

**A CAUSAL- EFFECT RELATIONSHIP OF THE PREDICTORS OF ACHIEVEMENT  
IN ENGLISH AND KISWAHILI LANGUAGES, IN SECONDARY  
SCHOOLS IN TRANSMARA EAST DISTRICT,  
KENYA.**

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A Thesis

Presented to the School of  
Postgraduate Studies and Research  
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Kampala, Uganda.

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In partial Fulfillment of the Requirements for the Degree of  
Master of Educational Management and Administration.

**By:**

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**December, 2013**

### DECLARATION

I declare that this thesis is my original work and that it has not been submitted to any other college or university for academic credit

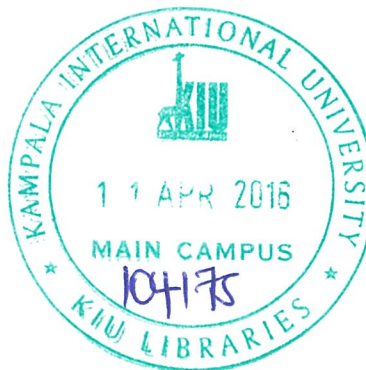
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5-12-2013

Date



Dr. Tundi Seje

5th Dec. 2013

## **DEDICATION**

This work is dedicated to my wife and children who endured my absence during my studies abroad and to my mother for her love

## **ACKNOWLEDGEMENTS**

I am forever grateful to God for enabling me pursue this course to its successful conclusion

That I am highly indebted to my lecturers especially Prof. Ijeoma, Dr, Fred and Dr Onen among others for their inspiring lectures and support cannot be gain said.

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Lots of gratitude also go to my reader and research assistants for reviewing and editing the work.

May I also pour my heartfelt appreciation to students and staff of the sampled schools where I gathered data in Transmara East District. The D.E.O's Office, Transmara East District, deserve praise for the speed at which they facilitated my request to visit the schools.

To my SPG classmates, I thank you for your assertiveness, vigor and team spirit you showed during our academic stint in Uganda.

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## **ABSTRACT**

The study was concerned with the causal effect relationship between predictors of students' achievements in English and Kiswahili languages in particular in Transmara East District Kenya. It was guided by 4 objectives, ; to find out the profile of the respondents, the predictors of performance in English and Kiswahili, level of performance in English and Swahili and the relationship between the predictors of performance selected and the actual performance in the two subjects . The study used descriptive co relational survey research design with a sample of 230 respondents. The study found out that there is a strong relationship between predictors of performance and academic performance in Kiswahili and English languages, the study also found out that the level of academic performance in English and Kiswahili language in the district of study is moderate. The study has concluded that for students to maintain high achievement in the two languages, the predictors selected in this thesis need to be closely considered in a learning environment. The major recommendation is that a lot more research needs to be done on other predictors of students' achievement such as management and instructional time, instructional monitoring and management of student 's behavior and instructional feedback and how they could be applied in learning to realize greater achievement.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

##### **1.1.1 Historical perspective**

The Republic of Kenya has two languages that are taught in the curriculum. These are English, which is the official language and Kiswahili, which is the national language. In the 8-4 -4 system of education, the two languages are compulsory and are tested at both KCPE and KCSE levels. According to KIE (2002) English is the pre-eminent language of international communication and consequently those who master English language have an academic social and professional edge over others (p.2). Historically, English is the language of England and of the descendants of the English nation in India, America among others. Fetzner (1993) opines that proto-Indo-European was the earliest source of the English language. 5<sup>th</sup> century A.D saw the arrival of some Germanic tribes into the British Island, They cross the North Sea from Denmark and Northern Germany. The tribes were the Angles, named from Engle, Saxons and the Jutes. Finally, the Germanic language, Angle, developed into English, the language.

Between 1895 and 1962, Kenya was a British colony. This is the means in which English language got into the country. Around 1957 a special centre was introduced in Nairobi as an inspectorate of schools in the ministry of education for material preparation. The teachers were to be trained too. Husoiti and Prator (1965). This would make it possible to experiment with English language as a medium of instruction in grade I. The Peak English course was first tried out in a few urban Asian schools. Around 1963 more books for the English course were in circulation in many secondary schools. From then on, the teaching of English language picked momentum both in secondary and secondary schools in the early 70s.

### **1.1.2 Theoretical framework**

Attribution theory (B. weiner); The theoretical framework adopted for this study is derived from attribution theory, which emerged as a major research paradigm of social psychology in 1972. Its author is Weiner et al, 1974. It assumes that people try to determine why people do what they do. Ie attributes causes to behavior. Weiner focused his attribution theory on achievement ( Weiner, 1974). He identified ability, effort, task difficulty, and luck as the most important factor affecting attributions for achievement. Wieners theory has been widely applied in education. There is a strong relationship between self-concept and achievement.

Weiner (1980) states: causal attributions determine effective reactions to success and failure. Attribution is a three stage process- Behavior is observed, behavior is determined to be deliberate, and behavior is attributed to internal or external causes. He theory is relevant to this research topic since it is concerned with achievement predictors which could be attributed to either internal or external causes. Since it attributes causes to behavior, it has more relevance to predictors (causes) of students' achievement (behavior).

### **1.1.3 Conceptual Perspective**

Kiswahili comes from Arabic word 'Sahel' or 'Swahili' meaning boundary or coast. Both visitors from Asia and Europe converged at the East Africa coast in the 14<sup>th</sup> C AD and colonized it. To understand one another, they had to find a common language and name for the place of visit. One, Ibn used 'Swahili' (Kihore, 1983).

According to Mbaabu (1988) Kiswahili is an African language of Bantu category. It is also observed that Kiswahili is a mixture of Arab and African languages. Lastly, Kiswahili is viewed as an Arab language. What is acceptable widely is that Kiswahili is an African language of Bantu origin with borrowed words from Arabic and English. Borrowed words get adapted to the phonological structure of Kiswahili. For instance morpheme in Kiswahili is 'mofimu' dynamic is dainamiki (Mutahi , 1986).

The spread of Kiswahili from the Kenyan coast to other parts of the country and Tanzania was simultaneous. The legislature attempted to have both English and Kiswahili to be used in the August House during debates. But even then, the preferred language in parliament remains English because even Bills are done in English. Deliberations on teaching Kiswahili in Kenyan schools began in the 70's. It was used in setting exams like Kenya Entrance Examination in standard four for all subjects except English. 1977 was the turning point on the teaching of Kiswahili. UNESCO symposium on Kiswahili made compulsory in CPE. It became compulsory in O level in 1978. Kiswahili has since remained not only compulsory examinable subject in Primary and secondary schools but also a national language. Kiswahili is pertinent in the media industry as well as business. Its lingua-franca role can not be gainsaid. Kioko and Muthwii (2001) observe that English plays a key role in Kenya's educational system as a medium of instruction (p.201)

#### **1.1.4 Contextual Perspective**

Kiswahili has outlets internationally such as BBC and VOA etc. The two languages serve in business, entertainment television programs, advertisements etc. In the internet, English out does Kiswahili. Since it is a tool for redefining and developing the social and political environment in East and Central African nations, excelling in the language enables a student to express himself well in politics, business and other areas of life (Tuguta 1997). In the 844 curriculum English and Kiswahili are compulsory examinable subjects with Kiswahili having Insha (essay) grammar, comprehension, summary, social-linguistics and Fasihi (literature) sections. English has grammar, comprehension, composition, summary and literature sections. All these sections contribute to the overall grade. Syllabi for Kiswahili and English are similar at KCSE level. Prescribed teaching and learning methodologies include skills like reading, writing, listening and speaking, intensive reading study of novels, plays, short stories) and reading literary and non-literary materials on contemporary issues. Students achievement in the two subjects for a long time has been impressive. For example in 2004 and 2008 the means scores for the two subjects was 6.653 Subsequent years in KCSE have been better with

the overall mean score hitting 7.412. The trend is worrying in some schools. The word predictor means a variable that influences achievement or foretells an outcome or a result (Webster, 1980). The predictors identified in this research are responsible for the production of result of the secondary school students, academic achievement in English and Kiswahili in Transmara East District. This research seeks to determine predictors of student achievement in English and Kiswahili languages.

