INFLUENCE OF SCHOOL BASED FACTORS ON STUDENTS’ K.C.S.E
PERFORMANCE IN KISWAHILI IN PUBLIC MIXED DAY
SECONDARY SCHOOLS IN NYAMIRA NORTH
SUB-COUNTY, KENYA

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B.Ed Arts (Moi University)

A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF
MASTERS DEGREE OF EDUCATION IN CURRICULUM INSTRUCTION
(KISWAHILI) KISII UNIVERSITY

NOVEMBER 2020
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DEDICATION

This thesis is dedicated to my husband, children, friends, and lecturers of Kisii University for their support during the compiling of this thesis.
Acknowledgements

I wish to recognize the support of lecturers of Kisii University for your admission to take master's program in the university and my supervisors Dr. Charles N. Moochi (Ph.D), Dr. George M. Andima (Ph.D) and Dr. Ezekiel Omwenga (Ph.D) for putting spirited efforts to give me direction and input in writing this thesis. Also acknowledge my classmates who gave me support throughout my studies not forgetting respondents to this study who gave me valued information that facilitated completion of this research work. Finally, the entire library staff of Kisii University, who gave me a lot of reference materials for my literature review, above all, I acknowledge my creator the almighty God for having helped me to come this far in writing my thesis.
Students' K.C.S.E performance in Kiswahili language has not been impressive nationally for a long period. Students’ K.C.S.E performance in Kiswahili language in Nyamira North Sub-County has equally been poor over the years. This study therefore, sought to investigate the influence of school-based factors on students’ K.C.S.E performance in Kiswahili in public mixed day secondary schools in Nyamira North Sub-County. The specific objectives of the study were to: establish the environmental factors that affect the teaching of Kiswahili in relation to performance in public mixed day secondary schools, examine the teacher-related factors that affect the teaching of Kiswahili in relation to performance in public mixed day secondary schools, determine the curriculum-related factors that affect the teaching of Kiswahili in relation to students' K.C.S.E. performance in public mixed day secondary schools and to establish the relationship between environmental teacher and curriculum-related factors in teaching and learning of Kiswahili with performance for the last five years (2014-2018). The study was significant as it would shed light on the situation of Kiswahili in Nyamira North Sub-County. The study utilized the Gagne's Theory which holds that effective teaching occurs in specific conditions within the instructional environment. The research used a descriptive survey research design. The target population was 220 subjects comprising of 55 principals, 55 H.O.D’s and 110 Kiswahili teachers from 55 public secondary schools in Nyamira North Sub County. The study utilized purposive and simple random sampling techniques in selecting the sample for the study. There were 35 public mixed day secondary schools out of which, 17 schools were purposively selected. Simple random sampling was used to select 2 Kiswahili teachers from each of the 17 public mixed day secondary schools. Hence, a sample of 17 principals, 17 H.O.D’s, and 34 Kiswahili teachers made the sample where principals and H.O.D’s were automatic participants. Therefore, the total sample size for the study was 68 respondents. Data was collected using questionnaires and interview schedule. The instruments' reliability was established through a pilot study in schools from the area not taking part in the study but identical to the ones used in the study. Three schools were randomly selected for piloting. A reliability coefficient of 0.7 was obtained using S.P.S.S procedure for Cronbach's alpha that is acceptable for the instrument to yield reliable results. The validity of the instrument was established by using expert opinions from members of the department. Both quantitative and qualitative analysis was done on the collected data. Data collected were coded and entered into the Statistical Package for Social Sciences (S.P.S.S.) version 20.0. The data was analysed and presented using tables and percentages. Findings of the study indicated that most students had a positive attitude towards Kiswahili and the main problem was the failure to use the library facility and inadequate teaching and learning instructional resources, lack of a formal school language policy and use of mother tongue and sheng' which affected their performance, where the mean for five years (2014-2018) was 4.74 which is a D+ (plus). Therefore, the researcher recommended that schools sponsor their teachers to attend capacity building seminars, workshops, and in-service training to acquire more techniques on areas of difficulty.
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<table>
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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>H.O.D</td>
<td>Head of Department</td>
</tr>
<tr>
<td>I.C.T</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>K.I.C.D</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>K.I.E</td>
<td>Kenya Institute of Education</td>
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# LIST OF ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>NACOSTI</td>
<td>National Commission of Science Technology and Innovation</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nation’s Educational Scientific and Cultural Organization</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

As a language of communication and instruction, Kiswahili has gained a lot of attention all over the world. In Kenya, Kiswahili is used as an official language and is also a subject and a language of instruction for grades 1-3, mostly for learners in urban and peri-urban contexts. From class 4 onwards, it is taught and examined as a subject. Across the world, language is seen as a vehicle of culture, making it possible for individuals to share their history and culture. It is an instrument for giving people their identity (Chew, 2017). In education, language is fundamental since it is the medium through which knowledge, skills, and values are developed in learners. Globally, people have different reasons for learning Kiswahili. Some of the most common reasons are: useful for research, travel purposes in East and Central Africa, meeting academic requirements in foreign academic institutions like China, retracing the roots of East African people living in the diaspora, useful in voluntary work among others, (National Research Council, 2012).

Nurse and Spear, (2017) observe that Kiswahili language is used in several places across the globe as people from East Africa who are the major speakers are dispersed across the globe. Moreover, it is been adopted by most higher learning institutions across the world including the middle East Universities, European, Japanese, Chinese and United States of America Universities to name a few. Secondly, some of the world's major broadcasting houses broadcast in Kiswahili, among them the British Broadcasting Corporation (B.B.C.). Other broadcasting houses that broadcast in Kiswahili language Deutschewelle (DW)
based Bonn Berlin, Channel Africa broadcasting from South Africa, Voice of America (VOA) broadcasting from Washington DC, Radio Japan and Radio China stationed in China just to recognize some of the International broadcasting houses using Kiswahili. The United Nations has adopted, Kiswahili as one of the forty-two languages of official communication to share information among the respective member states. Besides, Kiswahili has been adopted in computer software to open the language to the world. Further, contemporary I.C.T. sites such as Wikipedia and Google now display prompts in Kiswahili, which clearly shows Kiswahili's increasing popularity as an international language. It is indeed evident that Kiswahili is the second most popular language spoken in Africa, and it's the national language in Kenya and Tanzania.

Continently, Kiswahili has continued to play a crucial role in various sectors. The growth and use of the Kiswahili language from the 18th century to a globally recognized language indicate its development. As argued by Kamau (2013) Kiswahili has been used in post-independence government policies, religion, colonial rule, communication, trade, education, and writings. In the contemporary world, it is succinct that the Kiswahili language forms one of the highly recognized native languages in Africa and beyond.

Regionally, as argued by Chebet-Choge (2012), Kiswahili is used in countries making East Africa Community, those in the countries in Central African region and those from Southern Africa. Among the Eastern Africa nations, Kiswahili is used to enhance commerce and foster regional cooperation and socio-political wellbeing. Ombui (2012) posts that the African colonisers in East Africa chose to use Kiswahili as East Africa's
common language while English remained the colonizers' dialect. Further, Ombui (2012) contends that the African Union recognizes Kiswahili as one of the African indigenous languages of communication. Against this backdrop, Kiswahili language is now alternatively used in place of other languages used in Africa, such as Portugal, Spanish, and French, and as such, offering competition to the said languages.

According to Kenya’s Constitution (2010), the Kiswahili language has been getting reviews in terms of its day-to-day applications to the extent that the Kenyan constitution now recognizes it as both the official and national language. Further, the (2010) constitution documents Kiswahili as a language that should be used to achieve national identity, coordination, and integration. In the national assembly, Kiswahili is one of the official languages for parliamentary debates (Constitution of Kenya, 2010). The constitution (2010) further indicates that the Kiswahili language has been studied by students both in Primary and Secondary school as a compulsory language since 1984. The language is also used for instruction for the first 3-grades of primary school in the places where it is the mother tongue and in urban places where it is the home language of the catchment area within the country. According to Kangahi and Musau (2012), Kiswahili is one of the career subjects that are core in learning since it is offered in most colleges and universities as a professional subject in Kenya.

Despite the critical role that Kiswahili plays internationally, nationally and regionally, student's Kiswahili K.C.S.E. performance in national examinations is still below expectations. The Kenyan education system conforms to examinations so much. Therefore,
the release of K.C.S.E. examination results by the Ministry of Education Minister is used to determine the prospective candidates' capability by the grades they obtain in Kiswahili in all subjects including Kiswahili hence influences decisions on placement in the next level of education. Various university programs or middle-level colleges regard Kiswahili as a substitute of English language; therefore, scoring a good grade in Kiswahili is an an important resource for students aspiring to pursue courses like Law, Medicine, Education, Journalism among others, (Kibui, 2014).

Kenya Institute Of Curriculum Development (KICD) stipulates that Kiswahili curriculum in secondary schools in Kenya aims to enable learners to listen, comprehend Kiswahili, and develop the ability to succinctly and coherently express themselves and as such, be able to identify issues concerning and affecting the society in general like HIV/AIDS, gender equality; appreciate and be proud of using Kiswahili as a national and international language. From these aims, it is clear that a lot of emphasis has been placed on both receptive and productive skills.

Students' feat in Kiswahili in K.C.S.E. in Nyamira North Sub-County has been poor. Examination analysis of the Sub-County from the quality assurance and standards office (QASO'S, 2014) confirms this worrying trend on poor performance in the Kiswahili language, as shown by the average mean score the past five years: a mean of 4.74 which is a D +. It is clear to note that there is a critical challenge in students' performance in the Kiswahili language. Therefore, this research sought to examine the reasons for the horrid performance in Kiswahili in selected schools within Nyamira North Sub-County.
1.2 Statement of the problem

Despite the vast weight placed on the importance of developing learners' proficiency in Kiswahili, their performance in K.C.S.E. is still low. For instance, Students' performance in Kiswahili in K.C.S.E. in Nyamira North Sub-County has been poor. Examination analysis of the Sub-County quality assurance and standards office (Q.A.S.O.'s, 2014) confirms this trend. The sub county's average mean score for the past five years is 4.74 (D+). Thus, it is indisputable that there is a serious challenge in students' performance in the Kiswahili language. Therefore, this study sought to examine the factors affecting students' K.C.S.E. performance in Kiswahili in public mixed-day secondary schools within Nyamira North Sub-County, Kenya.

1.3 Purpose of the study

The primary purpose of the study was to determine the school-based factors affecting the teaching of Kiswahili in Nyamira North Sub-County, Kenya.

1.4 Research Objectives

The main objectives of the study were to:

i. Establish the environmental factors that affect Kiswahili's teaching in relation to performance in public mixed-day secondary schools in Nyamira North sub-county.

ii. Examine the teacher-related factors that affect Kiswahili's teaching in relation to performance in public mixed-day secondary schools in Nyamira North sub-County.

iii. Determine the curriculum-related factors that affect Kiswahili's teaching in relation to students' K.C.S.E. performance in public mixed-day secondary schools in Nyamira North Sub County.
iv. To establish the relationship between environmental, teacher and curriculum related factors in teaching and learning of Kiswahili with the performance in KCSE 2014-2018

1.5 Research questions

From the specific objectives above, the researcher sought to answer the following research questions:

i. What are the environmental factors affecting the teaching of Kiswahili language in public mixed day secondary schools in Nyamira North sub-County?

ii. What are the teacher related factors that affect the teaching of Kiswahili language in public mixed day secondary schools in Nyamira North Sub County?

iii. What are the curriculum related factors affecting Kiswahili's teaching in public mixed-day secondary schools in Nyamira North Sub County?

iv. Is there a relationship between school-based, teacher, and curriculum related factors and performance of Kiswahili at K.C.S.E. level?

1.6 Significance of the study

The study is essential because it will help stakeholders, policymakers, and teachers enhance the development of students' Kiswahili language skills. This will eventually translate to improved performance in national examinations. In addition, the research was to add to existing knowledge and lay foundation for further research on the area under study. It would also shed light on the situation in the teaching of Kiswahili in Nyamira North Sub-County. The findings would assist the Curriculum developers, policy makers and publishers in addressing the challenges of Kiswahili syllabi. The policy makers would benefit from the study by shedding light to them on the light language policy to be adopted
by the schools. The individual Kiswahili teachers would use the results to improve their teaching methodology and trends in Kiswahili language. The findings would urge school principals to embrace sound language policies to encourage the correct views on teachers and learners towards Kiswahili. The findings would also contribute to the improvement of learning in Kiswahili by recommending resolutions to the factors that hinder good performance in Kiswahili in Kenya Certificate of Secondary Education.

1.7 Scope of the study

This study was concerned with school-based factors affecting the teaching of Kiswahili in public mixed secondary schools in Nyamira North Sub County from the perspective of the school environment. The challenges were studied in relation to Kiswahili's performance in the same area. The study was conducted in Nyamira North sub-county, Nyamira County, Kenya.

1.8 Limitations of the study

The following were the limitation of the study.

i. The findings may not be generalized to all schools in Nyamira County. This is because the study focussed on mixed day secondary schools whose result in the Kiswahili language has dwindled over the years. The outcome of this study, therefore, would be useful in the realignment of the schools' strategies using the factors affecting the performance of Kiswahili language to improve its performance in the future.

ii. The study expected response error that may affect the accuracy of the result negatively. To curb this, research instruments were subjected to reliability and validity tests before the actual study to ensure that no errors were carried over to
the actual study. In-depth scrutiny was done to correct or eliminate incorrect items to avoid its negative impact on the study.

iii. The study was based in Nyamira North sub-County, a sub-county from rural setup. It was expected that environmental factors might influence Kiswahili's teaching, hence affecting its performance at K.C.S.E. examinations. However, the study discovered that that schools had a language policy that ensured that Kiswahili as a language was used as a language of communication. The study compared school-based factors with the performance of the Kiswahili language, computed and produced the results to give a distinction between them.

1.9 Assumptions of the study

The study was carried out under the following assumption.

i. Respondents gave accurate, truthful, and honest responses with the items in the questionnaire.

ii. All Kiswahili teachers were qualified to teach Kiswahili in Secondary schools in Kenya, and they followed the curriculum as given by the curriculum developers.

1.10 Theoretical Framework

The researcher adopted Robert Gagne's Theory of Teaching and learning (Gagne (1992), which has a favourable implication in teaching Kiswahili in our schools. The theory of teaching and learning posits that certain conditions have to be available for effective learning outcomes. Further, the theory points out that learning have various levels, and each level of learning calls for given instructions, and this can be the verbal, intellectual, cognitive-motor, or attitude. According to this theory, effective teaching and learning should go through stages (instructional program). These stages include reception (gaining
attention), expectancy (ensuring the learners understand the objective), retrieval (piloting initial stages of learning), semantic encoding (offering guidance to learning), responding (performance elicitation), reinforcement (feedback provision), performance evaluation (retrieval), and improvement of transfer and retention, otherwise referred to as generalization.

