary schools in Bungoma District*. Unpublished thesis Moi University.

Onchara P.O. (2005) *Effects of classroom Learning on Language Acquisition of English in Kenya Primary Schools. A case of Primary Schools in Kisii Municipality*.(Unpublished MPIL Thesis Eldoret.)

Ongeti, (2002)*A comparative study of performance between Bantu and non-Bantu speakers. A case of secondary schools in Bungoma District* .Unpublished thesis Moi University.

Onjiko, J. (1997). *An Investigation intothe Mastery of Content and Skills by Kenya's Secondary School Teachers of English for effective Teaching of English Grammar: A study of Uasin Gishu Disrict*, Unpublished MPHIL Thesis, Eldoret: Moi University.

Orodho, A. J. (2003). *Essentials of Educational and Social Sciences Research Methods*. Nairobi: Masola Publications.

Park, T. H. (2005). Korean EFL writers' difficulties with sentence cohesion and vocabulary use. *Dissertation Abstracts International*, 65(7), 1650.

Piaget and Vygotsy (2005). *Educational Psychology: The Dynamics of Generational Development*. Cambridge University Press, New York

Popham, W.J. (2006). Needed: A dose of assessment literacy. *Educational Leadership*, 63, 84–85.

Quilter, S. (2001) Inservice Teachers' Assessment on Literacy & Attitude Towards A Education. The Educator 36 (2) 115-143

Raimes, A. (2004). *Techniques in teaching writing*. New York: Oxford University Press.

Republic of Kenya. (1999). *Totally Integrated Quality Education and Training (TIQET) for Unity, Equity and Development*. Nairobi: Government Printer.

Richard, S. (1991) Relevant Classroom Assessment Training for Teachers. Wile Job Network.

Republic of Kenya. (2005.). *Sessional Paper N 1 of 2005.A Policy Research and Review, 2(7): 165-171*. Nairobi: GOK.

Republic of Kenya. (2008). *Ministry of Education Strategic Plan (2006 - 2011). .* Nairobi: Government Printer.

Richard & Platt (1992) *Language Learning Strategies*. Oxford University Press.

Richard & Rodgers (1986) *Motivation in Second and Foreign Language Learning*. Oxford University Press.

Rimes, A (1998).*What Unskilled ESL students do as they write: A Classroom Study of Composing TESOL Quarterly*.

Ryanga, C.S.W.A (2002). *Kiswahili: A Tool for Development the Multi- Disciplinary Approach* . Nairobi downtown printing works ltd.

Ryanga,CWM.(1986)*'Factors Affecting English Language Ability Development in Kenyan Primary Schools.'' A paper presented at the Conference in English in East African, T*he British Council.

Saari &Purves, A. (1994) Writing Composition Instruction. The International Encylopeidea of Education .Oxford U.K.

Sanders, M. S. (2002). *Class-size Studies Prime Time and Star, Tennessee's Project Star Dallas Texas.* Dallas Texas.

Serem, D. K., Boit, J. M, Wanyama, M. N.(2013). *Understanding Research: A Simplified* Form. Eldoret: Utafiti Foundation.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4- 31.☐

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.

Silva, T. (1993). Towards an Understanding of the Distinct Nature of L2 Writing: The ESL Research and Its Implications. *TESOL Quarterly*, 27(4), 657-677

Sophist & Georgian (1994) Effective learning & writing skills. Cambridge University Press.

Stager (1997) Education &Psychological Measurement. Cambridge University Press.

Stern ,H.H. (1992). *Issues and options in language teaching*(Ed posthumously by Patrick Allen & Birgit Harley). Oxford University Press.

Stronge, J. W. (2008). What is the Relationship Between Teacher Quality and Student Achievement? *An Exploratory Study JPersEval Educ(2008) 20:165-184.* Munich: University of Munich.

Stubbs, M.(1976). *Language in Schools and Classrooms;* London: Methuen and Colt.

Tsai, C. H. L. (2004). Investigating the relationships between ESL writers' strategy use and their second language writing ability. *Dissertation Abstracts International*, 65(6), 2174.

Thome, C. The Effects of Classroom Based Assessment Using Analytical Writing Ed. P.Cardinal Stritch University.