## **1.2 Statement of the Problem**

In Transmara East District, performance in Kiswahili and English languages in the last five years has not been the best, this dismaying performance has led to severe undesirable consequences like students not joining secondary schools, some teachers losing their jobs and so on. While there could be so many factors that might be contributing to this dismal performance in the two languages, it is thought that predictors of students' achievement (i.e students' attitude towards English, Teachers' method of instruction, Teachers' use of learning facilities and Students' exposure) in these subject could be one of the significant contributors to this problem, thus the study sought to find out the relationship between these predictors and achievement of learners in the said languages in secondary schools in Transmara East District

## **1.3 Purpose of the Study**

1. To find out the relationship between predictors and students achievement in secondary schools

## **1.4 Objectives of the Study**

1. To investigate the profile of the respondents in respect to age and gender,
2. To find out the level of the selected predictors of achievement in English and Kiswahili languages.
3. To determine the level of students' achievement in English and Kiswahili languages.

4. To investigate the relationship between the selected predictors of achievement in English and Kiswahili and performance in these subjects

### **1.5 Research Questions**

1. What is the profile of my respondents in respect to age and gender,
2. What is the level of the selected predictors of students' achievement in English and Kiswahili languages?
3. What is the level of students' achievement in English and Kiswahili languages?
4. Is there any significant relationship between the selected predictors of students' achievement in English and Kiswahili languages and level of students academic performance in English and Kiswahili?

### **1.6 Hypothesis**

Ho1=.There is no significant relationship between predictors of students achievement in English and Kiswahili and their performance in the same subjects.

### **1.7 Scope of the Study**

#### ***1.7.1 Geographical***

The study was conducted in Transmara East District, which is found in Rift Valley province Kenya

#### ***1.7.2 Content***

The study was only limited to finding out the predictors of performance in English and Kiswahili languages

#### ***1.7.3 Time***

The study was conducted between April 2011 to April 2013

#### ***1.7.4 Theoretical***

The study was underpinned by Attribution theory propounded by Weiner and et al 1974

### 1.8 Significance of the Study

The findings of this study will be significant to the following;

**Curriculum developers;** Having looked at predictors of students achievement in Kiswahili and English languages, this study is significant as it makes recommendation to curriculum developers, **implementers**, and **students** on how to improve the performance of English and Kiswahili languages in secondary schools in Transmara East District. The findings on the other hand will be important to the improvement of the two languages in the entire **Republic of Kenya**.

The outcomes will assist **future scholars** in educational field to appreciate the turbulent Kiswahili and English language sectors and seek positive ways to improve the two languages for the good of the nation.

Finally, the findings gathered by this study will be used as a catalyst for improvement in the two subject areas to enable **the government of kenya** to realize its millennium development goal of 2030.

### 1.9 Operational Definitions of Key Terms

**Predictors:** something useful in making accurate prediction

**Achievement:** success in English and Kiswahili subjects

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

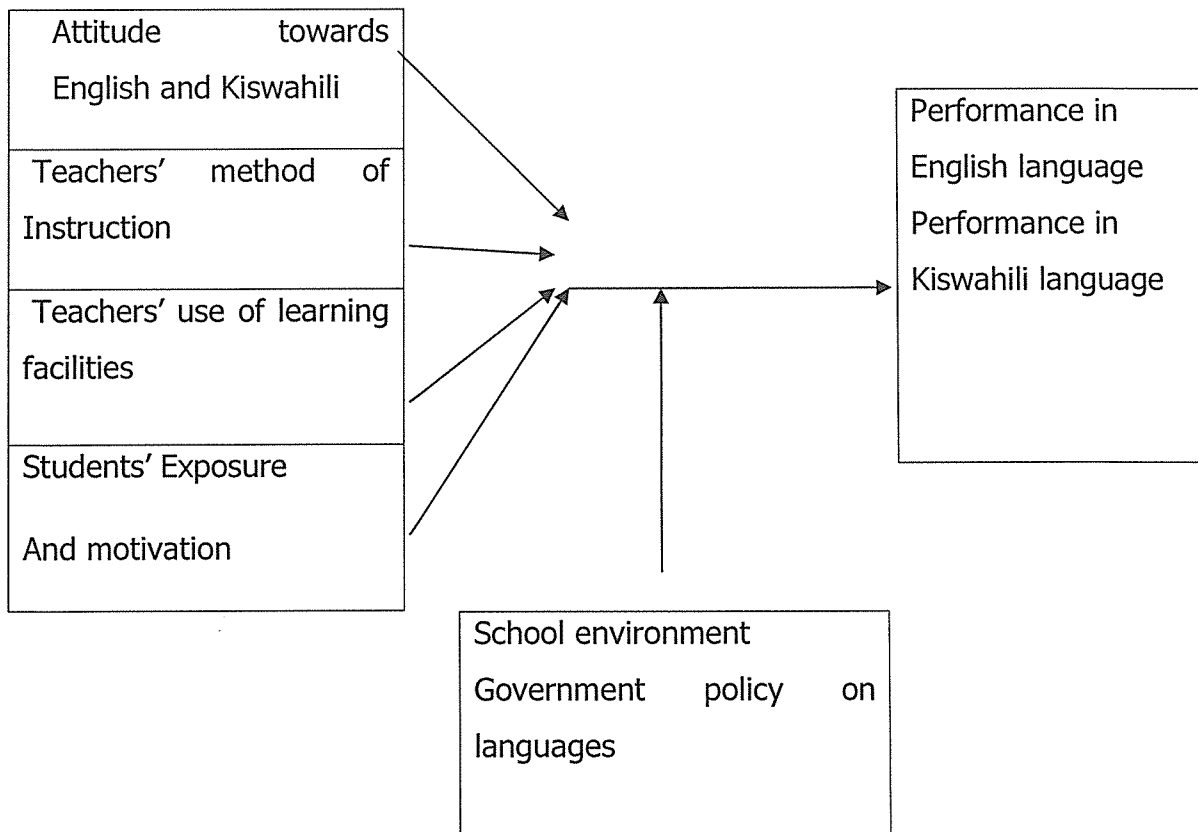
#### 2.0 Introduction

This section deals with the conceptual framework, theoretical framework as well as the related studies.