The study focused on events as a rule in assessing how the school environment influences achievement. According to Gagne, these events ought to offer essential circumstances for teaching and learning. The type of language that the students use when responding to questions, students' attitudes towards the Kiswahili language, and the resources available for teaching and learning Kiswahili were the focus of this study. Teacher's preparedness, resourcefulness, imaginative ability, and creativity during the Kiswahili lesson were investigated. This theory attempts to explain appropriate teaching procedures, challenges faced by Kiswahili teachers, and learning outcomes related to their environment. It is on this basis that the theory was considered relevant in bringing out the instructional process significant in this study.
1.11 Definition of Operational Terms

**Achievement:** These are the measurable learning outcomes of students or the results of any school/subject.

**Aims:** Refers to the purposes, intentions of teaching, or learning a subject.

**Attitude:** Refers to the total of one's feelings about any specified topic.

**Curriculum:** Refers to the content taught in Kiswahili.

**Resources:** These are items that enable teaching and learning to take place like textbooks.

**Objectives:** The overall goal of teaching or learning a new idea, concept, or skill.

**School environment:** These are the complete set of circumstances or conditions surrounding the teachers, learners, school administration, parents, sponsors, and physical facilities that may enhance or negatively impact performance.

**Sheng’:** It is a slang' or code that uses borrowed words from Kiswahili, English, and other local languages. It adopts the structure of Kiswahili morphological sentences and phonological orientations.
2.1 Introduction

This chapter deals with the review of related literature. It is presented under the following sub-topics, environmental factors, teacher factors, curriculum factors, and the relationship between environmental, teacher, and curriculum-related factors.

2.2 Environmental related Factors affecting Kiswahili teaching in relation to performance

Any school environment assumes a very critical part of the teaching/learning endeavor. The school environment alludes to both the internal as well as the external conditions. The internal school condition incorporates the classrooms and every single structure that aids the process of learning. In places that have uncertainties, students can't concentrate while studying in their classes. This situation is real in cattle rustling areas where the learners are mentally disturbed by the presence of the armed force trucks and helicopters watching over these regions (Mushtaq & Khan, 2012). In their study on Factors Affecting Students, Academic Performance Mushtaq and Khan Reveals, that school environment influences the teaching and learning of any subject. In the arid and semi-arid locations like Northeastern, learning closes at twelve due to the temperature, teachers are required to create teaching conditions that enhance learning for their learners, such as holding regular symposiums in their schools, coming up with Kiswahili clubs for students, and conducting remedial programs (Kamau, 2013).
Nature is very important in the whole process of teaching and learning of any particular subject. It has been noted that home condition affects what goes on in schools (Clark, 2015). According to Booth and Dunn (2013), parental academic levels and their societal position have some impact on students' accomplishments? Students who come from high socio-economic backgrounds tend to perform better than those coming from poor households (Creswell, 2012). All these explanations demonstrate that the environments at home and at school have some effect on students' learning (De Meyer, 2012). De Meyer further observes that there is a connection between what to write and the kind of language that one can speak while outside school with the learner's socio-economic background.

According to Pat (2012), the school physical facilities constitute the schools' physical structure, the equipment, and all the other facilities for teaching and learning resources, the classroom size, among others. The psychological environment in teaching consists of the emotional environment, tone, vibe, or atmosphere that characterizes instruction. Illeris (2016) observes that the school environment is central to advancing students' learning. Besides, he contends that the classroom situation is the aggregate of every sociable, passionate, rational, and environmental component that makes a general commitment to learning inside the classrooms. Doll, Brehm, and Zucker (2014) observed that good learning condition likewise enhances academic and expert measures of the school and prompts higher accomplishment.

Mushtaq and Khan (2012) argue that the school environment is of central significance in advancing learning. Research has demonstrated that factors nearer to the students' real
learning process have the most significant effect. Hong and Eamon (2012) show that school environmental variables have more impact than distant elements, such as regulatory attributes of the training framework at the national level. Okongo, Ngao, Rop and Wesonga (2015) remarked after a study that the accessibility of the teaching and learning resources upgrades schools' viability as they are fundamental things that can achieve excellent academic achievement. Kiprop (2012), contends that the headteacher as an administrator does an important roof whatever goes around in school. The role headteacher is in charge of the legitimate implementation of the school curriculum, gives essential teaching and learning resources, ensure teachers are motivated, administers developmental assessment guarantees that the educational programs (curriculum) are actualized by the school vision and mission lastly sets the system for the assessment and advancement of the educational program. School administration along these lines, should attempt to give vital facilities to educate and mainly buy of relevant reading material, building and fitting laboratories with the right apparatus and chemicals to encourage viable learning in the school.

Classroom size is still another vital area among the school factors. Mbugua, Reche, Bundi, Kareanki and Riungu (2012) see class factors as critical in the teaching and learning exercises, especially when the students' academic learning is central to the learning process. Moreover, he contends that there is an accord among different investigators and educationists that the smaller the classroom size or teacher and student ratio, the greater the achievement and that the students' performance goes down as classroom size increases. In
respect to this reality, one might say that the teacher-to-student ratio is one of the critical components determining excellent academic performance.

According to Chan and Yuen (2014) the school environment factors can be classified into four types: the physical environment, school products and services (food, accommodation), the school systems and processes (school management and administration) and communication (among the students, teachers, administration, parents and all other stakeholders). All these affect the teaching and learning process in any given institution. Kenya Institute of Education (2011) shows that school and classroom environments can positively or negatively affect learning. In Moos and Ringdal (2012) model, the school environment comprises school organization, teacher characteristics, students, and classroom climate. All these interrelate to produce effective teaching and learning. This model is relevant to this study since the researcher looked at what constitutes a school environment in relation to teaching and learning.

Jagero (2011), in his study on school environmental factors affecting boarding schools in Kenya, identified the following elements: lighting system, reading space, reading materials, noise from classmates, lack of proper accommodation, boarding facilities, and lack of teachers. All these factors positively or negatively affect teaching and learning of the Kiswahili language. Jagero's argument looked at one characteristic of schools - boarding only. This research was unique as it focused on mixed day schools with a mean score of C- and below.
Chan and Yuen (2014) further categorize the school environment into four groups: teacher characteristics (level of training, teaching styles, attitudes), learner characteristics (entry behaviour, attitude, discipline, society influence), school physical environment (buildings, textbooks, ICT, lighting, noise, climatic conditions) and school management characteristics (language policy, motivation policy, subject support policy). All these factors directly or indirectly influence the performance and achievement of the teaching and learning of Kiswahili subject.

Baker, and Bernstein (2012) argue that even though it is difficult to quantify the contribution of the school buildings to student performance, it is vital to design buildings that will create a stimulating and motivating environment especially for the teachers and other staff who may stay in the environment for very many years. The design of buildings used in a school set up is part of the environmental factor that directly affects both students and teachers. This contributed to the study because they are examples of environmental factors affecting the teaching and learning of Kiswahili.

A study by Makworo, Wasanga and Olaly (2014) on causes of unsatisfactory achievement in secondary schools in Kisii Counties reveals that lack of proper facilities and textbooks contributes significantly to poor student performance sub-county schools. This opinion is held by Musasia (2012), who also identified the lack of school facilities and equipment as a significant cause of poor performance in secondary schools. Similar sentiments are carried in the study by Nyabuto and Njoroge (2014) on poor performance in Mathematics. They single out the issue of textbooks that they say are insufficient, considering
mathematics teachers are not always readily available. Their studies are essential to this study since teaching and learning resources were some of the environmental factors affecting the teaching of Kiswahili language. Welner and Carter (2013) conducted a study through a survey. He established that the ratio of textbooks to students was unequal, whereby there were more students compared to textbooks, as the ratio was one textbook for five students.

Zevin (2013) observed that teachers ought to integrate teaching media when using textbooks as this approach enhanced the learning experience and outcome. According to Graves (2016) teachers can realize effective teaching when they employ suitable instructional resources, as they (resources) possess essential aspect vis-à-vis the process of teaching and their application translate to a positive teaching and learner performance outcome. As such, teachers must plan and efficiently utilize instructional resources adequately; however, teachers are likely to face drawbacks in using instructional resources, i.e., textbooks appropriately and adequately, if they are not availed to them in their teaching environments.

In their study, Welner and Carter (2013) rated temperature, air quantity, and heating as essential individual entities for student performance in any given subject. These elements commonly affect learners in arid and semi-arid areas where temperatures are usually very high. Classroom ventilation affects the amount of air circulating into and out of classrooms. High temperatures and lack of circulation of enough air make learners sleepy instead of concentrating on their studies. Zevin (2013) pinpoints the significance of these
elements in a report that detail the need for American schools having well-ventilated classrooms. Cleveland and Fisher (2014) rated temperature, air quantity, and heating as likely to affect student behaviours and outcomes. In Kenya, research finds temperature to be a critical factor in schools in arid and semi-arid areas (ASAL) and parts of the Kenyan coast that negatively affect performance (Kyule, 2017). He further notes that students' performance in these arid and semi-arid (ASAL) regions has been significantly below standards, mostly due to harsh climatic conditions that disrupt classes, especially in the afternoon. This creates an uncomfortable environment for the learner, who is then unable to concentrate. These studies focused on students in semi-Arid and arid areas without looking at other regions.

Research has shown that school environmental factors influence students' performance in a particular subject at the K.C.S.E. level. Kamau (2013), in a study, dealing with the challenges faced by Teachers and Students in Kiambu District Kiambu County, indicates that environmental factors are essential in the process of teaching. Environmental factors are twofold, internal, and external. This study, however, concentrated on school-based factors which are internal factors only. The internal factors which this study focused on include all the physical structures such as classrooms and others, which make learning to take place. Consequently, some environments like where there is no enough security have become inappropriate for learning. Students become uneasy to learn or concentrate in class in areas where attacks to their livelihood are rampant. Mostly, in areas prone to cattle rustling, students are disturbed psychologically due to the presence of police officers in tracks and helicopters patrolling the area to give security (Lolchuraki, 2013). Climatic
conditions like that in arid and semi-arid regions of northeastern province hinder effective teaching and learning in a particular subject teaching in such areas end at noon because of high temperatures. In such cases, it is the prerogative of teachers to device mechanisms favourable for students to continue participating in learning like conducting symposiums at school, creating clubs, and even remedial classes. Additionally, the home environment may also affect learning at school. Parents who provide a suitable learning environment for their children at home help them perform. Moreover, the education and social status of parents determine the achievement of their children can have while at school. The literature discussed here ascertains that environmental factors influence the performance of students in a particular subject at the K.C.S.E. level. Therefore, affirming the existence of a relationship between environmental factors and performance of Kiswahili.

In summary, literature reviewed on the environmental-related factors indicated that school environment includes both the internal and external factors were; the internal school factors encompass classrooms and all other buildings within the school that is used for teaching and learning. Further, literature demonstrated that environments with disturbances hinder learning which in the long run, affects the performance of a school and that of Kiswahili language as well. Areas affected by cattle rustling, for instance, make learners uncomfortable in school due to the presence of armed officers protecting livestock from cattle rustlers. Such scenarios make administration of school difficult because it becomes hard for the headteacher as the administrator and teachers to implement the curriculum effectively. Generally, an environment with a lot of tension from the surrounding leads to poor delivery and absorption of content due to fear of attack and loss of life. Moreover,
harsh environments such as that of North Eastern Kenya, which is dry and scorching sun, affect learning because learners do not attend classes the whole day. Hence, coverage of the syllabus is affected, eventually affecting the performance of Kiswahili and the overall school performance.

2.3 Teacher related factors affecting Kiswahili teaching in relation to performance

The provision of management support and the supervisory role is essential to the successful implementation of the curriculum in schools. Reid and Westergaard (2013) reinforced this assertion by positing that the purpose of supervision cannot be underestimated. It incorporates various activities such as counseling and ensuring that supportive interventions are formulated. Supervision requires multiple conditions such as time for reflection in order to allow for crucial and essential exchanges. Therefore, reflection encompasses activities such as the formulation of best practices through the process of reflection, recognition of levels of stress, management of psychological and emotional effects of work. Further, the activities of supervision involve recognizing challenges related to taking time off because of work-related illness, development of professional practitioners, staff retention, identification of systemic trends and issues, which may call for policy and organizational responses, and ensure the learners get the best quality education.

As highlighted above, supervision involves the auspices of organizational activities with a view of ensuring that there is adequate reflective space, and in carrying out supervision activities, it is argued that holistic approaches ought to be applied. Further, supervision should be conducted as a means to the formulation of best practices aimed at assisting
individuals facing psychological and emotional challenges at work. In doing so, supervision is seen as an endeavor that goes beyond routine managerial activities to include genuine care, support, and reflection.

As argued by Wanzare (2012), supervision encompasses restorative, normative, and formative functions. To this end, the concept of supervision incorporates the activities of formulating the best practices aimed at curbing the psychological and emotional effects of work. Moreover, Abubakar (2015) suggested that supervisors should assist teachers through the provision of an enabling environment and boost morale so that learners and teachers can realize their potentials, otherwise called a parallel process of a win-win situation. Besides, associates at the workplace need to assist their colleagues in providing genuine care and reflection so that they can realize their competencies in terms of the development of professional roles. In a school context, the development of professional roles can be teachers, senior school managers, support staff, and headteachers. A school being an organization has characterized objectives that should be attained. The principal needs to utilize managerial abilities to empower him to accomplish the coveted goals of his or her school. One such purpose is to have high academic brilliance in every subject learned in the school.

Ngipuo (2015) noted that the school heads' great organization practice is reflected continuously in the high performance of their schools. He puts it clear that schools which have got active organization tend to perform very much better compared with schools that have non-performing heads. This demonstrates that a school organization affects the
teaching/learning process of any subject taught in school. Kiboss and Jemiyott (2014) note that the school principal's administrative roles are an important one as it involves controlling, coordinating, and organizing all exercises concerning instruction in any establishment. This implies all activities or errands embraced in any school are mainly performed to represent the principal of that school. Gitau (2016) contends that the school principal has a coordinated effect on students' accomplishments since they play a crucial role in organizing, coordinating, and encouraging the whole process of learning. He further says that most schools end up not doing well due to poor organization and administration.