U.S. Department of Education. (2009). *Teacher preparation: Reforming the uncertain profession – remarks of Secretary Arne Duncan at Teachers College, Columbia University.* Retrieved November 15, 2009, from http://www.ed.gov/news/speeches/2009/10/10222009.html

Van D & Veelop (2001) Journal of Research in Science Teaching 38(2) 137-158

Van, L. (1988) *The classroom & Language Learner Ethnography*. Cambridge University press.

Verloop, N.,Van Driel, J., & Miijer,p. (2002) Teacher knowledge and the knowledge base of teaching. *International, Journal of Educational Research.*35 (5), 441-461.

Villegas, Reimers. (2002)*Teacher Preparation, International Perspective* .Macmillan U.S.A

Vitanova, G. & L. Marchenkova (Eds.) (2005). *Dialogue with Bakhtin on second and foreign language learning* (pp. 11–32). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Wafula, L.(2009).*Challenges of Integrated Method on the Teaching of Oral Literature in Kenyan Secondary Schools. A Case Study of Eldoret Municipality.* (Unpublished MPHIL Thesis) Eldoret. Moi University.

Waititu, F. (1995).*Functional writing in Kiswahili, An investigation of secondary school student ability in writing a letter of application for a job.* (Unpublished MPhil Thesis). Moi University.

Wamitila, K. W. & Gichohi, W.(2003). *Chemichemi za Kiswahili kidato cha tatu.* Longhorn Publishers

Wareng Sub-County Mock Committee Report 2010-2014. D.E.O'S office

Webb, K, & Blond, J. (1995).Teacher Knowledge: The relationship between caring and knowing. *Teaching and Teacher Education,*11(6), 611-625.

Wenden, A.& Rubin, J (1997) *Strategies in language learning. Engle-wood.* New Jersey: Prentice Hall.

Whitaker, C. (2010). *Best practice in teaching writing.* Heinnman: New Jersey.

Williams, J. (2004). Tutoring and revision: Second language writers in the writing center. *Journal of Second Language Writing*, 13(3), 165–172.

Wilson, S. F. M. (2001). *Teacher Preparation Research: Current Knowledge, Gaps, and Recommendations.* . Michigan: Michigan State University.

Wood, J. (2000). *A marriage waiting to happen: Computers and process writing.* EducationDevelopmentCentreInc.(EDC)www.edtechleaders.org/Resources/Readings/UpperElemLiteracy/Wood Computers Writing.htm

Zajacova, A. L. (2005). *Self-Efficacy and academic success in college. Reasearch in Higher Education, vol.40,* NO.6, pp.677-706. Berlin.

Zhang, Z. (2003) Classroom Assessment practices and Teachers' Self Perceived Assessment skills. Applied Measurement in Education 16(4) 323-342

APPENDIX I: OBSERVATION SCHEDULE FOR TEACHERS OF KISWAHILI

FORM_____

DATE_____

TIME OF OBSERVATION_____

In carrying out observation in the classroom, the following items will be put into consideration.

<u>**SECTION A**</u>**: GENERAL INFORMATION**

1. The gender of the teacher

Male   (   )

Female   (   )

2. Students participation in class

Active   (   )

Passive   (   )

3. Teacher's participation in the lesson

Guide students   (   )

Absent   (   )

Not concerned   ( )

4. Class size

Below 40   (   )

41-45   (   )

46-50   (   )

51-55   (   )

56-60   (   )

66-70   (   )

SECTION B: RESEARCH SPECIFIC INFORMATION

1. What are the effects of teachers' knowledge in teaching *Insha* writing in selected schools in Kenya?

   i.   The teacher has knowledge of content and understands what he/she is teaching the students _____

   ii.   The teacher has content of sentence structure._____

   iii. The teacher uses relevant contexts to explain vocabularies, idiomatic expressions, and proverbs. _____

   iv.   Relevant examples of writing skills are used in class_____

   vi. The students connect with the teacher easily _____

   v.   The teacher uses grammatical and stylistic features to ensure clarity, and achieve the   right tone and create particular effects   on students writing_____

   vi.   The teacher uses a range of sentence structures to enable learners develop good sentence in their writing. _____

   vii. The teacher uses a range of strategies to enable the students to spell correctly._____