#### 2.1 Conceptual framework

A conceptual framework showing the relationship between the selected predictors of achievement and actual achievement in Kiswahili and English Languages

(Predictors of achievement)      (Performance in English and Kiswahili)  
*Independent Variables*      *Intervening Variable*      *Dependent Variable*



(Source; Researcher made)



## **Predictors of Achievement**

### **Students' Attitude;**

Okwany (1993) carried out a study to examine the attitude of Kenyan High School students towards the national language, Kiswahili. His study provided useful information for evaluating the Kiswahili language curriculum. He used attitude- Motivation test battery. His study revealed that students had a positive attitude to-wards Kiswahili irrespective of the type of school, ethnic background or gender. The study also revealed that this attitude was related to the factors which are both internal and external to the classroom environment.

Internal factors include; Students' attitude, teachers' influence in his/her teaching method .External factors include linguistic background. The present study went deeper to find out predictors of students' achievement in secondary schools national examination in English and Kiswahili. These factors are; students' attitude towards English and Kiswahili, teachers' performance rating in terms of methods of instruction and use of learning facilities, students' exposure and motivation. Okwany included linguistic background as one of the factors that influence students' academic performance.

### **Students' Motivation**

Motivation is often defined as a psychological trait which leads people to achieve a goal. For language learners, mastery of a language may be a goal. But for others, communicative competence or even basic communication skills could be a goal. In linguistics and second language acquisition, a number of language Learners Motivation models have been suggested. These include the works of Gardner (1991).

Santos (1999) defined motivation as a process of stimulating employees to perform better in the pursuit of organizational objectives. It emanates partly from the process of influencing behavior by addressing individual needs and reinforcement activities that

enhance employee satisfaction .It comes from within the individual as well as the environment. The following figure explains about motivation and its effects:

The Basic Motivation Behavior Sequence

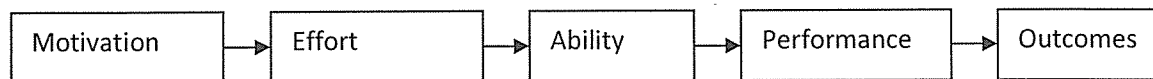


Figure 2

Source: Santos, E. T. (1999). Organization and management p.271.

In figure 2, when students are motivated, they put more effort which enables them to perform better.

According to Gupta (1990), motivation is a process of steering a person's inner drives and actions towards certain goals and committing one's energies to achieve these goals. Due to this, motivation of students is of great importance to the achievements of school objectives. Subject teachers need to find ways of motivating students in order to achieve good results. In particular, English and Kiswahili teachers should find ways of motivating their learners. These ways could include availability of books to students to read and rewards for good performing student s.

Mwaniki (2007, March 1) while commenting in the Daily Nation argues that Professor Jesse Mugambi the former Director of Starehe Boys' Centre and school cited motivation as a major reason for its good performance. The school's motto "Natu1enge Juu" (let's aim high) also motivates students to work hard. Apart from this, students are motivated to learn if the library is well equipped with English and Kiswahili books. Students should be given extra time for debates and other activities that motivate them to learn the two languages.

## **Teachers' Methods of Instruction**

Approaches and methods is a prominent characteristic of the present day second and foreign language learning. The classroom teacher has a wider variety of methodological options to choose from. They can choose methods and materials according to the needs of the learners, the preference of teachers and the constraints of the school or educational setting.

According to Kaahwa (2006), "the test of a good teacher is not how many questions he can ask his students that they can answer readily, but how many questions he inspires them to ask" (p.100). The teacher has to organize, motivate, communicate and control his students. Kaahwa argued that teachers should use various methods such as lecture, group discussions, excursions and project methods. Kaahwa's literature was concerned with methods of instruction and thus relevant to this study. However, the present study covered more ground. It investigated further on other factors apart from teachers' methods of instruction. Other methods of teaching such as the use of illustrations, debates, continuous assessment tests and recitation of poems were identified.

The teacher is one most important factors that influences students' academic achievement. This is because of the way he/she plans and does his/her work.

## **Teachers' Use of Learning Facilities**

Learning facilities are equipments that enhance learning. Learning facilities such as the library, laboratories, radio, Television, Wall charts among others facilitate the teaching-learning process. Learning facilities are very important not only in language learning but also in language performance. According to psychologists, students learn better in an environment where learning facilities are available. Learning facilities or equipments are influenced by educational philosophy, needs and financial resources available (Castaldi, 1987, This means that the availability of learning facilities for learners in a school

depends largely on the availability of school finances and that those schools which lack finances do not equip their schools with learning facilities.

According to Kembo-Sure & Webb (2000) learning conditions in African schools are unsupportive. A number of factors negatively affect all formal education, including language teaching. They argued that physical facilities in many African schools such as shortage of desks, insufficient space lack of lighting, lack of textbooks and the general class size make education difficult. Their arguments concern school conditions in Africa. However, in some schools, these learning facilities may be there ,but the language teacher may not use them in teaching. In other schools. The use of these facilities may be minimal. In others they' may he used but do not improve achievement. Therefore, where does the problem lie?

Pujola (2002) present a description of how learners use the help facilities of a( web-based multimedia Computer Assisted Language Learning (CALL). program called 'impressions'' designed to foster second language learners reading and listening skills and language learning strategies. Twenty two Spanish adult students of English worked with the program in four sessions and their computer movements were digital-video screen recorded. Observation and questioning method were used and a detailed picture of the learners' deployment of the strategies was drawn

The help facilities provided included the dictionary, Cultural notes. Transcript, subtitles, lay controls, feedback and expert modules specifically designed to provide the language learners training components of the program. The results of the study indicated that many variables have an influence on the amount of program ranging from the learner's individual differences to the fact that CALL environment may prompt learners to behave in a certain way. Likewise, Davis & Hewer (2009) advocate for Computer Assisted Language learning (CALL). CALL computer software applications are programs designed specifically to promote learning. This involves human computer interaction with a range of stimuli such as text. Images, audio or video. The learner responds using a range of input devices such as keyboards, Mouse or screen. CALL is one of the methods of

language learning and can also be applied to the learning of English and Kiswahili in order to improve achievement.

Pujola's, Davis & Hewers studies are relevant to the present study since some of the facilities are mentioned in both. However, this study is different since the CALL element may not be relevant because of the lack of electricity to operate computers in some secondary schools in Transmara East District. However, those schools with generators or electricity can have CALL environment. Observation technique was also not included in this study. Languages targeted were English and Kiswahili. Learning facilities accelerate language learning (Motivation in second Language learning 2009). The term "accelerated learning" encompasses diverse. Methods in teaching using learning facilities such as maps. Music or songs to aid learning and drama. In this study, the facilities indicated included use of radio, newspapers. Books, television and cassettes. Some other facilities mentioned in the article included the learning environment where special attention is paid to the use of color. Positioning of the furniture, background music. 'Smells and textures. Also Posters and display may have been carefully selected with the aim of helping students to absorb vocabulary and ideas sub consciously.

According to Peachey (2009) a wall is one of the facilities that enhance language learning. Video tasks can be created and students can be allowed to post any response to the wall. The wall can also be used to collect different links various resources around the web for students to explore and create debates. Grammar walls can even be created and students can be able to express opinions that they might not feel comfortable doing in the classroom. These walls can be used by students to post what they know and examples of different grammatical structures. Peachey's arguments were concerned with learning especially grammar. But this study was concerned with specific factors that are associated with learning and performance in English and Kiswahili. Furthermore, in this study the researcher excluded the wall as one of the learning facilities. But the two studies are related because both are concerned with learning facilities.