According to a study by Obama, Akinyi and Orodho (2015), numerous public secondary schools' varying organizational and managerial structures have some impact on schools' performance. They keep on saying that a school's performance, for the most part, relies upon the organizational and organizational formations of the particular school and not the student. Hellinger and Heck (2013) emphasize that a considerable part, the head of the school, assumes a significant role in its achievement. Out of his or her administrative aptitudes, the head of the school can set the pace for better performance and course towards accomplishing the school's objectives.

Muya (2012) indicated that the school principals should have the capacity to administer and strengthen the work done by teachers employing observing the lessons in progress, provide them with professional counseling and discourses of plans of action. To succeed in education, teachers' supervision must not be to the extreme and in overhauling of all the teachers who seem to lack information regarding the new patterns in the educational
modules. Shinali, Mnjokava and Thinguri (2014) reiterate that proper coverage of the curriculum is vital in constant appraisals, training, and examinations. However, they do not demonstrate the part that the teacher plays in the coverage of the curriculum.

Supervising teachers are purely the responsibility of the school principal. S/he should take it up to himself/herself to encourage teaching/learning in their specific schools. He should be able to motivate, advice teachers as they perform their day to day teaching activities, and guarantee professional development. The examination explored the degree to which teachers steal away their obligation in their schools and the difficulties that they encounter.

Therefore, appropriate supervision will make it possible for the supervisors to realize challenges faced by teachers and, as such, be able to develop best practices aimed at helping teachers realize professional development. As argued by Hawkins, and Shohet (2012), supervision is an essential endeavor, and, therefore, it is recommended that teachers be continuously trained throughout their careers to develop professionally. Hence, proper supervision would help teachers realign themselves toward doing the right thing for improvement in learners' performance. Andima (2014) says that a teacher is the one that creates an environment suitable for the teaching of language. This argument is based on the grounds that a teacher can use the already acquired skills in making the learner do better in words. Based on this premise, succeeding or failing in language and, in this case, Kiswahili may be dependent on the approaches used by Kiswahili teachers in the handling of the language. A teacher must develop a well-planned strategy, identify areas of weakness for learners, and help them build on what they already know to what they lack or don't know.
Teachers perform a vital part in determining the accomplishment of students in the Kiswahili language. Murunga (2019), in a study dealing with students' performance in Kiswahili composition, revealed that teachers' attitudes, professional qualification, and teaching experience contribute towards the performance of students in writing Kiswahili composition. In this regard, teachers' attitudes cannot be underestimated, especially regarding how well or bad a student performs in a particular subject. Teachers' attitude is not a new subject, and it has been there for years. It is a way of assessing things either negatively or positively. Moreover, attitude can determine how much energy people can engage while responding to a certain issue or situation. According to Kirimi and Amukowa (2013), good teachers don't just teach the curriculum but go a step further spur and stir and act as role models to emulate in line with attitude and relationships. According to Andima (2014) reveal that teaching involves decision making. Before one arrives at a particular decision, some information determines the direction the decision will take. Whatever the decision that may be besides influence on the outcome of the subject under review. In addition, teachers' are convinced that teaching and learning are crucial in their classroom activities and career progression. The conviction that classroom activities help them make decisions about how they perform their job influences their choice for teaching materials, the procedures they follow, goals, and even how they interact with students. This literature was based on the attitude of the teacher, professional qualification, and teacher experience and their relationship with the performance of Kiswahili at K.C.S.E. level.

In summary, literature reviewed on teacher-related factors, it was vivid that teachers are the implementers of the school curriculum. The literature further revealed that management
support and the supervisory role is essential in the full implementation of the curriculum in schools. Thus, it would be wrong for anyone to underestimate the role it plays. It incorporates, among others, counseling ensuring that supportive intervention is codified. Moreover, supervision deals with the aegis of the organizational actions where holistic ways need to be used. Hence, supervision needs to be done to try to formulate the best practices required to assist people with psychological and even emotional problems. So, supervision is more than managerial activities but extends to things like genuine care, support and reflection. Besides, supervision is suitable for providing an environment that is more enabling to improve teachers and learners enthusiasm to realize their potentials which brings a win-win- scenario.

2.4 Curriculum related factors affecting Kiswahili teaching in relation to performance

In any education system, teachers lay the foundation of education and perform a significant role in transmission of knowledge as well as skills (National Research Council, 2012). As argued by Mincu (2015) the quality of a teacher is a critical and essential resource input, which determines the success of students in terms of educational performance. Mincu (2015) suggests that quality of a teacher involves attributes such as experience and knowledge on a given teaching subject, teaching capability, and scholastic aptitudes. Wide arrays of studies have shown that teachers with high-test scores on their subject specialization are likely to transfer knowledge to the students and as such better achievements and performance. Simply put, teachers with qualification on their subjects are likely to impart relevant knowledge to the learners compared to unqualified teachers. As argued by Goodwin and Kosnik (2013), teachers deprived of qualification do not have
the capability to impart relevant knowledge to learners in an effective way and, therefore, translating to ineffective learning process. These factors combined could be reasons for dismal student performance.

A study by Coenders and Verhoef (2019) about private schooling versus public schooling in China reveals that private schools hire experienced teachers because the majority of public schools do not attract teachers with high qualification due to poor working environment. Public schools depend on teachers with low qualifications, which can be caused by numerous factors such as crash programmes in teacher training institutions and low entry behaviour. Therefore, qualifications and adequacy of Kiswahili teachers is in itself a crucial factor in enhancing the final performance of a learner in any examination. According to Gathumbi, Mungai and Hintze (2013), provision of training and refresher courses, experience of teachers and, professional and academic qualifications forms part of the most essential attributes of quality teaching. Further, Mincu (2015) adds attributes such as teacher commitment, skills, and competencies on subject matter to teacher quality.

According to Holzberger, Philipp and Kunter, (2013), the quality of a teacher determines subsequent academic performance and learning results, and this is because teachers are the ones who transfer knowledge at the classroom level. Therefore, teachers ought to continuously be updated in terms of understanding educational trends such as teaching methodologies. Similarly, Amusan, (2012) conducted a study on teacher quality and opined that expertise of teachers forms the most important aspect of teacher quality and learning outcomes. Therefore, for schools to realize better performance it is essential for
teachers to possess much needed skills and knowledge and this can be achieved when schools provide resources and support, which can enable teachers to seek further skills and expertise while consolidating the existing ones. Akello (2015) supported Amusan (2012) by pointing out in his study on time allocation, whereby he posited that time should be appropriately utilized, as it is an asset in terms of learner performance and time allocation for each subject affect implementation of curriculum.

Kamau (2013) observes that overloading of Kiswahili teachers and overcrowding during the lessons are some of the factors, which affect Kiswahili performance. He further contends that teaching of Kiswahili during afternoon lessons were some of the reasons translating to poor performance in the language as the afternoons were not convenient for students to grasp all class content. K.I.E (2004) observed that the Ministry of Education has specifications on the time allocated to each subject and the allocation hinges on the content of the syllabus, which has to be covered. As argued by Amusan (2012), total many external examinations, school fee collection, and games activities are some of the factors, which lead to wastage of essential learning time therefore affecting teaching. Time being a scarce resource ought to be utilized effectively for easier coverage of the syllabus. This can be a challenge to teachers in the process of teaching Kiswahili language if not utilized effectively

According to Alderman (2013), motivation refers to a psychological process that influences the direction, persistence, and intensity of learning and teaching behaviour. Motivation of teachers may be considered to be one among many factors affecting the
teaching process. It is expected that through positive teachers’ motivation, learners’
performance can be improved. To achieve this, teachers should ensure that the process of
teaching is appealing to the students; however, this is a major drawback to present teaching
in an appealing way because most students are not interested in learning due to low
motivation (Wentzel, 2014). As argued by Goodwin and Kosnik (2013) teachers should
teach using approaches that are academically and professionally appealing and in line with
the goals of the learner, since realization of motivation must be accompanied by learner’s
attention. A study by Jagero (2011) reveals that teachers in public schools lack extrinsic
motivation compared to teachers in private schools. This study looked at all categories of
schools but the current study only looked at public mixed secondary schools and how
motivation affects teaching of Kiswahili language. Dembo (2013) asserts that if someone,
in this case Kiswahili teachers fail to receive something which is his/hers by right; his/her
level of extrinsic motivation will suffer.

Effective teaching, curriculum implementation and achievement of objectives involve a
succinct comprehension of the goals of teaching the subject Dewey, (2013). Teachers
perform a critical role in terms of educational instructions and delivery. This according to
Engel and Finch (2015) to a large degree is a purpose of whether classrooms are staffed
with properly trained and skilled teachers or not. Suter and Busienei (2013) emphasize that
for every subject being taught in any curriculum, say in primary, secondary or tertiary
level, there are goals, aims and objectives that guide the learners and teachers in their day-
to-day endeavours towards achieving them in the long run. In the same study, Suter and
Busienei (2013) found out that up to seventy-five percent of teachers have a good purpose
of the objectives of learning and teaching Kiswahili. This in itself is an important factor to
gauge curriculum implementation, which can be a challenge to teaching of Kiswahili
language.

Ogechi (2019) observes that Kiswahili language has been invaded by a wave of Sheng’
speakers who are mostly secondary school students. Further, he points out that sheng’ is a
code resulting from mixing Kiswahili and English words. He further says presently the
code is a blend of Kiswahili language, English language and other ethnic languages.
Mensah (2016) supports him by saying that Kiswahili is a mandatory subject that is taught
in schools. This code sheng’ has a negative impact on performance of Kiswahili language.
It interferes with standard Kiswahili and hence negative effect on formal education
(Ogechi, 2019). Since the code is attributed to communicative strategies, the students
become linguistically deficient. Githiora (2018) argues that while the problem of using
‘seng’ is more prevalent in towns and cities, in rural areas the influence of using their first
language is equally damaging. With most students in rural schools coming from the same
ethnic and linguistic community, they easily fall into the trap of using what is readily
available Ogechi (2019).

Adan (2016) discovered that there are a few course books when compared with students in
public primary schools in Mandera East Sub-County. The ratio seemed, by all accounts, to
be one textbook for every three learners. Notwithstanding utilizing textbooks, teachers
should involve use of teaching aid to help encourage their learners (Obama, et al. 2013).
The vast majority of Kiswahili reading material places a great deal of accentuation on
contextualized syntax and vocabulary introduction. Its syntax is exhibited as a rundown of fabrications that need situational significance or setting, implying that Kiswahili course books are ineffective and need references to the social environment (Mbito, 2013).

Kiswahili reading materials produce fewer errands that promote the advancement of discourse (Hillewaert, 2019). The materials set a great deal of accentuation on a designed type of language. Collectively, they repudiate Kiswahili's fundamental target of enabling students to communicate that which is needed to be done. Notwithstanding any productive schooling exercise, one needs to utilise appropriate structural resources (Tobin, 2012). Resources are an acute phase in any pedagogy because their result is beneficial to any subject's performance (Brown & Bessant, 2013). They should be designed to be useful. That has not been the case in many schools and has been a test since educators neglect to utilise teaching aid in their teaching.

Adan (2016) observes that disseminating educational materials, for example, books and other accessories, represents a marked contrast in schools' achievement. Education would be aloof and exhausting if educational resources are not consolidated in the lessons. Such resources should be adequately sorted out and used for any vital teaching and learning to take place.

Robinson and Aronica (2016) argue that most schools perform lowly because they don't spend a critical amount of cash purchasing teaching and learning materials. Availability Educational materials make schooling more fascinating to students. Reading material is the
primary source of information on every subject. This is because they act as the first curriculum guide. The known proportion of book ratio to the student is 1:3. Subject readings and various resources utilized as a teaching component improve maintenance of 80% of what is taught. They additionally spur the students to take an interest in the learning process Kamau, (2013). Kamau further says that teachers, for the most part, the battle to animate those that are not self-roused. He focuses on the need of the educator to persuade learners who are not ready to study Kiswahili. Besides, he says that a given school's language policy decides students' mentality towards learning Kiswahili. He keeps saying that English has been given noticeable attention in schools at the Kiswahili language's expense. Akungu (2014), in a study about the significance of educational materials on students' performance, demonstrated that instructors ignoring to inspire students in class well; along these lines, the students end up losing interest in the subject.

Teaching or learning resources are very crucial in the teaching and learning method. They ought to dependably be profited on point and successfully used in class. The investigation concentrates on accessibility and use of these resources. Kiswahili learning materials are materials used by both the educator and the student in teaching and learning of Kiswahili. These materials include course books, set books, charts, class readers and Kiswahili newspapers. A survey by Duxbury and Bennell (2019) observes that there are a couple of course book as compared to student population. The ratio gives an impression of one course book for every three learners. Notwithstanding utilizing reading material, teachers should utilize teaching aid to encourage their learners (Osakwe, Dlodlo & Jere, 2017).
As argued by Andima (2014) the Gachathi Commission laid emphasis on the importance of Kiswahili by recommending it to be taught in all Kenyan schools starting from standard one onwards alongside English. The commission further recommended the use of local Kenyan languages for instruction in early years of learning, classes 1 to 3 in rural schools while English and Kiswahili is used in urban schools. However, in both cases, Kiswahili was adopted as one of the subjects to be taught at both primary and secondary schools.

Learning materials are an essential perspective of every teaching and learning process since they enhance students’ performance in any subject. Hence, in multiple institutions, it has been a test since educators neglect to utilise teaching aids in their teaching career. Akungu (2014), observes that the dissemination of teaching and learning materials, for example, books and equipment represent a considerable distinction in the performance among schools, a circumstance that prompt poor performance in schools which are not provided with teaching and learning materials. Learning will be a difficulty for the learner if teaching and learning materials are not integrated into the teaching. These resources should be viably composed and used for meaningful teaching and learning. They ought to dependably be provided on time and successfully used in the classroom. Therefore, without sufficient Kiswahili learning materials, the performance in Kiswahili examinations will continue to be dismal at all levels.

Language policy in Kenya has been an issue following liberation. Ere Kenya gained freedom, the missionaries that were administering the vast majority of the institutions supported for the utilisation of the first language in the lower primary. Yet, they were split
on the part of Kiswahili. Mbithi (2014) reveals that the Ominde commission prescribed Kiswahili to be learned as a subject that is compulsory. The language policy has not strictly been observed in Kenya. Murunga (2013) argues that parent inability to also emphasize the significance of Kiswahili to their youngsters has some negative effect on the development of Kiswahili language skills. This is for instance very conspicuous among the Nilotic speaking groups in Kenya. Likewise, the act of school compelling students to utilize English as a means of conversation to enhance their performance in the subject has some negative impact on the students’ skill development in Kiswahili.