   _____

   viii. The teacher guides students to organise their writing, linking ideas coherently   and   using   paragraphs   effectively

   _____

   _____

2. What are the impacts of teachers' skills in teaching *Insha* writing in selected secondary schools in Wareng Sub County?

   i.   The teacher is eloquent in instructing the class. _____ ☐☐☐☐

ii.   The teacher shows confidence during the lesson._____

iii.   The lesson is teacher-student centred _____

iv.   The teacher has clear understanding of current skills of *Insha* writing

_____

v.   Questions raised by the students are answered correctly by the

teacher_____

_____

vi.   The teacher rarely refers to his/her notes during the lesson.

_____

_____

vi.   The teacher presents their teaching of *Insha* writing appropriately, by using

information and communication technology(ICT). _____

vii.   The teacher employs the use modelling of writing, which helps students

develop their skills, and they also use effective assessment practice that leads

students'   to   understand   how   best   to   improve   their

work._____

viii.   The teacher uses real life examples in class _____

ix.   The teacher uses reliable instructional skills? The teacher is able to invent a

story   to   explain   further   the   importance   of   writing   skills.

_____

_____ □□□

x.   The teacher is able to skilfully answer the questions raised by their students.

_____

_____

xi.   The teacher is well equipped to achieve the objectives of the topic.

_____

_____

xii.   The   teacher   has   an   elaborate   lesson   plan.

_____

xiii.   The lesson plan describes how the students will be taught *Insha* writing

skills._____

xiv.   The   teacher   gives   students   exercises   after   the   lesson.

_____

3. What are the challenges faced by teachers' in teaching *Insha* writing skills?

      i.   What factors may disturb the teacher while teaching *Insha* writing skills?

      ii.   Students 'lack of grammatical competence_____

      iii.   Students exhibit weak sentence structure_____

_____

_____

      iv.   The classrooms are overcrowded _____

      v.   There are problems related to syllabus coverage

_____

What is the school language policy the school language policy?

_____

      vi.   How accessible is the school equipment/devices to teachers for use

during *Insha* writing classes?_____

      vii.   How do teachers engage students in *Insha* writing learning activities?

      viii.   Do teachers adopt an appropriate teaching methodology for developing

Insha writing skills?

_____

_____

ix.   Do the students come with sufficient knowledge about Kiswahili language from their previous classes?

_____

_____

_____

APPENDIX II: KISWAHILI TEACHERS' INTERVIEW GUIDE

PART 1: BIODATA

1. What are your academic and professional qualifications?

_____

2. Besides Kiswahili, which other subjects do you teach in this school?

_____

PART TWO: GENERAL INFORMATION WRITING.

1. How much time is allocated for developing _Insha_ writing skills in each period?

_____

_____

_____

2. In case of the students with poor *Insha* writing skills, how do you manage to develop their writing competence?

_____

_____

_____

3. What kind of   measures have you taken to improve *Insha* writing skills by your students

_____

_____

_____

4. How   often   do   you   teach   writing   skills   in   your   Kiswahili   classes?

_____

_____

5. Do you have enough Kiswahili *Insha* text books in your school?

_____

_____

6. What   are   some   of   the   teaching   aids   that   you   use   to   teach   *Insha*   writing?

_____

_____

7. Which   form   of   teaching   do   you   mostly   employ   in   your   teaching?

_____

_____

8. What follow up activities do you have for your students after marking their work?

_____

_____

9. What do you consider an improvement in your students work?

_____

_____

10. What device do you use to monitor your students improvement in writing

_____

_____

11. Do you have a language policy in your school?

_____

_____

12. How do you motivate students to enjoy *Insha* lessons?

_____

_____

13. Do you have any other comment you wish to make on the teaching of *Insha* writing?

_____

_____

_____

APPENDIX III: WRITING TASK

MAAGIZ0.

Chagua insha *moja* kati ya zile ulizopewa.

Kila insha ni alama **20**.

Insha yako isipungue maneno **400.**

MASWALI.