According to Hodgins (2000) teachers should be prepared to use learning objects. He essentially defined an object as something that is designed for a specific purpose for example a computer based lesson which enables students to gain more information than the use of pencil and paper. Further, students are expected to be able to access, gather, retrieve and organize data using hardware and software because students who cannot use computers will be disadvantaged when they enter the job market. Hodgins' views are similar to this researches view because both explain that facilities are important in learning process. It is important to include different learning facilities so as to vary in teaching. The environment which Hodgkin's was addressing was a technologically advanced one.

Lack of textbooks, Language background and lack of professional growth and development of teachers also contribute to poor achievement. Oluwoles study is relevant to this study' since teachers method of instruction is one of the variables under consideration. However, Oluwole's study was done in Nigeria's junior Secondary School while this study was done in Kenya, Transmara East District Secondary Schools. Further more, Oluwole's study was mainly concerned with poor performance but this study investigated on predictors of student achievement in the two languages at form four level.

### **Students' achievement**

According to Thiongo (2000), these include ineffective teaching and inadequate learning facilities which have a negative influence on the output of the two languages. A study conducted by Rai (2007) in reading proficiency in the USA for fourth grade students discovered that both the rich and the poor students in high cost schools performed impressively well in reading assignments whereas the rich and socio-economically average students in premier schools taught in low populated classrooms did commendably well in reading proficiency. Rai considered the success of students in relation to economic status and the school type.

## **2.2 Theoretical framework**

Attribution theory (B. weiner); The theoretical framework adopted for this study is derived from attribution theory, which emerged as a major research paradigm of social psychology in 1972. Its author is Weiner et al, 1974. It assumes that people try to determine why people do what they do. Ie attributes causes to behavior. Weiner focused his attribution theory on achievement ( Weiner, 1974). He identified ability, effort, task difficulty, and luck as the most important factor affecting attributions for achievement. Wiener's theory has been widely applied in education. There is a strong relationship between self-concept and achievement.

Weiner (1980) states: causal attributions determine effective reactions to success and failure. Attribution is a three stage process- Behavior is observed, behavior is determined to be deliberate, and behavior is attributed to internal or external causes. The theory is relevant to this research topic since it is concerned with achievement predictors which could be attributed to either internal or external causes. Since it attributes causes to behavior, it has more relevance to predictors (causes) of students' achievement (behavior).

## **2.3 Related studies**

Saracaloglu (2000) did a study to investigate the relation between students' Attitude and foreign language performance. He used the previous years High school Students in Ankara. Language Attitude scale (Likert —type) was used. The study found out that there is a significant relationship between attitude and success but no relation between gender and success. Saracaloglu's study is related to the present study since English which was being studied is a foreign language. The present study looked at students' achievements in relation to attitude among other factors associated with performance in a foreign language (English) and an African language (Kiswahili). The study was also done in a different country (Kenya). The difference in the geographical location of study could also alter the findings.

Vuzo (2007) did a study to find out if there were differences in form one Geography classes taught using different medium of instruction, that is, Kiswahili and English. He used class observation and interviews in two government schools. The research revealed that students taught in Kiswahili performed better than their counterparts in English. This was because of positive attitude towards Kiswahili. The two studies are related. Both compared students' performance in languages in relation to attitude. Further, the present study examined students' achievement in relation to attitude among other factors. While Vuzo used class observations and interviews in only two government schools, this study used questionnaires in fourteen schools.

Mwangi (1995) found out that those students who had a positive attitude towards Kiswahili performed better than those with negative attitude. In the present study, the researcher expounded on what Mwangi did by including other factors such as teachers' method of instruction, teachers' use of learning facilities, students' exposure and motivation. Further more, Mwangi did his study in Kiswahili language only in Thika Division. But this study was done in Trasimara District.

Gardner (1991) found out that expectations regarding bilingualism, combined with attitudes towards a target language and its culture form the foundation of an individual's attitude towards English learning.

The work of Mwangi (1995) and Ongeti (2002) raises a relevant argument that attitude towards a language affects performance in that language. Both researchers concluded that the non-Bantu speakers studied had a negative attitude towards Kiswahili. This is because the non-Bantu speakers considered the language as foreign.

Most teachers handling language subjects drill students to pass exams only. In this regard therefore, the attitude of the learner towards learning of a language is very important and should be considered when teaching.

Mugambi (2005, February 16) in the Daily Nation Newspaper argues that teaching of Kiswahili in Kenyan Universities is largely writing. He argues that there is a general lack



of funds for research. He also observes that there is lack of institutional support for the language. Attitude towards the subject is one of the factors in the statement of the problem. When Mugambi argues that there is lack of funds, he means that the government and educational administrators have a negative attitude towards Kiswahili in our Kenyan Universities.

The present study is different from Mugambi's analysis because it deals with the attitude of students in particular and not the situation in our universities. Though both studies are related, the present study did not include the element of funding. While negative attitude in Mugambi's literature has affected funding of Kiswahili in Kenyan universities, negative attitude has affected success in English and Kiswahili in secondary schools.

Most of the researches on the issue of attitude on second language learning have concluded that students' attitude is an integral part of second language and that it should therefore become an essential component of second language learning and teaching.

Nyagwecha (2003) focused on teachers' role in assisting low achieving students to improve. He concluded that one of the challenges that teachers face is lack of motivation. His conclusion that teachers have a role in promoting achievement indicates that teachers' method of teaching is very important.

Pickering (2003) asserted that effective teaching and learning cannot take place in a poorly managed classroom. The teacher is responsible for creating a well- managed classroom. Students who are taught by most effective teachers gain more percentage than those taught by the least effective teachers. This indicates that teachers can either influence students' success negatively or positively.

The effective teacher performs such functions as: making wise choices about the most effective instructional strategies to employ, designing classroom management techniques. Teacher management of students improves general performance of

students. It also sought to find out if teachers' method of instruction is associated with secondary school students' achievement in English and Kiswahili.

Dong (2004) argued that it is important to cultivate effective learning skills across academic disciplines, for students in general and English Language Learners (ELL) in particular. Among these are note taking skills which should be regularly checked by the teacher. Dong found out that performance assessment technique should be used in order to evaluate students' learning. In this case students should be assigned specific tasks by the teachers that require them to weave different knowledge sets and skills into meaningful and coherent whole. This enables the teacher to identify students' weaknesses and strengths. Dong's study investigated skills of learning English language while this study sought to investigate predictors of student achievement in English and Kiswahili and to verify if teachers' method of instruction, among other factors, is linked to secondary school students' success in English and Kiswahili.

According to Nangoli (2002), teachers are substitute parents who can either motivate and encourage or criticize and discourage a student. Teachers are role models to students. How the teacher teaches greatly impacts on students' attitude towards learning, therefore, it is not so much the subject that is taught, but how it is taught. In this case, teachers' method of instruction is very important since the teacher is the most important factor associated with students academic achievement. A teacher who arrives late for lessons teaches students indiscipline, and a teacher who uses bad language teaches students to be ill mannered. He/she also influences students who may adopt his/her words and use them wrongly.

Kariuki (2007, Jan 3.) Supported this view by giving his comment in the Standard Newspaper. In his article, he analyzed the words used by teachers in school and gave an example of teachers who were in staffroom. Others were served tea with sugar and others without sugar. The sugarless tea has earned a new vocabulary. "Dubious tea" from the Kikuyu word "nduhia". The danger here is that students may incorporate this word into their vocabulary. Kariuki's and Nangoli's analysis are relevant to this study

because they view the teacher as important in influencing secondary school students speech and achievement. However, this study was intended to further investigate if the teachers' method of teaching is associated with secondary school students' success and apart from the way a teacher uses vocabulary.