Language policy assumes a critical part in the improvement of academic performance and in addition comprehension of a language as seen in schools that neglects to set up; appropriate language policy where issues, for example, primary language and sheng' impact the performance of Kiswahili. Equally, language learning can be influenced by the mentality and inspiration of students. Karanja (2012), contends that a people's view of the class teacher, peer groups, syllabus and his/her mindfulness for future needs influence his/her mentality to learning of language. In the event that the student sees Kiswahili as a hard subject or a subject that is of lesser value, then such learner will probably not pass in Kiswahili. The person who views Kiswahili as an imperative subject will probably do well in their examination.

Student's learning outcome is largely affected by their understanding of their teachers' relational conduct. In the event that they trust that their teacher is related to them and their educational result, the instructor feels for them, comprehends their issues, they respond
emphatically. This circumstance adds to their desire to be in the classroom. Mbacho, (2013) contend that the state of mind of the learners towards a specific subject have a bearing on their academic accomplishment. On mentality of the student, universal discourses have inferred that language learning is firmly identified with the dispositions of the students towards the language (Eisemon, 2014). State of mind has as of late gotten impressive consideration from both first and second language analysts. Learning happens all the more effectively, when the student has an inspirational disposition towards the language and learning.

Robinson and Aronica (2016) argue that the learners' disposition is a necessary piece of learning and that it ought to subsequently turn into a fundamental segment of the second language teaching method. Murunga (2013) from his research on attitude, uncovers that there is a strong association within affective attributes and language accomplishment. Kamau (2013) further observes that learners go to class with specific foreordained targets and yearnings for themselves. In many occasions though, these might not be part of their scope when contrasted with the choices or potential outcomes accessible. This is following the contemplations of asset imitation and the social settings, which may at last be consummated, in poor performance by the learners in national exams. All learners have a right to have teachers who spurs them to talk over and over in their learning classes and help them learn using the language while outside of their particular classes. They need their educator to be conversant with Kiswahili and fit for revising their oversights without harming their inner self or without blaming them for not doing well in Kiswahili. Gardner (2014) noted that our attitudes towards language might greatly influence our want for
exactness of familiarity regardless of different components. Accordingly, any negative attitude from either the teacher or the students will in a big way hinder performance in examinations.

Training of teachers is done to furnish them with the information; abilities and state of mind that would empower them teach their students adequately. In the event that this isn't done appropriately then the teacher’s proficiency will be low. The training ought to align itself to the necessities of the general public (Fink, 2013). Gathumbi, Mungai and Hintze (2013) argue that the goals of teaching Kenya are meant to prepare learners to accomplishment certain ideas at the individual, societal and the national level. Fink (2013) stresses the need for in-service program for teachers in secondary schools in order to refresh them with the new patterns in the subject. He observes that relying on untrained secondary school teachers compromises the learning abilities of the students.

Most secondary school teachers in Kenya are professionally qualified yet students’ performance does not correlate with the expected output from these teachers. Starling, Munro, Togher and Arciuli (2012) in their study on revealed that the absence of experienced teachers was a hindrance to the adoption of effective techniques for teaching students. Darling-Hammond (2012) noticed that teachers who are well trained, for the most part, post better outcomes, even though there might be a few situations in which untrained ones may perform better. In her research, she discovered that inexperienced teachers might post excellent outcomes when they teach lower classes yet may experience issues if they taught upper classes where ideas are unique and complex. Kilaha (2010), in his
investigation in Malaysia, discovered a relationship between the training period of teachers and the students' academic performance. Dodeen, Abdelfattah, Shumrani, and Hilal (2012) argue that there is a critical positive association between the years a given teacher has been teaching to the students' accomplishment.

Papay and Kraft (2015) in their study on teacher labour market demonstrates that instructors with less teaching knowledge are ineffective than the individuals who are more experienced. A teacher who is newly employed encounters a variety of challenges running from classroom administration to knowing students and requires recognizing instructional techniques (Ochieng, Kiplagat & Nyongesa, 2016). Professional training is vital in the teaching and learning of any subject. The examination from professional training built up that a large portion of the educators were fit to teach Kiswahili yet in servicing the greater part of the instructors was deficient. In keeping educators updated with the new evidence based instructional strategies creates the need for in servicing.

Moulding, Stewart and Dunmeyer (2014) show that academic capability, proficient, refresher courses or trainings and instructor encounters are the most essential characteristics of an effective educator. The qualities like academic capability and information on the topic, abilities, aptitudes, and the dedication of an instructor affect educational process. Grosser and Nel (2013), in their investigation, determined that the aspect of a teacher is a crucial motivator for student educational achievement.
Kilaha (2010) contends that the nature of Doctors, teachers, legal advisors, bookkeepers, engineers and different experts rely upon how well they have been set up for their other parts in the public eye by their educators. Moreover, he hypothesizes that there is a tangible sign that many educators in either primary schools or those in the secondary school section in third world nations are recruited into the teaching profession. This suggests that a career in education in third world nations is divided into two categories, one, there are that pick the job for inherent goals and two, those for reasons beyond their control end up in the career.

Benjamin, (2018) observes that students view the teacher as a wellspring of energy, assets (information and abilities) and also individual fulfillment, (for example, acknowledgment, endorsement and acknowledgment). In the classroom, the teacher is relied upon to assume numerous parts, which incorporate teaching, direction and organization.

Kunter, Klusmann, Baumert, Richter, Voss and Hachfeld (2013), in their study on the competence of teachers, demonstrates that trained teachers do have an effect and specifically the teacher capability, experience and measure of training and information are identified to have a correlation to student accomplishment. It's important that the teacher deciphers the expansive general educational programs objectives into learning encounters and the technique for introducing content. In this way, the teacher starts, creates and coordinates students to begin to acknowledge great outcomes in the national exams.
Metzler and Woessmann (2012) contends that specific teacher characteristics like verbal capacity, topic information, academic learning, and years of experience and affirmation status impact the student accomplishment. Riding, (2013), observes that teachers' verbal capacity is correlated with students’ accomplishment and that the relationship might be differentially solid for teachers of various kinds of students.

Ombui (2012), recognises that verbal capacity is estimated to be a more robust standard of teacher's abilities to pass on thoughts in transparent and persuading means. Teaching background is yet another parameter of the quality of teachers. Ombui (2012), further contend that student's education is intensely affected by educators' adequacy and their times of involvement. Additionally, they observed that inexperienced educators (those with below three years of practice) usually are less compelling than more senior educators and that the advantage of expertise seems to level off after around five years, particularly in non-collegial job environments.

A similar view is resounded by Fahey and Glickman (2012), who maintains that expert educators in perspectives that underline ongoing learning and joint effort keep on improving their achievement. The teacher is the implementer of progress at the classroom level should stay up to date with new patterns in training, particularly a new instructional method through consistent in-service courses (Wanzare, 2012). Piper and Zuilkowski (2015) observed that Kenya's training framework, the word in-service instruction has at different circumstances been alluded to as refresher classes, induction classes, refreshing courses and relative terms had been utilized. They infer that in-service training is an in-
depth rooted method in which the instructor is always learning and embracing the new difficulties of his activity.

A study has demonstrated that teacher skill is the most significant school-construct impact concerning student teaching (Stern, 2012). School change dependably calls for upgrading the information, abilities, and disposition of teachers. Whatever game-plan a school embraces, achievement mainly relies on offering help and resources for teachers to reinforce existing mastery or to acquire new practices. The Capability of Kiswahili teachers weighs vigorously on language performance, in secondary schools accordingly trading off nature of training. The Ministry of Basic Education has neglected to utilize enough teachers consequently prompting an intense teacher lack. The teacher-student ratio remains at 60:1. What isn't clear however is how teachers in state-funded schools adapt to this circumstance in their everyday exercises in classrooms?

Teachers' mentality assumes an imperative part in the present setting. In the expert courses, the teachers have changed their part from being the controllers of the class to the facilitators. They acknowledge students' errors in the language use as an essential piece of the language learning. They help rouse students increasingly utilize language in their day to day life. Students learning results are affected by the understanding of teacher's relational conduct.

Owede (2014) in connection to the significance of teachers' disposition and convictions contends that in the mission for the change of language teaching, the language teacher has
been neglected. Further, he proposes that investigation of teacher's impression of what they do and why they do it holds guarantee for understanding the recurrence noted errors between hypothetical comprehension of second language acquisition and classroom practices. Shady, Luther, and Richman (2013) trust that their convictions and attitudes exceedingly impact the teachers' activities, much more than their insights control them.

Korir, and Kipkemboi (2014) agree that what educators do is an impression of what they know and accept, and that teacher’s information and ‘teacher considering’ give the hidden system or pattern which manages the teacher classroom activities. Olsen (2015) contends that teachers' states of mind and convictions shape the sense they make of any instructive advancement, and assume a critical part by the way they act in the classroom circumstance. The educator assumes a key part really taking shape of classroom atmosphere. He is an operator who grants guideline, screens the execution and alters the conduct.

Essentially, Kilaha (2010) calls attention to that teachers' conviction and hypotheses even though it is unwittingly held, affect their classroom conduct, especially teachers bring their perspective of life that meddles with the work into the classroom. Indeed, teachers may not generally be completely mindful of the impacts of this reality, and it can be helpful to look at its suggestions for the classroom teaching/learning process. Goouch and Lambirth (2016) hypothesize that to empower students to ace education abilities, perusing and composting must be taught by very much trained teachers with a comprehension of the essential ideas and how to provide reading guidelines viably.
Language learning is influenced by the state of mind and inspiration of students. Persuaded, de-spurred and a propelled understudies have diverse view of their class educator and educational modules. The recognitions are in charge of their states of mind. Everly, (2013) contends that a people's impression of the class educator, peer gathering, syllabus and his/her mindfulness for future needs influence his/her state of mind to language learning. Student's learning results are impacted by their translation of educators' relational conduct. On the off chance that they trust that the educator is related with them and their learning result, the instructor identifies with them, comprehends their issues, they respond decidedly and this factor adds to their learning enthusiasm.

Neel, and Fuligni (2013) conveyed a longitudinal report among secondary school students of grade 9-11 to find out if there exists any connection between school setting, student attitude and conduct and academic accomplishment. In the investigation, she found that apparent academic ability (attitude) affected positively reading accomplishment among secondary school students. Those students who had an uplifting state of mind towards reading had a higher accomplishment than the individuals who had negative mentality.

Kpolovie, Joe and Okoto (2014) contends that attitude of the students towards a specific subject have an impact on their academic accomplishment. On state of mind of the student, universal exchanges have presumed that language learning is firmly identified with the mentalities of the students towards the language (Gottlieb, & Ernst-Slavit, 2014). Attitude has as of late gotten extensive consideration from both first and second language research specialists. Learning happens all the more effortlessly, when the student has an
inspirational state of mind towards language and learning. Mary, (2016) express that student's attitude is a basic piece of learning and that it ought to along these lines turn into a fundamental part of second language instructional method. Kerubo (2017) from her investigation on attitude uncovers that there is a positive connection between affective qualities and language accomplishment.

Miller and Elman (2013) in his investigation contend that reason for lack of research on students' challenges towards study of languages learning is essential. Firstly, the states of mind towards learning are accepted to impact practices, for example, choosing and reading books, talking regularly in languages and many more. Secondly, a connection between attitude and accomplishment was observed. The investigation agreed with the recommendation that attitude impact accomplishment, as opposed to achievement affecting attitudes. It can be contended that attitude impact one's practices', inward disposition and hence, learning. In this way, there is an association between language learning and the natural parts in which the students grew up. In which case, both negative and positive strongly affect the accomplishment of language learning.

These studies were important to the current study because sheng’ can be a learner - related factor in the process of learning Kiswahili language. School management ought to guarantee that language strategies received are appropriately and genuinely authorized so as not to distance different languages and address the utilization of sheng' and other vernacular languages in schools.
Existing literature reveals that there is a relationship between curriculum-related factors and performance in the Kiswahili language. In this regard, the provision of management support is vital to success in curriculum implementation. A study by Benson and Odera (2013) on learning Kiswahili language by radio in secondary schools in Kenya found out that school administration and community do not value Kiswahili much like other subjects in the school curriculum hence redundancy on the subject, a reason why there has been laxity in purchasing Kiswahili books for secondary schools. As asserted by Kang’ahi, Indoshi, Okwach and Osodo (2012), secondary Kiswahili course's desired outcome is that the learner attains proficiency in Kiswahili. In most cases, the student has a chance to speak Kiswahili only during Kiswahili lessons. This hinders a student from achieving the expected proficiency level in Kiswahili. This is why even after learning Kiswahili for eight years in primary and four years in secondary school, they still do not perform well (Felicity, 2016). Therefore, it is for this reason that school management should look for ways of creating an environment where students can be encouraged to use Kiswahili, maybe by implementing a language policy that supports Kiswahili's use. School Managers should establish well-stocked libraries and resource centres to eliminate the shortage of Kiswahili books and teaching and learning resources in schools.

The school management ought to emphasize the importance of language policy in their respective schools. A school as an institution is defined by distinct objectives that should be met. For example, the school principal needs to utilize managerial aptitudes that will empower him/her to accomplish the coveted goals of his/her school. One of these objectives is to have academic achievement in every one of the subjects instructed in the
school. Ash, Hodge, and Connell (2013) state that principals' excellent organization practices are reflected continuously in the good performance of the school. Ash et al. (2013) further contend that schools with active organizations tend to perform well compared with schools with non-performing principals. This demonstrates that school organization affects the teaching of a given subject.

Cheloti, Obae and Kanori (2014) noticed that the principal's managerial role involves controlling, coordinating, and planning all exercises concerning instruction in any establishment. Principals should direct and bolster educators' work through lesson observations, professional counselling, and discussions of work schemes. As such, the importance of outlining language policies in schools has been underestimated. Thus, the study sought to find out The Influence of School-Based Factors on Performance of Kiswahili at K.C.S.E. level in Public Mixed Day Sec Schools in Nyamira North Sub-County, Kenya.