1. Wewe ni mhariri wagazeti la Mulika. Umechukizwa na utepetevu wa serikali katika kupigana na ufisadi. Andika taharir ukipendekeza njia za kukabiliana na tatizo hili.

2. Pendekeza njia mwafaka za kuboresha kilimo nchini kwa kusudi la kuongeza mavuno na mapato ya wakulima.

3. Msasi haogopi miiba. Andika insha inayoafikiana na methali hii.

10/20

MVAVI HAVGOPI MHIBA:

...alikuwa Vanku Kiyi kimoja Paliondokea muichana mmoja ambaye...

...umeanliwa ketnka familia ambayo ilikuwa ni cha m...

...unapo m'saidie Myichana huyo alioma shule hakuni a...

...alikuwa amenuna muicham mkubwa. y

...yake bila makta Bau yake muichana aliendela na mayma...

...#i ni ya shida heyele shuleni lakini kwe nyumbani ilikuwa...

...na shida amacharab, hu maani alikuwa anapika makutao menyi...

...mbaya hakah ambayo mauha yake hadi kuendelea kuha...

...alikula makubwa.

...mauka yake mbiyo haidi Muicheyea alipohma daraya la haha...

...ambayo ilikuwa mpekni kuliabihu Said kushinda haka...

...para alali na akapekea hakah hio babaye mican a...

...alikuwa akuka bidii daraani mauha yake. Maikini myicha...

...kujuamea bila ucuhisi hengue. lakini likuka ni kama...

...hata nikuumba ni nani akanitardia Muichana alijuema kuka...

...na nimae kummia na kuhihi hili nihue shuje ya upi...

...waani. mauba mema ya...

...Chana aliendeea kuha bidii masomani lakini huye mu...

...bau yake makutao yeye ambayo alikuwa na kukau kwa...

...bani kuani hata hakah mikingine alikuwa akaping nyum...

...Chakula, lakini alipaki to kulumuna haya akulala ti...

...yake.

...kutapya mhbani hake na kitghila na kupala alama Alikea...

...na kwa bihah nami alikwa kupala msamara mkuta...

...kumpeieka dhueni. Hupo yaya ndipo mabubu yak...

...ilikua kupadilika kidogo lakini yake makutao ambayo...

...alikusa akiping haidi kuendae saidi lakini alukuenea mayuni...

...mhake kuha yak ambayo alikuwa akitika kama hatimpe.

Alikuwa mambo haya yote na kuyaabuu tena yaye yaye
ambayo alikuwa akiyapnia nyumbani kwao. Alipofika dare kudu...
Cha kuu Mamake mgai alikua kupatwa na mauba yake
haw mw kuwa yuliyomknia, tapo ndipo mauba yake k...
hue ya kuotiba na kutumuva.

Muchaaa mtemeke cikaka hana cha kutanya k...
amaku gendere na mauomo yake na pia g...
akalinte kale kakio kao kakili kadajo cura...
kalikwa qramipaki bia mw yenye nyum...

Rai kilichopakia tu ni kuala mauomo
kakuo kau, lakini alikwa kusaidia na
kilendrea na mauomo yake na c...
kwendaka kutanya kai na kulipk...
kai raw na kukuki matuk...
kau pia kakirwa kamsaid...
maUba parma.

yake na killala
Akarudi shuleni cikawra
wakapya mikni yake na
ka chwe kikuu na kupata
...kama na kale katw...
...na pia kao kakaliki...

APPENDIX IV: RESEARCH AUTHORIZATION

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

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

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

Ref: No.
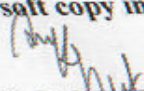
Date:
21ˢᵗ **April, 2015**

NACOSTI/P/15/6215/5450

Dorcas Jerotich Mugun
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "
teachers' knowledge and skills on the teaching of writing insha
secondary schools in Wareng Sub-County, Kenya" I am pleas
you that you have been authorized to undertake research in
County for a period ending **31ˢᵗ August, 2015.**

You are advised to report to **the County Commissioner**
Director of Education, Uasin Gishu County before e
research project.