Bradley (2007) was faced with the challenge of teaching American literature to large multilevel classes in Vietnam. In his method of teaching, he developed a flexible small group framework known as "multi-tasking". He set up stable task categories which rotated among small groups from lesson to lesson. This framework enabled students to work co-operatively in various ways. It also helped the teacher to generate a wide range of materials and activities efficiently apart from making. Students develop more independent learning skills and teacher to experiment more freely with new techniques.

Bradley experimented with fourth year English majors in the final year of undergraduate study. He divided his two classes into 16 groups each of 6 students. Each student chose their own groups. Different groups were given different assignments. His findings indicated that co-operative learning is a strong team spirit and the students soon realized that they were doing it on their own. This led to their motivation with even better results as the semester progressed. His study is relevant to the present study due to the fact that, apart from group discussion method mentioned, there are other methods of teaching cited which should be used by the teacher. Bradley was specially tackling university students' achievement in English.

According to Dark matter Media (2004), different types of language learning methods such as forming study habits, using audio-based method, motivation method and setting aside time to learn the language are outlined. All these activities are student centered. The outlined methods of language learning are related to this study because the core points are methods of language learning. Further more this study specifically investigated other factors besides methods of instruction in language learning and use specific to English and Kiswahili languages among secondary school students. It was

centered on teacher's methods of instruction among other factors and not the learner-centered method.

Maireya and Masawi (1995) focused on the use of English as the medium of instruction in Zimbabwean schools and the effect of such a policy of educational achievement to students particularly in secondary schools. The role of Shona and Ndebele, two other Zimbabwean official languages in schooling was also examined. The findings revealed that learning and teaching environment prevents strategies from addressing linguistic, social and cultural developments. Because English is the working language of government, business and industry in Zimbabwe, an English only policy seems to prepare citizens for higher education and the work force.

The growing status of English as an international lingua franca provides additional support for such a policy. The findings indicated that current teaching approaches/methods and materials do not support language development in English largely because they do not take into account the economic social and linguistic situation students

Lessard -Clouton (1997) provided an overview of language learning strategies (LLS) for second and foreign language learners. He discussed three step approach teachers may follow in using LLS in their classes. General examples of LLS given were: asking questions for clarification and for correction. Co-operating with peers and with proficient users of the new language and emphasizing with others by developing cultural understanding and becoming aware of other people's thoughts. The approaches mentioned were not specific to a particular language. This makes this study different from what is mentioned in the article. Further still, the examples of methods of teaching given in the article are different from the examples mentioned in this study.

Theodore & Richards (1995) stress on the use of direct method. They argue that it is the best method in language learning. Direct method was widely used in the United States in successful commercial schools. It stood for the following principles and procedures:

1. classroom instruction was conducted in the target language
2. only everyday vocabulary and language were taught
3. oral communication skills were built up in carefully graded progression
4. question and answer exchanges between the teacher and the students in small intensive classes were done
5. Concrete vocabulary was taught through demonstration, objects and pictures.

Although the use of objects is mentioned in both studies, the difference is in the oral communication skills. In secondary schools, emphasis is on written skills and the methods used are geared towards improving students' performance in written and not in oral examinations.

Accelerated language learning (March,2009) outlines various methods which can be in language education (or teaching and learning). These include: Communicative Language.

Teaching (CLT), an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning: a language. Language immersion which puts students in a situation where they must use a foreign language whether or not they know it. This creates fluency. French-language immersion programs are common in Canada in the provincial schools system as part of the drive towards bilingualism. Learning by teaching which is a widespread method in Germany and was developed by Jean-pol Martin. The students take the teachers' role and teach their peers. The "silent way" method where a teacher is usually silent, leaving room for students to talk and explore the language.

The above method are applicable to any language, but this study sought to assess the methods used in teaching English and Kiswahili languages and to find out if these methods may affect language -achievement or not.

Grandman & Nanania (1991) conducted a study in intensive English Language Learning Program at Indiana University. They investigated: The effects of students' learning

background (formal learning of English exposure to and use of English and extra curricular exposure to and use of English) on their achievement on the Test of English as a foreign language (TOEFL) and Students' perception of the current language learning, needs and language of instruction in their home countries.

The result of the study indicated that two background factors (extensive outside reading and high teacher proficiency in English) have a significant positive effect on TOEFL performance and that communicative oral use of English in and outside class affects TOEFL performance through its positive influence on outside reading behavior, (Grand mans and Hanania's study is related to this study. Both Grand man's and Hanania's study and the present study address the issues of exposure to current language learning. However, the present study sought to assess predictors of students' achievement in English and Kiswahili while Grand Man's study was mainly concerned with exposure(TOEFL)

At the university of Chicago Laboratory School students study one Language(university of Chicago Laboratory Schools, 2007)The study begins at the third grade and goes up to the eighth grade .Students select among other subjects French, Spanish or German. After selection, they continue learning this same language. But upon entering high school students may continue with the same language or choose a different language with additional choice of Latin as a possibility. From grades three through twelve, the world language program presents the study of the target languages through a multisensory approach that encourages students to develop increasingly sophisticated skills. This approach includes an age appropriate introduction to and continued practice in listening, speaking reading and writing in the selected world language.

Technology is also used in both stationary and mobile language learning centers in order to enhance students' exposure to authentic language and to provide them with different ways for producing and demonstrating their understanding of their language they are studying. This literature is relevant to this study because it explains that language learning is through exposure. But the present study is different because

languages the researcher investigated were English and Kiswahili .Furthermore, the grade levels between this study and the university of Chicago laboratory Schools vary. Dealing with form four students could lead to long term findings.

Sulzherger (2009) found out that, the best way of learning is through frequent exposure to sound patterns, even if the learner does not have a clue of what it means. He argued that our ability to learn new words is directly related to how. Often we have been exposed to particular combinations of sound which make up words. For example, he said that if one wants to learn Spanish. Then one should frequently listen to the Spanish language. This will dramatically push one's ability to pick up the language and learn new word.

His findings indicated that learners learn the language successfully the way the brain develops neural structures when bearing new combination of sound. Therefore he concluded that, to learn a language, one has to grow the appropriate brain tissue. This is done by lots of listening to songs and movies. Sulzberger's study it related to the present study because it gave a great deal of exposure to language learning without being specific to any language. However, this study was different since the languages chosen were specific and the targeted groups 'were the secondary school students and not just anybody who wants to learn a language.

According to Kuhl, Tsao & Liu (2002). Exposure to a particular language has the consequences of reducing sensitivity to foreign Language speech. The three researchers did a study on foreign languages experience it infancy their effect of short term exposure and social interaction to phonetic Learning. They claimed that at phonetic level exposure to a specific language reduces infants' abilities to discriminate foreign language speech sounds.

The goal of the experiment was to examine foreign language (phonetic language) in infancy because young children acquire more than one language. Early in life infants readily discern differences among the phonetics used in the world's languages. Another experiment investigated whether learning during the period of infancy Is enhanced by

social interaction. In the first experiment the infants were exposed to five hours of natural directed Mandarin Chinese Children. They wanted to know if this exposure is sufficient to reverse the decline typically seen in foreign phonetic perception.