In summary, from curriculum-related factors, it was clear that experience and knowledge in a particular study were seen as crucial for teachers' quality of delivery of content, teaching capability and academic aptitudes. Teachers with high test scores on the area of specialization transfer knowledge to students well, which translates to high achievement and better performance. In other words, teachers qualified to teach a particular subject are capable of transferring knowledge to students than unqualified teachers. Therefore, regular update of teachers on the emerging trends in the education system is very crucial, which is particularly crucial because the education system of a country undergoes various changes to conform to the arising societal needs. In this regard, the literature indicated that and
expertise contributes to the quality of learning outcomes. It emerged that Kiswahili teachers are overloaded with teaching load which end up affecting its performance at K.C.S.E level. Again, Kiswahili lessons were allocated lessons in the afternoon. In most cases, students are tired after studies from morning lessons, thus affecting their performance.


Learning in any subject is determined by a collection of factors. Some schools of thought opine that disparities in learners' performance are based on nature, while others attribute the performance of learners to socialization. Some suggest that academic achievement is determined by a combination of both nature and environmental factors (Murunga, 2019). This subject has been debated before in lieu of trying to uncover the fundamental causes of the inequalities in the performance of a particular subject. This study investigated the influence of school-based factors on the performance of Kiswahili at the K.C.S.E. level. However, this section of the study discusses the relationship between environmental, teacher, and curriculum-related factors to the performance of Kiswahili at K.C.S.E.

In summary, there was found relationship between environmental, teacher, and curriculum-related factors to the performance of Kiswahili at K.C.S.E level. The study was concerned with school-based factors which were internal to the school. Literature determined that security of learners was very crucial for the learning environment to be conducive. Tense environments make learners and teachers fear for their lives which make it difficult for teachers to deliver effectively and the learner to absorb the taught content. Hence, it was clear from the reviewed literature that environment affected performance at K.C.S.E level.
This, therefore, affirms that there is a relationship between the environmental factors and performance Kiswahili language.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, study area, target population, sample size and sampling procedures, data collection tools, validity and reliability of instruments, data collection procedures, data analysis and ethical consideration.

3.2 Research Design

This study utilized a descriptive survey research approach. As stated by Vaske (2019), this method of study allows the researcher to explain a study population, situation or problem more accurately and systematically. Besides, this design allows the use of both quantitative and qualitative methods to study more than one variable. The aim of using this design was not only to find out the problems facing the performance of Kiswahili and their remedies but also to qualitatively infer from statements and responses in the questionnaires to the extent to which identified factors influence performance in Kiswahili in K.C.S.E. in Nyamira North Sub County. Therefore the quantitative part was mainly presented in the form of frequencies, percentages and ratio of factors while the qualitative data from the statement to open response questions in the questionnaires, derived themes identified by the researcher. A deeper meaning of the statement was particularly important because the sample sizes were not necessarily large enough, especially those of the headteachers’ sheng leading to low performance in these subject.
3.3 Study Area

The study was carried out in Nyamira North Sub-Count, Nyamira- County, Kenya. Nyamira County is found in the South-Western area of Kenya, circumscribed by Kisii, Kericho and Bomet with the Kipsigis sub-clan, Homabay whose occupants is the Luo community. Nyamira County’s' latitude is between 00 38' 52.80" N and longitude of 340, 58' 1.20" E, its coverage is 912.5 km² and its populace is 592,252 as indicated by 2009 census enumeration. The Sub-County has a total of 55 Secondary Schools majority of which are mixed day secondary schools. This location was deemed appropriate for this study because of the poor performance trends in Kiswahili language, especially in public mixed day secondary schools in the area. This was determined from the analysis of students' performance in Kiswahili in K.C.S.E. in Nyamira North Sub-County and the Sub-County quality assurance and standards office (QASO’S, 2014). The records showed a mean of 4.74, equivalent to a D+ (plus). Thus, the study investigated the influence of school-based factors on students' performance in Kiswahili in K.C.S.E. in public mixed day secondary schools in Nyamira North Sub-County, Kenya.

3.4 Target Population

Nyamira North-Sub County in Nyamira County has a total of 55 secondary schools out of which 35 are mixed day secondary schools while 20 are either boys’ boarding schools, girls’ boarding schools or mixed boarding schools. There are 55 principals, 55 heads of subjects and 110 Kiswahili teachers in all these schools. This means that the population from where the sample size was drawn from consists of 220 teachers.
3.5 Sample Size and Sampling Procedures

The Sub-County has a total of 55 secondary schools. Out of which, 35 are public mixed day secondary schools where the focus of the study was. To achieve a suitable sample of schools to be used for the study, the researcher used purposive (non-probability) sampling to select 17 mixed day public secondary schools. According to Khan (2014), purposive sampling is where the researcher makes his/her judgment on deciding on individuals to take part in the study from a population. This technique was arrived at because the schools selected were enough to serve the purpose of the study. Both the principals and heads of department of the 17 mixed day public secondary schools were automatic participants in the study. They comprise more than 30% of the total population as recommended by (Bryman, & Bell, 2015) thus, acceptable to be enough for representation. The 17 selected principals comprised the total sample representative of all the public mixed day secondary schools’ principals. Simple random sampling was used to select 2 Kiswahili teachers from each of the 17 mixed public day secondary schools identified to take part in the study. In simple random sampling, a participant is selected by chance from a population. This technique was used to choose Kiswahili teachers because each of them had an equal opportunity to be selected, as suggested by (Levy & Lemeshow, 2013). Therefore, the sample size for the study was 17 principals, 17 H.O.D’s and 34 Kiswahili teachers. Hence, a total sample of the study was 68 respondents.

3.6 Instrumentation

Research instruments are tools employed to gather data from research participants as argued by Mugenda (2003). The study mainly made use of questionnaires and an interview schedule. The researcher in consultation with experts from Kisii University constructed the
research instruments and used them because they were the most suitable to collect data from a large sample. The experts who scrutinized them and their suggestions were applied in reviewing the research instruments before preparing final copies.

### 3.6.1 Questionnaires

Krosnick (2018) defines a questionnaire as a data collection instrument, with questions aimed at gathering data from the respondents. The researcher used two self-made questionnaires to collect data from the respondents, one for Kiswahili teachers and the other for principals. The questionnaire for teachers (Appendix B) collected information on academic and professional qualification, teaching experience, teaching resources, workload, language policies, challenges facing teachers while teaching Kiswahili language, their attitude towards teaching Kiswahili, methods they employed in teaching, syllabus coverage and possible solutions to the challenges teachers were encountering in the process of teaching. The structure of the tool was in such a manner that it contained open-ended and closed questions, whereby the latter was used as an approach to ensuring respondents gave consistent responses while the former allowed respondents to give varied responses. The questionnaire for principals (Appendix C) collected information on their supervisory role, school language policy, resources and information about the school. Furthermore, the questionnaires collected demographic information of the school principals and H.O.D’s. According to Ekinci (2015), questionnaires are potent instruments for collecting unstructured data.

### 3.6.2 Interview schedule

As defined by Bryman, (2017), an interview guide provides for individuals to interact whereby one is an interviewer while the other is an interviewee. Therefore, interviews
allow for verbal communication, which elicits responses for recording. The goal of the interview in this study was to collect information that helped positively contributed to the findings of this study from H.O.D.s. The schedule (Appendix D) collected information such as the number of teachers of Kiswahili, student population per class, school language policies, teaching resources, role of Kiswahili and challenges facing language teachers.

3.7 Piloting

Piloting is the simulation of the research instruments with a view of stabling whether they can collect the required data from the respondents and normally part of the sample population is used. Accordingly, the researcher piloted the data collection instruments in a single secondary school, but the results were not included in the actual study. To realize this, the research administered the instruments and determined whether they could collect the desired and relevant information.

3.7.1 Validity of Instruments

This is important in all forms of research. Mainly, validity is used to measure the extent to which an instrument accurately measures what it is intended to measure (Drost, 2011). In this regard, the instruments were developed and discussed with the help of the supervisors. After that, it was subjected to the scrutiny of the experts from the curriculum and instructions departments of Kisii University. By so doing face validity was done as appropriate for research. Furthermore, piloting assisted in identifying areas of inconsistency and together with the said expert opinion sought, they were corrected before the actual study was done.
3.7.2 Reliability of the Study

Consistency of research instrument is critical in research. This is done by checking the reliability of the instrument. According to (Noble & Smith, 2015), reliability is used to determine the level of consistence an instrument yields on results. The researcher carried out a pilot study in mixed day public secondary schools not participating in this study but from the same area. The instruments of data collection were tried before the actual application. This aimed at identifying any disparities that may occur when participants are responding to the items, find out any peculiar questions and determine how the questions were perceived and interpreted by the respondents. To achieve all these, test-retest reliability was done, which yielded a coefficient reliability of 0.7. According to (Post, 2016), coefficient reliability of 0.7 or more is suitable for a study to go on. The test of the instrument returned coefficient reliability of 0.7, which was considered as good to be relied on.

3.8 Data Collection Procedure

The researcher sought for research authorization letter from Kisii University under the dean, Faculty of Education and Human Resource Development (FEDHURED). The letter was presented to the National Commission for Science, Technology and Innovation (N.A.C.O.S.T.I.), a constitutional institution mandated by the government of Kenya to oversee all educational issues in the country to seek for a research permit. The researcher obtained the permission from (N.A.C.O.S.T.I.) which facilitated visitation to the Ministry of Education, Science and Technology Nyamira County, Nyamira North Sub-County offices and the Ministry of Interior and Coordination of National government Nyamira County as well as the Director of Education Nyamira County and Nyamira North Sub-
County offices for approval documents which allowed the researcher to visit the sampled schools for data collection. Before data collection, the researcher visited sampled schools to seek permission and book appointment to conduct the study. Afterwards, the researcher administered the questionnaire to all the principals, heads of subject and Kiswahili teachers, in case of absences of any of the respondents, the researcher revisited the schools to collect data from the missing respondents.

3.9 Data Analysis and Presentation

Qualitative and quantitative methods were used to analyse data. Quantitative data were analysed using descriptive statistics such as frequency counts and percentages. Tables were then used to present data. The quantitative data was used further to establish the relationship between the school-based factors and performance in Kiswahili at K.C.S.E. level. Qualitative data was analysed by way of summarization from the open response questions on the instruments. The researcher made a summary of emerging themes from the teacher’s and principal’s responses. Hence, factors that lead to low performance of Kiswahili at K.C.S.E. level emerged.

3.10 Ethical Considerations

Ethical consideration is the laid down rules and regulations to guide the professional conduct of an individual (Leavy, 2017). Ethical consideration was important in this study because it helped promote the aim of this study, research values such as trust, accountability, mutual respect and fairness to those involved directly or indirectly. In this study, the researcher strictly followed all rules and regulations set by Kisii University. Before data collection, the researcher started with an explanation to the respondents the benefit of participating in the study by making a personal, free and independent decision.
This was in line with the principle of free consent of the participant. The participants were given the form which they consented willingly.

Furthermore, the research maintained a high level of anonymity to safeguard the privacy of the respondent by encouraging the respondents to avoid indicating their details on the questionnaire. The researcher ensured that the objective of the research was at the top of the study while interpreting data. Moreover, the researcher ensured that she carried out the study honestly by acknowledging work from other scholars promptly in recognition of their contribution to the scholarly world.
CHAPTER FOUR
DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter focuses on data presentation, interpretation and discussion on school-based factors. Specific school-based factors discussed are the environmental factors that affect Kiswahili's teaching in relation to performance in public mixed-day secondary schools in Nyamira North sub-county, teacher-related factors that affect Kiswahili's teaching in relation to performance in public mixed-day secondary schools in Nyamira North sub-County. These curriculum-related factors affect Kiswahili's teaching in relation to students' K.C.S.E. performance in public mixed-day secondary schools in Nyamira North Sub County and establish the relationship between, environmental, teacher and curriculum factors in teaching and learning of Kiswahili with the performance for the last five years 2014-2018 at K.C.S.E level in Nyamira North sub-county and also the questionnaire return rate and presentation done based on research questionnaire. Qualitative and quantitative methods were used to analyse data. Quantitative data were analysed using descriptive statistics such as frequency counts and percentages where tables were used to present data. Quantitative data was also used to establish the relationship between the school-based factors and performance in Kiswahili at K.C.S.E. level. The research used qualitative data for analysis by way of summarization from the open response questions on the instruments. Consequently, the researcher made a summary of emerging themes from the teacher’s and principal’s responses to determine factors that lead to low performance of Kiswahili at K.C.S.E. level emerged.
4.2 Return Rate for Questionnaires

The return rate for the principals, heads of subjects and the teachers of Kiswahili questionnaires was good. All questionnaires for the principals and Kiswahili teachers were returned totaling to 85.42%. This return rate amounts to the assertion as recommended by Graves (2016) and therefore for the study to proceed. The above information is represented in table 4.1 below.

Table 4. 1 Questionnaire Return Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Questionnaire was given</th>
<th>Questionnaires returned</th>
<th>% questionnaires returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>17</td>
<td>14</td>
<td>80</td>
</tr>
<tr>
<td>H.O.D’s</td>
<td>17</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>Teachers</td>
<td>34</td>
<td>31</td>
<td>90.9</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>55</td>
<td>85.42</td>
</tr>
</tbody>
</table>

The above findings show 85.42% return rate of the questionnaires which was deemed suitable for the study to proceed.

4.3 Professional Qualification

The study tried to know the teachers' professional capability. Table 4.2 shows the teachers professional qualification.
4.3.1 Principals Academic Qualification

Table 4.2 Principals Academic Qualification

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>11</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
<td>33.3</td>
<td>33.3</td>
</tr>
</tbody>
</table>

The professional and academic qualification of the respondents indicated that 66.7% (8 out of 12) principals are Bachelor of Education degree holders. There were 4 teachers, 33.3% (4) who were masters' degree holders. Caspersen (2013) observes that qualification is of great significance to supervision and performance.

4.3.2 Academic Qualifications of the Heads of subjects

Table 4.3 Academic Qualification of HOD

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>15</td>
<td>88.9</td>
<td>88.9</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
<td>11.1</td>
<td>11.1</td>
</tr>
</tbody>
</table>

The professional qualification of the respondents indicated that 15 out of 17 heads of department (88.9%) were Bachelor of Education degree holders and 11.1% (2) had a master’s degree. This was supposed to motivate students positively in performance.
4.3.3 Academic Qualification of Kiswahili teachers

Table 4.4 Academic Qualifications for Teachers of Kiswahili

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>27</td>
<td>80.0</td>
<td>80.0</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.4 shows that 80% (27 out of 34) were bachelor of education degree holders and 20% (7 out of 34) were masters of education degree holders. From the analysis the teachers, heads of subject and principals who took part in the study were holders of a bachelor of education degree 78.05% (53 out 68) and 21.95% (15 out of 68) were masters' degree holders respectively. Chan & Yuen (2014) says that the more trained a teacher is, the better in skills of learning and teaching resources. This shows that all the teachers who participated in the study have the necessary qualifications to handle the teaching and learning of Kiswahili in the various forms they teach. Grosser & Nel (2013) asserts that conceived proficient capability of a cutting edge instructor as that of developing and use 'the art of the craft of instructing': implying that the educator must have adequate information and abilities, encounters and bits of knowledge, the aesthetic innovativeness from which to attract hunches to empower planning and formation of excellent learning condition and environments which are essential for every specific lesson and category of students.
4.4 Professional experience

The number of teachers in a school and their professional experience weighs heavily on academic achievement of students. The researcher sought to find out if professional experience attributes to students performance and the findings are presented in Table 4.5 and 4.6.