On completion of the research, you are required to sub
and one soft copy in pdf of the research report/thesis to

DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

The role of
in selected
ed to inform
Uasin Gishu

and the County
mbarking on the

mit **two hard copies**
our office.

y and Innovation is ISO 9001: 2008 Certified

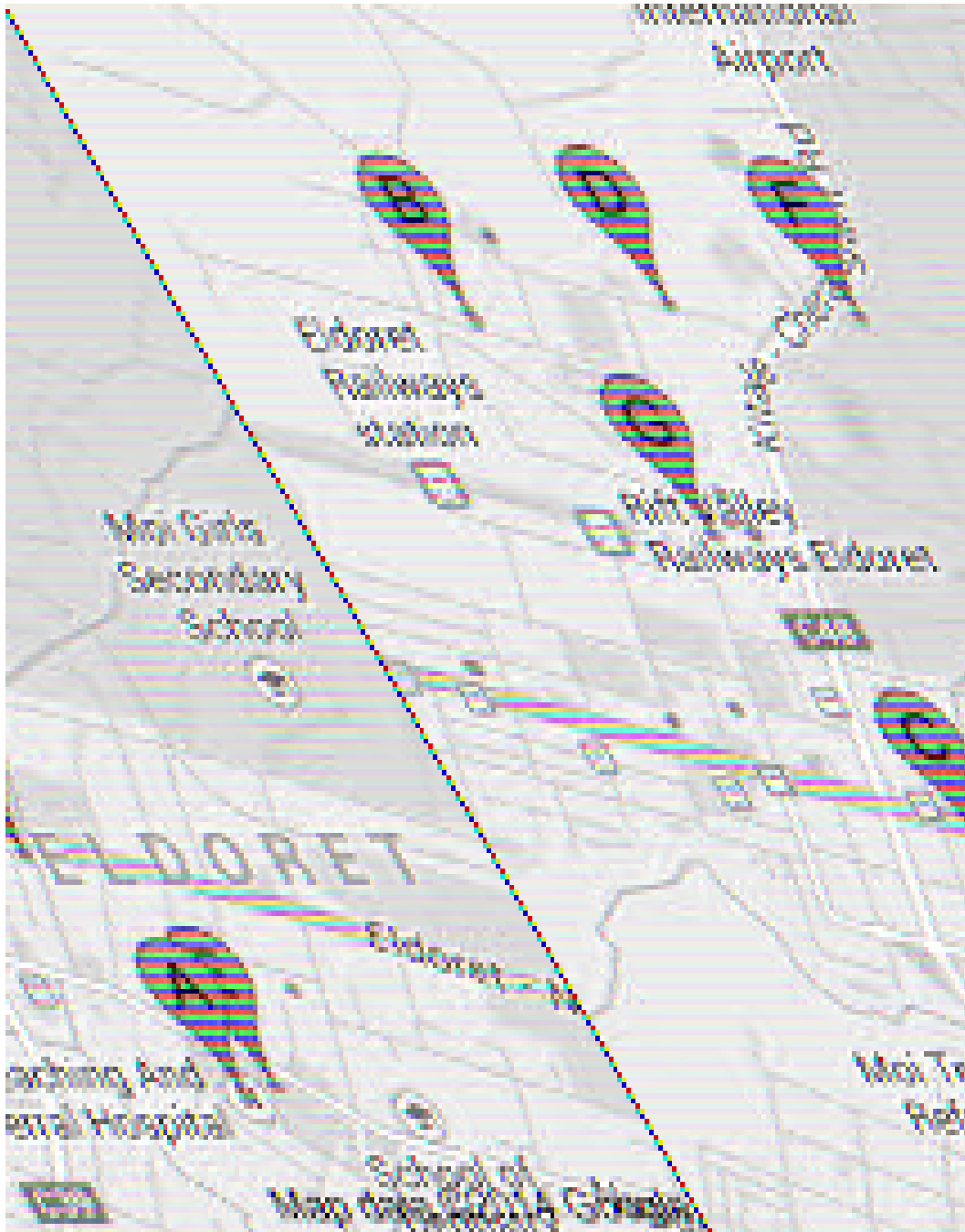National Commission for Science, Technolog

APPENDIX V: RESEARCH

PERMIT

Figure 4.3: Uasin – Gishu Map