A control group also experienced five hours of natural language but heard only English. The findings of the first experiment showed that an infant exposed to Mandarin reversed the decline in Mandarin phonetic perception shown in the English control group. In the second experiment, they tested whether social interaction contributed to learning. American infants were given Auditory Visual and Auditory digital visual Device materials. The findings indicated no evidence of phonetic learning. This suggests that social interaction has an important role in early language learning.

Though their study is related to this study, the researcher differs from them in that they experimented on infants in their study and the researcher investigated on adults or mature students. Furthermore, the languages exposed were different. Their research was experimental and had a control group. It targeted phonetic learning. The present study was concerned with exposure to reading, doing exercises, listening to radio programs and watching televisions.

Wazee (2003) concluded that students exposed to participation in class perform better than those who do not participate. He argued that language has a role in learning and students should be exposed to the target language. This is because language is the basis for human communication. Exposure to English and Kiswahili subjects through other methods apart from participation could improve students' academic performance.

According to Wilkinson (1991), students who learn English should have opportunities to learn advanced skills in comprehension, reasoning and composition. This is done through exposing them to a lot of reading and writing. Students who do exercises should make corrections with the guidance of the teacher. He further argued that students should also have access to curricular and instruction. This will integrate basic skills of development with higher order thinking and problem solving. Exposing students to exercises, curricular and reading and writing is not enough. Other ways of exposure



such as listening to language radio programs, speaking the language with peers and contributing to debates should be sought and assessed.

Hussin, Maaraof & D'Cruz (2001) argued that in order for English teachers to motivate learners a number of methods are needed both in and outside class. These include: positive self concept, high self—esteem, positive attitude, clear understanding of the goals for language learning, continuous active participation in the language process and conducive environment. All these contribute to success of language learning. But continuous active participation depends on whether the channels of participation are open. These channels could be in form of access to other activities in school such as reciting poems. This can be done very often.

Although conducive environment enables a student to participate freely, it is not enough. The learners and the teachers are what determine the environment. Therefore, team spirit is encouraged. That is why speaking the language with peers may expose students to language learning. A student cannot learn the language alone.

In this chapter, literature related to the study was reviewed and discussed. The works reviewed were concerned with other languages but not English and Kiswahili. However, their studies were relevant because of the aforesaid reasons. From the discussions it was deduced that predictors of students achievement in English and Kiswahili include: students' attitude towards the subject, teachers' method of teaching, teachers' use of learning facilities, student exposure and motivation.

This study sought to find out if the above mentioned variables when applied to learning could predict achievement with secondary or not in both Kiswahili and English languages in Transmara East District. The next chapter (chapter three) presents the methodology that was used in carrying out the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This section deals with design, population, sample size, sampling procedure, instruments, reliability and validity, procedure, data analysis, ethical concerns and limitations of the study

#### **3.1 Research Design**

The study used descriptive co relational survey design. This is because it sought to describe and relate the relationship between predictors and performance in Kiswahili and English Languages. The study also used Expos factor since it used retrieved raw data on students' performance from the school files

#### **3.3 Target population**

The population of the study was Transmara East District secondary schools teachers and students in form 4. Transmara East has a population of 1,540 form 4 students and 184 teachers.

#### **3.4 Sample Size**

The researcher selected 11 schools comprising of 230 form four students from the 11 selected schools. The researcher used slovene's formula to get the sample size.

**Table 1**  
**Showing sample size**

<b>School</b>	<b>Population of students</b>	<b>Sample</b>
A	51	15
B	64	28
C	58	27
D	50	20
E	70	28
F	38	25
G	59	16
H	50	34
I	30	15
J	30	12
K	40	10
	<b>540</b>	<b>230</b>

### **3.5 Sampling Procedure**

The researcher used random sampling to get the students' sample however, purposive sampling was used to select the schools since 4 were private and six were public.

### **3.6 Research Instruments**

The study used researcher made questionnaire, this instrument had 2 sections, section A was on Respondents profile, B was on Independent variable. The researcher also used checklist to collect data on the dependent variable which was students' performance

### **3.7 Validity and Reliability**

Face validity was done when the supervisor checked through the questionnaire and removed those that would not fully measure the variables of the study.

Content validity index (CVI) was calculated to ensure that the instruments were reliable and valid. This was done by giving the questionnaires to five judges to check on right and wrong questions.

The following formula was then used to calculate validity

$$\text{CVI} = \frac{\text{No. of right Questions}}{\text{No. of judges}}$$

### **3.8 Data Analysis**

Objective one was analyzed using percentages and frequencies, objective two and three, using means while objective four was analyzed using parsons' linear correlation co efficient. The following numerical values and interpretations will be used for the obtained means on the level of the predictors of performance in the selected primary schools;

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very low

### **3.9 Data Gathering Procedures**

#### ***Before the administration of the questionnaires***

1. An introduction letter was obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.
2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and selected through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix 3).
4. Reproduced more than enough questionnaires for distribution.
5. Selected research assistant in order to be consistent in administering the questionnaires.

#### ***During the administration of the questionnaires***

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

### ***After the administration of the questionnaires***

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences ( SPSS).

### **3.10 Ethical Considerations**

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. Sought permission to adopt the standardized questionnaire on school effectiveness through a written communication to the author.
2. The respondents and schools were coded instead of reflecting the names.
3. Solicited permission through a written request to the concerned officials of the secondary schools included in the study.
4. Requested the respondents to sign in the *Informed Consent Form* (Appendix 3)
5. Acknowledged the authors quoted in this study and the author of the standardized instrument through citations and referencing.
6. Presented the findings in a generalized manner.

### **3.11 Limitations of the Study**

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. *Extraneous variables* which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

2. *Instrumentation:* The research instruments on programmed learning was not standardised. Therefore a validity and reliability test was done to produce a credible measurement of the research variables.
3. *Testing:* The use of research assistants might have brought about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.
4. *Attrition/Mortality:* Not all questionnaires were returned completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were also reminded not to leave any item in the questionnaires unanswered and were closely followed up as to the date of retrieval.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4.0 Introduction

This chapter presents the study findings objective by objective beginning with the profile of the respondents, then the predictors of performance , followed by the level of performance in English and Kiswahili , then finally, the correlation between these two variables.

#### Background of the respondents

**Table 2**

**Profile of the respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage %</b>
Male	<b>98</b>	43
Female	<b>132</b>	57
<b>Age</b>		
<b>15-20</b>	226	98
20-above	4	2

In regard to the gender aspect the student respondents comprised 132 females a total of 57% and 98 males making up 43%. This implies more females took part in the research compared to males.

As pertains age, those who were between 15-20 formed the bulk of the study at 98%, where as those above 20 years were only 4, Forming 2 percent of the total population.



### **Description of the Independent Variable**

The independent variable in this study was predictors of performance , measured with 5 aspects namely, Attitude towards English/ kiswahili (measured by 5 items in questionnaire), teachers' method of instruction (measured by 10 items in the questionnaire), students' use of learning facilities (measured by 6 items in the questionnaire) students' exposure (qualitatively using four items in the questionnaire) and finally, students' motivation ( measured fith 5 items in the questionnaire). students were required to rate the extent to which they agreed with each of these 5 items, by ticking the right number in the box.