Table 4.5 Years of Experience of H.O.D

<table>
<thead>
<tr>
<th>Number of years served</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>13</td>
<td>77.8</td>
<td>77.8</td>
</tr>
<tr>
<td>6-10 years</td>
<td>2</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td>11-15 years</td>
<td>2</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Out of a total of 17 heads of department, 77.8 % (13 out of 17) were in the experience of between 1-5 years. Only 11.1 % (2 teachers) had 6 - 10 years and another 11.1 % (2 teachers) had experience of between 11-15 years. This shows that teachers’ professional experience affects the learners directly in terms of achievement. Since Kiswahili language, especially the spoken one is changing daily; a person with experience knows the changes and directs the students towards excellence. This helps to put the student on track always. Spoken language affects the written language directly. Papay and Kraft (2015) explains that most teachers who are trained and experienced give more coherent knowledge to learners.
### Table 4.6 Teaching Experience of Teachers of Kiswahili

<table>
<thead>
<tr>
<th>Number of years served</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>9</td>
<td>25.0</td>
<td>25.0</td>
</tr>
<tr>
<td>6-10 years</td>
<td>1</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>11-15 years</td>
<td>9</td>
<td>25.0</td>
<td>25.0</td>
</tr>
<tr>
<td>16 and above</td>
<td>15</td>
<td>45.0</td>
<td>45.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

There were 25% (9 out of 34 teachers) who had a professional experience of between 1-5 years, there was 5% (1 teacher) with a professional experience of between 6 and 10 years, 25% (9 teachers) had an experience of between 11 years and 15 years, and 45% (15 teachers) had a professional experience of 16 + years.

As shown in Table 4.5 and 4.6 most teachers indicated to have worked for 1-5 years with a frequency of 22, those who have taught between 6-10 years were distant 4\textsuperscript{th} with a frequency of 3, those who have taught for 11 – 15 years were with a frequency of 11 out of 34. The findings in the Table 4.5 indicate that all the teachers who participated in the study had the necessary knowledge, skills, and exposure for the teaching of Kiswahili. Working experience in the study is an indicator of mastery of the use of effective instructional resources and methods in the teaching and learning of Kiswahili language (Wachiuri, 2015).
Hall, Chai, and Albrecht (2016) properly declares that experience is an essential course for facilitating professional advancement of an educator since the instructor generally draws from his or her experience to enhance his or her viability and to counter issues experienced in educating students. This view is additionally held by (Mege, 2014) who says that such a post of expert program given to educators amid their time of business is essential in an instructor's expert advancement since it fills the hole left by the preparation, to grow and refine educators' information and aptitudes and bolster developments or trial of new educational modules, strategies and materials for direction.

Table 4.7 Class Enrolment

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 40</td>
<td>1</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td>40-50</td>
<td>6</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td>50-60</td>
<td>1</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td>Above 60</td>
<td>1</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.7 demonstrates that one of the best determinants of learner's capacity to prevail in a classroom is the experience of the educator. The study of respondents’ reaction to this question demonstrated that a few instructors won't recognize the greatness of their impact on achievement. At the point when educators don't consider themselves to be in charge of neglecting to address the issues of the students they teach, learners will suffer. Therefore,
their performance goes down because one teacher will not meet their individual needs (Mege, 2014).

4.5 Supervision of Teaching Work in School

Supervision is an important component in education management and administration as this is the avenue which feedback on how well the curriculum implementation is taking place can be gotten. In this study the researcher wanted to know whether it is practiced and how often. The results recorded in Table 4.8 below shows that supervision was done to the Kiswahili teachers by the heads of departments. 22.2% (4) of the respondents supervised the teachers daily, 44.4% (7) supervised the teachers weekly, 22.2% (4) said it was done monthly and 11.1% (2) said it was termly. This findings corroborates with the results of Wachiuri (2015) who revealed that where supervision is done well, there is high achievement.

<table>
<thead>
<tr>
<th>Number of times</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>4</td>
<td>22.2</td>
<td>22.2</td>
</tr>
<tr>
<td>Weekly</td>
<td>7</td>
<td>44.4</td>
<td>44.4</td>
</tr>
<tr>
<td>Monthly</td>
<td>4</td>
<td>22.2</td>
<td>22.2</td>
</tr>
<tr>
<td>Termly</td>
<td>2</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Principals were asked whether they supervise their teachers and they all said yes, that is 100 % (17.) The other item in the question that followed up is the supervision. The
researcher wanted to know the frequency of this supervision. The principals indicated how often they did this important function. The results were recorded as once a month 50% (6) of the principals supervised the teachers while the remaining 50% (6) principals’ responded that they did it regularly. The results resonated with Ngipuo, (2015) who discovered that principals supervised their teachers adequately.

4.6 Language Policy in Schools

Language policies in schools have a big impact on language teaching and learning consequently affecting the performance of Kiswahili in national examinations. The researcher wanted to find out from the respondents if school language policies had a bearing on Kiswahili performance. Chew (2017) says that language policy impact performance in languages in schools.

<table>
<thead>
<tr>
<th>Language policy</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 days Kiswahili</td>
<td>2</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td>Use of English and Kiswahili</td>
<td>11</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td>None</td>
<td>4</td>
<td>22.2</td>
<td>22.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to Kerubo (2017) the head of subjects and languages are very crucial in determining language policy in a school. Heads of departments of languages when asked to respond to whether or not language policy existed in their schools, 11.1% (2 out of 17), said the school had 3 days of communicating in Kiswahili, 66.7% (11 out of 17) recorded that their schools used both English and Kiswahili as a language for communication, while
22.2% (4 out of 17), responded that there existed no language policy in their schools. The teachers of Kiswahili were asked to respond on the language that students use mostly for communication. On responding 30.0% (10) responded that Ekegusii was used for communication, 50.0% (17) said Kiswahili was used for communication, while 10.0% (3) used English for communication and another 10.0% (3) recorded that the students communicated using sheng’ language.

Table 4. 10 Language Most Used By Students for Communication in School

<table>
<thead>
<tr>
<th>Language mostly used</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ekegusii</td>
<td>10</td>
<td>30.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>17</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Sheng</td>
<td>3</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.7 Effect of Language Policy on the Performance of Kiswahili Subject.

Data collected was analysed and the following results in Table 4.11 from the responses of principals, heads of department and teachers were given. On responding 100% (17) of the principals responded that there was an effect of language policy on performance, 100% (17) heads of department agreed that there was an effect of language policy on performance while 60% (20 out of 34) of the teachers said, there was a slight effect of language policy on performance. The remaining 40% (14) of the teachers said there is no effect on performance.
Table 4.11 Responses on Effects of Language Policy on Performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals Yes</td>
<td>17</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>H.O.Ds Yes</td>
<td>17</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Teachers yes</td>
<td>20</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>40.0</td>
<td>40.0</td>
</tr>
</tbody>
</table>

The findings on language policy prove that language policies in schools were not enforced well in some schools. All principals and Head of departments used English and Kiswahili while addressing students. Students also communicate using the two languages. The findings are in accordance with those of Yambi (2010) who from a study in Illinois on Swahili-English speaking children found out that in most African countries, languages designated for school instruction were also designated as official and national languages. English is most preferred by the principals to Kiswahili whenever they are not using a mixture of both languages. Most teachers preferred using Kiswahili because it is their duty to foster the development of the language.

4.8 Challenges facing Kiswahili language teachers

4.8.1 Institutional challenges

The researcher sought to find out the challenges faced by Kiswahili teachers in their respective schools. Their view was as indicated in Table 4.12.
Table 4.12 Teachers’ Challenge in Teaching Kiswahili

<table>
<thead>
<tr>
<th>H.O.D’s</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Learning Materials</td>
<td>8</td>
<td>44.4</td>
<td>44.4</td>
</tr>
<tr>
<td>Use of Mother Tongue</td>
<td>3</td>
<td>22.2</td>
<td>22.2</td>
</tr>
<tr>
<td>All the Above</td>
<td>6</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In Table 4.12 the heads of department recorded that there were challenges facing teachers when teaching Kiswahili. Analysis shows that 44.4% (8 out of 17) reported that there was lack of materials for teaching and learning Kiswahili language, 22.2% (3) responded use of mother tongue was the challenge in teaching and learning Kiswahili, while 33.3% (6) of the heads of department said both lack of learning materials and use of mother tongue posed as a challenge to teaching and learning Kiswahili.

In the same item the principals when asked to respond on the same, results in Table 4.13 below indicates that, 33.3% (5 out of 17) said there were insufficient learning materials, 16.7% (3) reported that there was no use of Kiswahili as an official language in school, 16.7% (3) recorded mother tongue was a big challenge in teaching Kiswahili while 8.3% (1) reported there was no challenge facing teaching Kiswahili, negative attitude from students towards subject, use of sheng in communication and inadequate teachers of Kiswahili subject respectively.
Table 4. 13 Principal’s Response on Teachers Challenge in Teaching Kiswahili

<table>
<thead>
<tr>
<th>Type of challenge</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Insufficient learning materials</td>
<td>5</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>No Kiswahili as official language</td>
<td>3</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>Mother tongue interference</td>
<td>3</td>
<td>16.7</td>
<td>16.7</td>
</tr>
<tr>
<td>Negative attitude</td>
<td>1</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Use of sheng</td>
<td>1</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Inadequate teachers /overloading</td>
<td>1</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The head of departments were asked to respond to whether teachers attend seminars for Kiswahili teachers in learning the emerging issues in teaching Kiswahili, The response is recorded in Table 4.14. Shows that 55.6% (10) H.O.Ds recorded that teachers rarely attended the seminars while 44.4% (7) said sometimes they attend. This reveals a case where there is less support to teachers in getting on board with current trends and dynamics in teaching the subject.

Table 4. 14 Teachers Attendance to Seminars

<table>
<thead>
<tr>
<th>Attendance to seminars</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>10</td>
<td>55.6</td>
<td>55.6</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7</td>
<td>44.4</td>
<td>44.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Items asked related to the teachers’ attendance to in-service training. In Table 4.15, 35% (12 out of 34) responded that they attended in-service training while the majority of the
teachers reported that they had never attended any in-service training since completion of college. Majority of the respondents 65.0% (22) never attended in-service at all.

Table 4.15 Teachers Attending In-Service Training

<table>
<thead>
<tr>
<th>Attend in-service</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>35.0</td>
<td>35.0</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>65.0</td>
<td>65.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The findings in Table 4.14 and Table 4.15 are shocking because the majority of teachers miss seminars and many of them have not undergone any in-service training. This is contrary to the findings (Omar, 2014) who rightly attest that any career including instructing requires their staff to proceed with their training all through their working life. This incorporates going to workshops, short courses and in-service programs to get new thoughts, acquire information and enhance competency in particular teaching and learning areas.

In the Table 4.15, findings showed that majority of teachers had not attended any refresher courses or attended any seminars on the subject. Vahasantanen (2015) argues that the demands on the teacher change considerably during his/her career are high. Furthermore, Vahasantanen observes that in view of the continuous changes occurring to education instruction and advancement of teaching information and steady change occurring inside the instructive frameworks, it is difficult to give the teacher student all the learning and abilities required for a whole professional life. In their Korb, Selzing-Musa, & Skinner-
Bonat, (2016) discovered that teacher skill is the most noteworthy school-construct impact with respect to student learning. He additionally contends that school change dependably calls for improving the learning. He reasons that whatever game-plan a school receives, achievement typically depends on offering help and assets for instructors to reinforce existing skill or to learn new practices.

4.8.2 Library Usage by Students

The study too assessed the usage of the most valuable resource available in school, the library. Teachers were asked to respond to how frequently the students use the library for their studies. Only 25% (9) learners recorded they use it often, 15% (5) of the learners said they use it very often, majority, 45% (15) said not often, and 15% (5) reported not very often. This means only 45% (15) utilize the library effectively, leaving large population students out of reach on learning materials found in the facility. Stone and Ramsden, (2013) contends that the performance in Kiswahili would be supported by the use of library services by students for better performance.

Table 4. 16 Students’ Usage of Library Facility

<table>
<thead>
<tr>
<th>Number of times</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>9</td>
<td>25.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Very often</td>
<td>5</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>Not often</td>
<td>15</td>
<td>45.0</td>
<td>45.0</td>
</tr>
<tr>
<td>Not very often</td>
<td>5</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Accordingly, the results reveal that less than half of the students use the library facility regularly, and the majorities don't. That is worrying to a subject like Kiswahili, and it means from the findings, that a higher level of schools did not have sufficient teaching/learning materials. In reality, schools, particularly day schools, did not have Kiswahili books, which are utilized, consistently in class. One course book was shared among three students, thus obstructing performance in the language because the three learners cannot use one textbook for personal and private studies. The importance of teaching/learning resource can't be undermined. Akungu, (2014) contends that accessibility of teaching/resource upgrades the viability of a school, as they are the essential things that can achieve excellent academic performance. Physical facilities such as libraries are likewise slippery in many schools. More than 66% of the schools did not have libraries, implying that students were denied the chance to interact definitively with books.

4.8.3 Preparing Kiswahili Lesson Plans

The study sought to find out whether teachers of Kiswahili had challenges when writing their lesson plans. In Table 4.17 it is indicated that 20% (7) agreed that they had difficulties in writing their lesson plans, while 80% (27) do not have any problem with writing the lesson plans.

<table>
<thead>
<tr>
<th>Is there a challenge?</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>80.0</td>
<td>80.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
In table 4.18 below, 35% of teachers indicated to have a challenge in using the textbooks in teaching Kiswahili, while 60.0% do not have any problem using the textbooks of Kiswahili. Planning of lessons is to a great degree indispensable for good teaching. Mege (2014) stress proper preparation before the teacher enters a class to teach. Arranging a lesson is, to a high degree, crucial for excellent teaching. Kamau (2013) underscore that lesson is an absolute necessity before the instructor enters a class to educate as Tudor (1990) observed that well-arranged pre-reading exercises, enhances student's content cognizance.

Table 4. 18 Challenges in Using Kiswahili Textbooks

<table>
<thead>
<tr>
<th>Is there a challenge in usage</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>35.0</td>
<td>35.0</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Don't know</td>
<td>2</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.8.4 Teaching Methods Used By Kiswahili Teachers to Teach Kiswahili

The last study wanted to find out whether the poor performance is as a result of poor teaching methods sought. Teachers were asked to indicate the methods they used to teach in class. In Table 4.19, 40% of teachers stated that they used group discussion, question, and answer methods 20% indicated to have used three methods while 15% recorded lecture method and group discussion by each and only 2% indicated nothing in this item.
Table 4. 19 Teaching Methods Used By Kiswahili Teachers

<table>
<thead>
<tr>
<th>Method used by teachers</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>lecture method</td>
<td>5</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>group discussion</td>
<td>5</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>question and answer</td>
<td>2</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>group discussion and quiz and answer</td>
<td>13</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>all the three</td>
<td>7</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Gavrila-Jic (2013) states that learner-centered techniques empower students to hold more content. Involvement of the students in the learning process makes premium and inspiration, hence prompting learning all the more. The sentiments concur with Starkey, L. (2019) when they argue that people remember 90% of what they say and do; 80% of what they see and hear; 50% of what they see; 20% of what they hear and 10% of what they read. It is therefore essential for teachers of Kiswahili to utilize the methods and approaches that will be effective by appealing to learner senses enhancing high retention of what is learned. Effective methods should be used to sustain the student's interest in the learning process (Suter & Busienei, 2013). Overdependence on one single method hinders proper learning methods besides being monotonous. Some methods appeal to particular content matter but not others.
This is in agreement with a study carried out by Kang'ahi (2012). She found that learners, for the most part, had a poor understanding of a dialect, and this could, to some degree, be clarified by the traditional teaching techniques utilized. Her examination constructs just with respect to learners' recognition of the teaching styles in the teaching and learning of Kiswahili. This investigation concentrated on the two, students' and educators' point of view on teaching techniques in learning Kiswahili as an incorporated dialect comprehensive of syntax, synthesis and writing. The present investigation found that educators had a positive discernment while the learners had a negative recognition on the teaching style utilized.

Constructivists trust that information is produced by the students through experience-based exercises as opposed to coordinated by teachers Fosnot (2013). Moreover, they believe that learning isn't transmitted yet built through hands-on activities or individual experience. This infers learning happens through the student-focused instead of teacher-driven exercises. The students must be permitted to show what they have realized in various ways, not merely in testing or examinations.

4.8.5 Challenges Faced By Learners

The teachers were asked to respond to the learners' response to learning of Kiswahili. In responding to the item in Table 4.20, 15% (5) responded favourably, and 65% (22) said positive while 15% (5) said negative and 5% (2) recorded very negative to the teaching of Kiswahili.
Table 4. 20 Learners’ attitude towards learning Kiswahili

<table>
<thead>
<tr>
<th>Learners’ Attitude</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>very positive</td>
<td>5</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>Positive</td>
<td>22</td>
<td>65.0</td>
<td>65.0</td>
</tr>
<tr>
<td>Negative</td>
<td>5</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>very negative</td>
<td>2</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the study findings in Table 4.20 above, student’s attitudes towards Kiswahili were generally positive meaning that they did not neglect learning of the Kiswahili and some felt it is an easier subject hence had low morale towards the subject. When the teachers were asked to show the feeling of students towards Kiswahili, 15% (4) of them indicated that learners were negative and very negative. This percentage of learners is alarming and should be addressed by the teachers to avoid poor performance of Kiswahili.

The findings from the study were similar to those of Ford & Moore (2013) conducted a study among secondary school learners and discovered that apparent academic capability (disposition) affected academic accomplishment. Another aspect that influences the attitude towards the subject is the methodologies used by the teachers to present content in which two-thirds of the teachers said they use group discussion, question and answer than lecture method. The findings relate to those of Benjamin (2018), who found that a people's
impression of the class educator, peer group, syllabus and his/her mindfulness for future needs influence his/her state of mind to dialect learning. According to Best and Khan (2013)

Table 4. 21 Kiswahili means in KCSE 2014-2018 in Nyamira North Sub-County

Mixed Day Secondary Schools

<table>
<thead>
<tr>
<th>School</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Average mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>-</td>
<td>3.702</td>
<td>2.772</td>
<td>3.017</td>
<td>3.164</td>
</tr>
<tr>
<td>3</td>
<td>2.100</td>
<td>2.001</td>
<td>2.173</td>
<td>2.220</td>
<td>2.177</td>
<td>2.134</td>
</tr>
<tr>
<td>6</td>
<td>4.922</td>
<td>5.211</td>
<td>5.117</td>
<td>4.821</td>
<td>4.777</td>
<td>4.970</td>
</tr>
<tr>
<td>7</td>
<td>2.117</td>
<td>2.332</td>
<td>2.000</td>
<td>2.211</td>
<td>2.210</td>
<td>2.174</td>
</tr>
<tr>
<td>8</td>
<td>1.970</td>
<td>1.887</td>
<td>2.001</td>
<td>1.811</td>
<td>1.932</td>
<td>1.920</td>
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<tr>
<td>9</td>
<td>1.999</td>
<td>2.000</td>
<td>2.623</td>
<td>2.732</td>
<td>2.000</td>
<td>2.271</td>
</tr>
<tr>
<td>10</td>
<td>2.734</td>
<td>3.701</td>
<td>3.522</td>
<td>3.437</td>
<td>3.721</td>
<td>3.423</td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>-</td>
<td>2.720</td>
<td>2.522</td>
<td>2.433</td>
<td>2.558</td>
</tr>
<tr>
<td>12</td>
<td>1.721</td>
<td>1.800</td>
<td>1.772</td>
<td>1.766</td>
<td>1.666</td>
<td>1.745</td>
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<tr>
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<td>5.777</td>
<td>6.001</td>
<td>5.331</td>
<td>4.721</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>1.721</td>
<td>1.833</td>
<td>1.777</td>
</tr>
<tr>
<td>15</td>
<td>2.177</td>
<td>3.222</td>
<td>3.611</td>
<td>2.208</td>
<td>2.901</td>
<td>2.824</td>
</tr>
<tr>
<td>16</td>
<td>2.270</td>
<td>2.342</td>
<td>3.220</td>
<td>2.761</td>
<td>2.832</td>
<td>2.685</td>
</tr>
<tr>
<td>17</td>
<td>1.722</td>
<td>1.882</td>
<td>1.934</td>
<td>1.966</td>
<td>1.666</td>
<td>1.834</td>
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<td>18</td>
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<td>2.992</td>
<td>2.937</td>
<td>2.521</td>
<td>2.677</td>
<td>2.781</td>
</tr>
<tr>
<td>19</td>
<td>2.621</td>
<td>2.781</td>
<td>2.616</td>
<td>2.533</td>
<td>2.611</td>
<td>2.632</td>
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<tr>
<td>20</td>
<td>2.176</td>
<td>2.822</td>
<td>2.921</td>
<td>2.821</td>
<td>2.253</td>
<td>2.600</td>
</tr>
<tr>
<td>21</td>
<td>-</td>
<td>-</td>
<td>2.111</td>
<td>1.973</td>
<td>1.623</td>
<td>1.902</td>
</tr>
<tr>
<td>22</td>
<td>2.677</td>
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<td>3.111</td>
<td>3.222</td>
<td>2.323</td>
<td>2.853</td>
</tr>
<tr>
<td>23</td>
<td>6.776</td>
<td>5.774</td>
<td>3.221</td>
<td>2.776</td>
<td>3.211</td>
<td>3.552</td>
</tr>
<tr>
<td>24</td>
<td>4.471</td>
<td>4.551</td>
<td>4.922</td>
<td>5.001</td>
<td>5.000</td>
<td>4.789</td>
</tr>
<tr>
<td>25</td>
<td>1.622</td>
<td>1.732</td>
<td>1.811</td>
<td>1.677</td>
<td>1.522</td>
<td>1.673</td>
</tr>
<tr>
<td>26</td>
<td>1.711</td>
<td>2.111</td>
<td>1.522</td>
<td>1.501</td>
<td>1.522</td>
<td>1.673</td>
</tr>
<tr>
<td>Average</td>
<td>2.985</td>
<td>2.719</td>
<td>2.821</td>
<td>2.615</td>
<td>2.621</td>
<td>2.860</td>
</tr>
</tbody>
</table>

Source: Quality Assurance and Standards Officer Nyamira North Sub County (2018)
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter deals with a summary of the findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of major Findings
The purpose of this study was to find out the school-based factors and how they affect the performance of Kiswahili in public mixed secondary schools in Nyamira North Sub County. The researcher used three questionnaires; one for the principals, one for heads of subject and one for Kiswahili teachers. The principal's questionnaire had 16 items which were formulated to guide the study; the research questions in section A dealt with demographic information and Section B of the questionnaire dealt with how school-based factors affected the teaching and performance of Kiswahili. The researcher further used the Likert scale to determine the teaching methods used by teachers. The researcher also gave the head of subject 9 questions to answer in regard to the effect of teaching and learning of Kiswahili in the school. Similarly, the teachers' questionnaire had two sections; Section A of the questionnaire dealt with the demographic information of teachers, and Section B dealt with the efficiency at which the teachers used their knowledge acquired from their professional training as teachers of Kiswahili.

In summary, principals were asked whether they supervise their teachers and they all said yes, that is 100 % (17). The researcher wanted to know the frequency of this supervision. The principals indicated how often they did this important function. The results were
recorded as once a month 50 % (6) of the principals supervised the teachers while the remaining 50% (6) principals’ responded that they did it regularly. H.O.D’s of languages when asked to respond to whether or not language policy existed in their schools, 11.1% (2 out of 17), said the school had 3 days of communicating in Kiswahili, 66.7% (11 out of 17) recorded that their schools used both English and Kiswahili as a language for communication, while 22.2% (4 out of 17), responded that there existed no language policy in their schools. On the effect of Language Policy on the Performance of Kiswahili Subject, 100% (17) of the principals responded that there was an effect of language policy on performance which 100% (17) of H.O.D’s agreed with and at least language policy on 60% (20 out of 34) teachers concurred.

Analysis showed that 44.4% (8 out of 17) reported that there was lack of materials for teaching and learning Kiswahili language, 22.2% (3) responded use of mother tongue was the challenge in teaching and learning Kiswahili, while 33.3% (6) of the heads of department said both lack of learning materials and use of mother tongue posed as a challenge to teaching and learning Kiswahili. Teachers were asked to respond to how frequently the students use the library for their studies. Only 25% (9) learners recorded they use it often, 15% (5) of the learners said they use it very often, majority, 45% (15) said not often, and 15% (5) reported not very often. This means only 45% (15) utilize the library effectively, leaving large population students out of reach on learning materials found in the facility.
On preparation of lesson plans 20% (7) agreed that they had difficulties in writing their lesson plans, while 80% (27) do not have any problem with writing the lesson plans. 35% of teachers demonstrated that they had a challenge in using the textbooks in teaching Kiswahili, while 60.0% do not have any problem using the textbooks of Kiswahili.

Regarding Teaching Methods Used by Kiswahili Teachers to Teach Kiswahili, Teachers were asked to indicate the methods they used to teach in class. 40% of teachers stated that they used group discussion, question, and answer methods, 20% indicated to have used three methods while 15% recorded lecture method and group discussion by each and only 2% indicated nothing in this item. The study also revealed showed that learners faced Challenges in learning of Kiswahili language. In the study the researcher wanted to know whether supervision is practiced and how often. The results showed that supervision was done to Kiswahili teachers by the heads of departments. 22.2% (4) of the respondents supervised the teachers daily, 44.4% (7) supervised the teachers weekly, 22.2% (4) said it was done monthly and 11.1% (2) said it was termly.

5.2.1 Administrative factors affecting the teaching and learning of Kiswahili

This study revealed that there were some environmental factors that interfered with the proper instruction/teaching of Kiswahili in the mixed day secondary school, for example in the principals questionnaire the interviewers revealed that there were some challenges which came as a result of principals supervisory style especially regarding the teaching of Kiswahili.

The study revealed that most schools did not have deliberate administrative policies in the support Kiswahili teaching in the schools selected. These included the lack of enough
Kiswahili storybooks, lack of support to Kiswahili policy in the school, employment of untrained and unqualified staff, lack of facilitation for in-service for Kiswahili workshops.

5.2.2 Teacher Factors Affecting the Teaching and Learning of Kiswahili

The study revealed that some teacher’s challenges affected the teaching and learning of Kiswahili in relation to performance, most teachers from their questionnaire indicated there was lack of enough materials for teaching and learning Kiswahili language, use of mother tongue was the challenge in teaching and learning Kiswahili and use of sheng in communication and inadequate teachers of Kiswahili subject respectively. Other change cited was the use of textbooks in teaching Kiswahili and planning of lessons to a great degree was indispensable for good teaching.

The findings from the research show that the learners had more problems indicating that teachers were the major problem in teaching them because most teachers who teach Kiswahili are not trained; some had little content mastery. Most of them were not competent in handling the subject in class as indicated from the data collected from the questionnaire.

5.2.3 Curriculum Factors Affecting the Teaching and Learning of Kiswahili

The findings showed that most of the challenges in school are usually curriculum-based because schools use a curriculum that is approved by K.I.C.D and cannot use the internal curriculum. The research showed that most content could not be covered during the lessons allocated. It needs more time to cover the Kiswahili syllabus.

The study revealed that these challenges as mentioned play an important role in curriculum and instructions, teachers are only curriculum implementers, and they are not involved in
planning and development in the curriculum hence making them become only implementers. The curriculum challenges may include; shortage of teachers who are qualified to teach the subject, lack of proper remuneration to teachers, insufficient learning materials. Poor conditions of services for curriculum implementers and little time allocated to Kiswahili by the ministry.

5.2.4 School-Based Factors affecting teaching of Kiswahili in relation to Performance

The three factors which are mentioned above totally affect the performance of Kiswahili in secondary schools. When these problems are solved as revealed by the study, the performance will improve as required by the ministry of education.

The research revealed that the school where these problems are not experienced, the performance might be higher as the finding on performance from 2014- 2018 summarizes the performance of all the sampled schools.