Using the key- 1=strongly disagree, 2=disagree, 3= agree, 4=strongly agree, before each

Their responses were summarized using SPSS's means and standard deviations as indicated in table 3;

**Table 3**

**Level of the selected Predictors of students' performance**

<b>Indicators of attitude</b>	<b>Mean</b>	<b>Interpretation</b>
You consider English and Kiswahili as one of the most important and useful subjects	2.92	High
I enjoy English classes and feel very comfortable	2.84	High
Learning English as a subject is easy	2.31	Low
I spend a lot of time doing extra exercise in English	2.24	Low
<b>Total</b>	<b>2.57</b>	<b>High</b>
<b>Teachers' method of instruction</b>		
The teacher Involves us in group discussions when teaching	3.49	Very high
The teacher Checks our class notes	2.57	High
The teacher uses illustrations to express certain concepts, ideas when teaching	3.12	High
The teacher Gives us assignments	2.42	Low
The teacher administers continuous assessment tests apart from end term exams	3.12	High
The teacher Involves us in English debate	2.67	High
The teacher Uses lecture method in teaching	1.94	Very low
The teacher Advices us to read English news papers and novels	1.90	Very low
The teacher Verbally praises those students who perform well in English	2.94	High
The teacher Drafts for us English poems to recite	2.10	Low
<b>Total</b>	<b>2.62</b>	<b>High</b>
<b>learners' use of learning facilities</b>		
I go to the library School library frequently	1.73	Very low
I frequently read English/Kiswahili course books	2.63	High
I frequently read English novels	2.38	Low
I frequently read English newspapers	2.31	Low
I frequently listen to language Radio programs	2.45	Low

I frequently watch language Television programs	2.84	High
<b>Total</b>	<b>2.39</b>	<b>Low</b>
<b>Students' exposure</b>	2.31	Low
I often read news papers	2.24	Low
I often speak English with your peers	2.93	High
I often do English exercises	3.49	Very high
I often listen to English radio programs	3.12	High
I often recite English poems	2.67	High
I often contribute in English debates	2.58	High
I often watch English TV programs	2.74	High
<b>Total</b>	<b>2.76</b>	<b>High</b>
<b>Students motivation</b>		
Material rewards tend to makes me work harder	3.53	Very high
Teachers comments and verbal comments help me do better	3.21	High
Involvement in learning makes me do my best	2.73	High
Learning environment helps me work harder	2.11	Low
Educational outings makes me perform well	2.91	High
<b>Total</b>	<b>2.9 0</b>	<b>High</b>
<b>Grand total</b>	<b>2.65</b>	<b>High</b>

From table 3 above, we can see that the general picture as pertains the level of performance predictors is fairly adequate, this is because most mean index are within 2 which in the decision rule stands for fairly adequate. The grand mean for all the 5 aspects also stand at 2.65 which signifies fairly adequate levels.

As pertains the first concept of performance indicator, most respondents scores shows fairly adequate levels, most students agreed that they consider English and Kiswahili as

one of the most important and useful subjects with the highest mean in this section at 2.92, this was followed by the fact that most of them enjoy English/Kiswahili classes and feel very comfortable with them with a mean of 2.84, dismayingly however, the students rated the fact that they spend a lot of time doing extra home work in English with a low mean of 2.24

In respect to the aspect of teachers' method of instruction, the total mean was 2.62, indicating fairly adequate levels, however, some aspects within it that ranked highly included the fact that the teacher involves them in group discussions when teaching, with a mean of 3.49. this was followed by the teacher using illustrations to express certain concepts and ideas when teaching with a mean of 3.12, in the same mean was the aspect of the teacher administering continuous assessment tests apart from end term exams. Aspects that scored low levels include the fact that the teacher uses lecture method in teaching a mean of 1.94, and whether the teachers advises them to read English news papers and novels, a mean of 1.90. others like the teacher involving them in Debates and gives them assignments were all within the same range of mean =2.

In the spheres of learners' use of the library, the total mean was 2.39 showing fairly adequate levels. The concepts that scored high here in include; they frequently watch language programs on TVs, mean= 2.84, they frequently read language course books 2.63, they frequently listen to language radio programs mean= 2.45. however, aspects such as going to the school library frequently, reading of English newspapers frequently had low means of 1.73 and 2.31 among others

In respect to students' exposure, most respondents rated fairly adequate levels with a mean of 2.76. some aspects of this domain that score highly include the fact that they often do language exercise 3.49, then they often listen to English/Swahili radio programs mean=3.12, this was followed by the fact that they often speak English with their peers, mean=2.93, then they often watch English/ Swahili TV programs mean=

2.74 among others. Other aspects like often reciting poems and often contributing in English debates also scored 2.67 and 2.58 among others.

Finally, as pertains to students' motivation, there was generally good response indicating fairly adequate levels of motivation with a total mean score of 2.90. aspects that scored highly include the fact that material rewards tend to make them feel better mean 3.53 and teachers remarks and verbal comments make them do better, mean of 3.21

### **The dependent variable.**

The dependent variable of the study was academic performance, conceptualized in terms of students' academic achievement in English and Kiswahili in Kenya Certificate of Secondary Education (KCSE) which was measured in terms of students' total scores ranked as very low (0-2), low (3-5), moderate (6-8), high (9-11) very high (12-13). Head Teachers were requested to indicate the number of students who passed in each score rank in the table 4 basing on the average of 2 years performance, their answers were summarized using means as indicated in table 4 below.;

**Table 4****Level of academic performance in Kiswahili and English**

2008 KCSE Results				2009 KCSE results		
SCHOOL	Population	ENGLISH	KISWAHILI	POPULATION	ENGLISH	KISWA
A	22	9.2	9.7	24	9.3	9.2
B	20	9.2	9.3	25	9.4	9.0
C	23	8.6	7.9	38	7.9	8.5
D	20	8.5	7.9	18	8.2	7.0
E	31	8.4	6.9	44	7.6	7.7
F	22	7.6	7.6	32	7.1	6.9
G	67	6.2	5.3	70	6.8	6.4
H	25	6.3	6.8	24	5.6	6.5
I	30	5.1	4.9	32	5.8	6.1
J	25	5.6	4.9	30	5.7	4.9
K	22	5.2	5.1	27	5.3	5.4
Total	307	7.3	6.9	364	7.2	7.5
Total mean		7.1			7.4	
Grand mean		7.3				

From table 4 above, we can clearly see that the performance in two languages is relatively moderate within the rank of 6-8. In 2008, for example, the highest means in these subjects was 9.2, at both school A and school B respectively in English while School A led in Kiswahili with a mean of 9.7, this was ranked high on our decision scale. The very year, School K got the lowest mean in the sampled schools at 5.2 in English and 5.1 in Swahili respectively. The same year, English got a slightly higher mean than Swahili. English had a mean of 7.3 whereas Swahili had a mean of 6.9. The general performance that year in both the subjects was fairly moderate at a mean of 7.1 which is rated moderate.

In 2009, however, the highest means in these subjects were still scored by School A with a mean of 9.3 in English and 9.2 in Swahili, all these ranked high in our decision rule scale. The same year however, the lowest means were scored by K at 5.4 in Swahili and 5.3 in English. In this year, the general mean for English stood at 7.2 where as Swahili came first with 7.5.

In conclusion, the mean of both subjects within a span of two years stood at 7.3 which is ranked moderate. It is against this not so good performance that studies should be carried out to establish the causes.