5.3 Conclusion of the Study

Based on the findings of the study it was concluded that the challenges that affected the performance of Kiswahili at K.C.S.E level in Nyamira North Sub County, Kenya majority of the schools missed necessary items and pre-requisite in making the performance to improve by solving the administrative, teacher and curriculum-related factors. It was also concluded that the schools in the sub-county had a significant shortage of teachers which affect teaching and learning of Kiswahili, the study also concluded that administration plays a significant role into the challenges and the outcome of Kiswahili performance at K.C.S.E level.
5.4 Recommendations

Based on the findings, it was recommended that the schools should be provided with the required facilities to facilitate proper learning of Kiswahili so that the subject can improve in the performance.

i. School authorities should make efforts, the Ministry of Education, county authorities and other stakeholders to provide enough physical resources like teaching/learning resources, and equip libraries with reference materials.

ii. Teachers should be occupied continuously with refresher courses, classes and symposia to refresh their aptitudes on dialect instructional method. Instructors ought to in this way be prepared to embrace and practice more 'student inclusive' communication methodologies in the teaching and learning of Kiswahili dialect to enhance learners' academic accomplishment in Kiswahili dialect since academic accomplishment in the dialect is profoundly reliant on the techniques utilized as a part of its guideline.

iii. School experts ought to guarantee that teaching strategies be embraced appropriately and implemented so as not to weaken the Kiswahili language.

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

5.5 Suggestions for Further Research

Taking the limitation of the study into consideration, the researcher makes the following suggestion for further research.
I. Assessment of the implication of the current policies on education as regards to curriculum and its implementation in relation to performance.

II. Investigate the effects of Kiswahili teachers not attending workshops and in-service courses in relation to performance.

III. A study on the effect of teacher demographic information relation to Kiswahili performance at K.C.S.E levels.
REFERENCES


Dear sir / madam, 

**RE: TO WHO IT MAY CONCERN**
I am A M.ED (Master in Education) student currently undertaking a field research, I request you to participate in the study whose focus is to find information on environmental factors affecting the teaching of Kiswahili in Public Mixed day Secondary Schools in Nyamira North Sub-County, Nyamira County. I assure you that the information you will provide will be confidential and will be exclusively used for the purpose of this study. Do not write your name anywhere in the questionnaire.

**Thank You for your co-operation**
Yours faithfully

Chemutai Irene
EM17/00162/011
APPENDIX B: QUESTIONNAIRE FOR KISWAHILI TEACHERS

The purpose of this questionnaire is to investigate into environmental factors affecting the teaching of Kiswahili language. I do request you to assist me in achieving this goal. Your response will be treated with utmost confidentiality. Do not write your name anywhere on the questionnaire.

INSTRUCTIONS: Tick where appropriate

SECTION A: BACKGROUND INFORMATION

1. What is your academic qualification?
   a) Diploma [ ]
   b) Degree [ ]
   c) Masters [ ]
   d) PhD [ ]

2. For how many years have you taught?
   a) 1-5 yrs [ ]
   b) 6-10 yrs [ ]
   c) 11-15 [ ]
   d) 16 and above [ ]

SECTION B: EFFICIENCY AT WHICH TEACHERS USE THEIR KNOWLEDGE ACQUIRED FROM THEIR PROFESSIONAL TRAINING AS TEACHERS OF KISWAHILI.

3. a) What is your subject combination?
   i.
   ii.
b) Which subject do you prefer teaching?

i.

ii.

4. How often do you take your students to the library?
   a) Daily [ ]
   b) Weekly [ ]
   c) Monthly [ ]
   d) Termly [ ]

5. a) Do you face any challenges when writing Kiswahili lesson plans?
   a) Yes [ ]
   b) No [ ]
   c) Do not know [ ]
   d) N/A [ ]

   b) Please explain your answer.

6. a) Do you experience any challenges when using Kiswahili textbooks?
   a) Yes [ ]
   b) No [ ]
   c) Don’t know [ ]

   b) If yes, state the challenges.

7. a) In your opinion, what is the attitude of your students towards Kiswahili?
   a) Very positive [ ]
   b) Positive [ ]
   c) Negative [ ]
8. Which of the following methods indicated in the table below do you use and what challenges have you experienced in the process of using them?

Table 1: challenges associated with various teaching methods.

<table>
<thead>
<tr>
<th>Teaching method</th>
<th>Yes</th>
<th>No</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture method</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question and answer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others: specify</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. a) Have you attended any Kiswahili in-service course in the last 3 years?

   a) Yes [ ]
   b) No [ ]
   c) Don’t know [ ]
   d) N/A [ ]

   b) If yes, was it of any help to you? Please explain.

10. a) Do you have difficulties in covering Kiswahili syllabus?

    a) Yes [ ]
    b) No [ ]
    c) N/A [ ]

    b) If yes, explain the type of difficulties that you have experienced.
11. a) Do you have adequate instructional resources for teaching Kiswahili?

   a) Yes [   ]
   b) No [   ]
   c) Do not know [   ]
   d) N/A [   ]

b) Please explain your answer.

12. a) Is the time allocated in the timetable for Kiswahili lessons adequate?

   a) Yes [   ]
   b) No [   ]
   c) Do not know [   ]
   d) N/A [   ]

b) Please explain your answer.

13. a) Which language do students mostly use for communication while in school?

b) Does this language noted in 13.a) above affect the performance of the student in Kiswahili?

   a) Yes [   ]
   b) No [   ]
   c) N/A [   ]
   d) Do not know [   ]
c) If yes, how does it affect performance?

14. a) Do you prefer teaching your second subject to Kiswahili?
   a) Yes [   ]
   b) No [   ]

   b) Please explain your answer.

15. a) Do you enjoy communicating in Kiswahili in and out of the classroom?
   a) Yes [   ]
   b) No [   ]

   b) Please explain.

16. a) What other challenges have you experienced in the process of teaching Kiswahili?
   i.
   ii.
   iii.

   b) How can the challenges of teaching Kiswahili be addressed?
   i.
   ii.
   iii.

Thank you for your contribution

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APPENDIX C: QUESTIONNAIRE FOR PRINCIPALS

The purpose of this questionnaire is to investigate into environmental factors affecting the teaching of Kiswahili language. I do request you to assist me in achieving this goal. Your response will be treated with utmost confidentiality. Do not write your name anywhere on the questionnaire.

INSTRUCTION: Tick where appropriate

SECTION A: BACKGROUND INFORMATION

1. What is your academic qualification?
   a) Diploma [ ]
   b) Degree [ ]
   c) Masters [ ]
   d) PhD [ ]

SECTION B: SCHOOL-BASED FACTORS AFFECTED THE TEACHING AND PERFORMANCE OF KISWAHILI

2. a) Do you supervise your teachers often?
   a) Yes [ ]
   b) No [ ]
   c) N/A [ ]

   b) If no, please explain.

3 a) What is the performance of the students in Kiswahili in your school at K.C.S.E level?
   a) Poor [ ]
   b) Very poor [ ]
c) Good [ ]
d) Very good [ ]
e) Excellent [ ]

b) If poor or very poor, please explain the reason.

4 a) which is the official language used in your school for communication purposes?

a) English [ ]
b) Kiswahili [ ]
c) Both [ ]
d) N/A [ ]

b) Is there any relationship between the language used by the student and their performance in Kiswahili?

a) Yes [ ]
b) No [ ]
c) Don’t know [ ]
d) N/A [ ]

d) Please explain your response.

5 a) which challenges do Kiswahili teachers face in the course of teaching Kiswahili?

5 b) how often do you supervise your teachers?

a) Once a week [ ]
b) Once a month [ ]
c) Once a term [ ]

d) Always [ ]

6. Do you support Kiswahili teachers in purchasing teaching and learning materials?

a) Yes [ ]
b) No [ ]
c) N/A [ ]

7. In your view, what can be done to improve Kiswahili performance in your school?

8. How can the challenges of teaching Kiswahili in your school be addressed?

i. 

ii. 

iii. 

*Thank you for your contributions*
APPENDIX D: INTERVIEW SCHEDULE FOR H.O.Ds

1. What is your academic qualification?

2. For how many years have you been a H.O.D?

3. How many students do you have in your school per class?

4. How often do you supervise your teachers daily, weekly, monthly, termly?

5. What is the performance of students in Kiswahili in your school?

6. a. does your school have a language policy?

   b. how does it relate to students’ performance in Kiswahili at K.C.S.E level?

7. Which challenges do language teachers face in the process of teaching?

8. How can these challenges of teaching Kiswahili be addressed?

9. Do your language teachers attend seminars? If so, how often?

   Thank you for your participation
APPENDIX E: MAP OF NYAMIRA COUNTY
APPENDIX F: KISII UNIVERSITY LETTER

KISII UNIVERSITY

Telephone: +254 773452323
Facsimile: +254 020 2491131
Email: research@kisiiuniversity.ac.ke

OFFICE OF THE REGISTRAR RESEARCH AND EXTENSION

KSU/R&E/ 03/5/vol.1/69

DATE: 8th March, 2016

The Head, Research Coordination
National Council for Science, Technology and Innovation (NACOSTI)
Utalii House, 8th Floor, Uhuru Highway
P. O. Box 30623 – 00100
NAIROBI - KENYA.

Dear Sir/Madam

RE: CHEMUTAI IRENE REG. NO. EM17/00162/011

The above mentioned is a student of Kisii University currently pursuing masters in Curriculum & Instruction in the faculty Education and Human Resource Development. The topic of her research, “An Investigation into Environmental Factors Affecting the Teaching of Kiswahili in Public Mixed Day Secondary Schools. A Case of Nyamira North Sub-County”.

We are kindly requesting for assistance in acquiring a research permit to enable her carry out the research.

Thank you.

[Signature]
Prof. Anakalo Shitandi, PhD
Registrar, Research and Extension

Cc: DVC (ASA)
Registrar (ASA)
Director SPFGS

AS/mm
Ref: NACOSTI/P/16/23554/10185

8th June, 2016

Irene C. Chemutai
Kisii University
P.O. Box 402-40800
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “An investigation into environmental factors affecting the teaching of kiswahili in public mixed day secondary schools. A case of Nyamira North Sub County,” I am pleased to inform you that you have been authorized to undertake research in Nyamira County for the period ending 7th June, 2017.

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyahira County.

The County Director of Education
Nyamira County.
APPENDIX H: NACOSTI RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. IRENE C CHEMUTAI

OF KISII UNIVERSITY: 0-40501

IKONGE, HAS BEEN PERMITTED TO CONDUCT RESEARCH IN NYAMIRA COUNTY ON THE TOPIC: AN INVESTIGATION INTO ENVIRONMENTAL FACTORS AFFECTING THE TEACHING OF KISWAHILI IN PUBLIC MIXED DAY SECONDARY SCHOOLS: A CASE OF NYAMIRA NORTH SUBCOUNTY.

FOR THE PERIOD ENDING: 7TH JUNE, 2017

Permit No.: NACOSTI/P/16/23554/10185

Date of Issue: 8TH JUNE, 2016

Fee Received: Ksh 1000

CONDITIONS:

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do this may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaires will be used unless it has been approved.

4. Excavation, flooding and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

Director General
National Commission for Science, Technology & Innovation

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

Serial No. A: 4252

CONDITIONS: see back page
APPENDIX I: TSC SUB-COUNTY DIRECTOR OF EDUCATION AUTHORIZATION LETTER

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

Telephone: When replying please quote
REF/NNED/ Email: nyamiranedu@gmail.com
DISTRICT EDUCATION OFFICE,
NYAMIRA NORTH DISTRICT,
P.O. BOX 77-40501
IKONGE
20TH April, 2016

TO WHOM IT MAY CONCERN,

RE: CHEMUTAI IRENE REG. NO. EM17/00162/011 - AUTHORITY TO CARRY OUT RESEARCH

Letter dated 8th March, 2016 Ref: KSU/R &E/03/5/VOL. 1/69 refers.

Your request to carry out research on an investigation into Environmental Factors affecting the Teaching of Kiswahili in Public Mixed Day Secondary Schools in Nyamira North Sub-County is hereby granted.

You are therefore allowed to visit schools in the sub-county for the purpose of this research.

HENRY N. OMBONYO
FOR DISTRICT EDUCATION OFFICER
NYAMIRA NORTH
P.O. BOX 77,
IKONGE.

Vission: A globally competitive quality education and training for development.
Mission: To provide, promote and co-ordinate quality life-long education training and research for Kenya's sustainable development and responsible citizenry.
APPENDIX J: TSC COUNTY DIRECTOR OF EDUCATION
AUTHORIZATION LETTER

MINISTRY OF EDUCATION

Telegram: “EDUCATION”, Nyamira
Telephone: (058) 6144224

COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY
P.O.BOX 745
NYAMIRA

When replying please quote
NCEO/1/25/70

REF................................................

DATE: ...........................................

28TH JUNE, 2016

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH BY IRENE C. CHEMUTAI:

The above named person a student at KISII UNIVERSITY. She has been given
authority by the National Commission for Science, Technology and innovation to
conduct Research on “An investigation into environmental factors affecting the
teaching of Kiswahili in Public mixed day Secondary Schools. A case of
Nyamira North Sub-County, Nyamira County.

The research will commence immediately and end on 7th June, 2017.

Please accord her your assistance.

[Signature]

NDUBE
FOR COUNTY DIRECTOR OF EDUCATION
NYAMIRA COUNTY
APPENDIX K: MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

REPUBLIC OF KENYA

THE PRESIDENCY

Ministry of Interior and Coordination of National Government

Telephone: 020-2012491
Fax: 058-6144446
Email: ccnyamira@yahoo.com,
njnyamira2012@gmail.com.

When replying please quote our

REF: NYRC/ED.2/VOL.1/157

DATE: 28th June, 2016

Deputy County Commissioner

NYAMIRA NORTH

RE: IRENE CHEMUTAI – KISII UNIVERSITY

RESEARCH AUTHORIZATION

Reference is made to letter Ref. No. NACOSTI/P/16/23554/10185 dated 8th June, 2016 from the Director General/CEO, National Commission for Science, Technology and Innovation, Nairobi authorizing Irene Chemutai to carry out research on “An investigation into environmental factors affecting the teaching of Kiswahili in public mixed day Secondary Schools, in Nyamira North Sub-County, Nyamira County”.

This is to inform you that the planned research will be conducted for a period ending 7th June, 2017.

Kindly accord her the necessary assistance.

GRACE . NGINDA
FOR: COUNTY COMMISSIONER

NYAMIRA

Copy to:

National Commission for Science, Technology & Innovation,
P.O. Box 30623
NAIROBI

County Director of Education
P.O Box 4
NYAMIRA