### **The Relationship between level of predictors and level of performance in English and Kiswahili**

The purpose of this study was to establish whether predictors are significantly correlated with performance in Kiswahili and English in schools in Transmara East District. This purpose was broken into four specific objectives as well as corresponding questions and hypotheses. Predictors of performance was conceptualized into; students' attitude, teachers' method of instruction, learner's use of learning facilities, students' exposure and students' and students' motivation, where as performance was herein conceptualized as scores in English and Kiswahili in the National Examinations. The adequacy of these aspects in each category was measured using means as shown in the tables 3 and 4 above. In order to determine whether there was a significant relationship between the two variables, the study employed linear correlation coefficient to correlate the mean indices of the 5 aspects of predictors with actual performance in the said subjects, results on this tests are shown on the table below;

**Table 5**

**Relationship between predictors and performance in English and Kiswahili**

Category	Mean	Computed r-value	Critical value	Decision	Interpretation
Predictors Vs Performance	2.65 7.30	0.56	0.000	Significant	Rejected

The  $r'$  values in the table 5 indicate a positive relationship on the relationship between all aspects of use of Predictors ( $r'$ -value  $>0$ ), suggesting that the higher the level of predictors of performance, the higher the performance levels and vice versa. Considering the fact that the sign. Value, in table 5, indicate a significant correlation between the two variables, ( Sig. Values $< 0.05$ ) it is thus sufficient to base on these facts and declare thus the null hypothesis is rejected leading to a conclusion that predictors of performance significantly affects academic performance in Kiswahili and English subjects. This further implies that the higher the use of the predictors in terms of students' motivation, students' exposure, students' use of learning facilities and teachers' method of instruction, the higher will be The level of performance in Kiswahili and English and vice versa .



## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSIONS, RECOMMENDATIONS**

#### **5.0 Introduction**

This study was guided by four objectives, thus; to find the profile of the respondents, the level of predictors, the level of academic performance and the relationship between the two variables. As a result of the analysis in chapter 4, the study made the following findings;

#### **5.1 Discussions**

As pertains to the profile of the respondents, the study found out that In regard to the gender aspect the student respondents comprised 132 females a total of 57% and 98 males making up 43%. This implies more females took part in the research compared to males. As pertains age, those who were between 15-20 formed the bulk of the study at 98%, where as those above 20 years were only 4, Forming 2 percent of the total population.

With regard to objective two, the study found out that the general picture as pertains the level of performance predictors is fairly adequate, this is because most mean index are within 2 which in the decision rule stands for fairly adequate. The grand mean for all the four aspects also stand at 2.65 which signifies fairly adequate levels. As pertains the first concept of performance indicator, most respondents scores shows fairly adequate levels, most students agreed that they consider English and Kiswahili as one of the most important and useful subjects with the highest mean in this section at 2.92, this was followed by the fact that most of them enjoy English/Kiswahili classes and feel very comfortable with them with a mean of 2.84, dismayingly however, the students rated the fact that they spend a lot of time doing extra home work in English with a low mean of 2.24. In respect to the aspect of teachers' method of instruction, the total mean was 2.62, indicating fairly adequate levels, however, some aspects within it that ranked highly included the fact that the teacher involves them in group discussions when teaching, with a mean of 3.49. this was followed by the teacher using illustrations to express certain concepts and ideas when teaching with a mean of 3.12, in the same

mean was the aspect of the teacher administering continuous assessment tests apart from end term exams. Aspects that scored low levels include the fact that the teacher uses lecture method in teaching a mean of 1.94, and whether the teachers advises them to read English news papers and novels, a mean of 1.90. others like the teacher involving them in Debates and gives them assignments were all within the same range of mean =2. In the spheres of learners' use of the library, the total mean was 2.39 showing fairly adequate levels. The concepts that scored high here in include; they frequently watch language programs on TVs, mean= 2.84, they frequently read language course books 2.63, they frequently listen to language radio programs mean= 2.45. however, aspects such as going to the school library frequently, reading of English newspapers frequently had low means of 1.73 and 2.31 among others. In respect to students' exposure, most respondents rated fairly adequate levels with a mean of 2.76. some aspects of this domain that score highly include the fact that they often do language exercise 3.49, then they often listen to English/Swahili radio programs mean=3.12, this was followed by the fact that they often speak English with their peers, mean=2.93, then they often watch English/ Swahili TV programs mean= 2.74 among others. Other aspects like often reciting poems and often contributing in English debates also scored 2.67 and 2.58 among others. Finally, as pertains to students' motivation, there was generally good response indicating fairly adequate levels of motivation with a total mean score of 2.90. aspects that scored highly include the fact that material rewards tend to make them feel better mean 3.53 and teachers remarks and verbal comments make them do better, mean of 3.21. Kariuki (2007,Jan 3.) Supported this view by giving his comment in the Standard Newspaper. In his article. he analyzed the words used by teachers in school and gave an example of teachers who were in staffroom. Others were served tea with sugar and others without sugar. The sugarless tea has earned a new vocabulary. "Dubious tea" from the Kikuyu word "nduhia". The danger here is that students may incorporate this word into their vocabulary. Kariuki's and Nangoli's analysis are relevant to this study because they view the teacher as important in influencing secondary school students speech and achievement. However, this study was intended to further investigate if the teachers'

method of teaching is associated with secondary school students' success and apart from the way a teacher uses vocabulary.

Bradley (2007) was faced with the challenge of teaching American literature to large multilevel classes in Vietnam. In his method of teaching, he developed a flexible small group framework known as "multi-tasking". He set up stable task categories which rotated among small groups from lesson to lesson. This framework enabled students to work co-operatively in various ways. It also helped the teacher to generate a wide range of materials and activities efficiently apart from making. Students develop more independent learning skills and teacher to experiment more freely with new techniques.

Bradley experimented with fourth year English majors in the final year of undergraduate study. He divided his two classes into 16 groups each of 6 students. Each student chose their own groups. Different groups were given different assignments. His findings indicated that co-operative learning is a strong team spirit and the students soon realized that they were doing it on their own. This led to their motivation with even better results as the semester progressed. His study is relevant to the present study due to the fact that, apart from group discussion method mentioned, there are other methods of teaching cited which should be used by the teacher. Bradley was specially tackling university students' achievement in English. According to Dark matter Media (2004), different types of language learning methods such as forming study habits, using audio-based method, motivation method and setting aside time to learn the language are outlined. All these activities are student centered. The outlined methods of language learning are related to this study because the core points are methods of language learning. Further more this study specifically investigated other factors besides methods of instruction in language learning and use specific to English and Kiswahili languages among secondary school students. It was centered on teacher's methods of instruction among other factors and not the learner-centered method.

As concerns objective 3, the performance in two languages is relatively moderate within the rank of 6-8. In 2008, for example, the highest means in these subjects was 9.2, at both school A and school B respectively in English while School A led in Kiswahili with a mean of 9.7, this was ranked high on our decision scale. The very year, School K got the lowest mean in the sampled schools at 5.2 in English and 5.1 in Swahili respectively. The same year, English got a slightly higher mean than Swahili. English had a mean of 7.3 whereas Swahili had a mean of 6.9. The general performance that year in both the subjects was fairly moderate at a mean of 7.1 which is rated moderate.

In 2009, however, the highest means in these subjects were still scored by School A with a mean of 9.3 in English and 9.2 in Swahili, all these ranked high in our decision rule scale. The same year however, the lowest means were scored by K at 5.4 in Swahili and 5.3 in English. In this year, the general mean for English stood at 7.2 where as Swahili came first with 7.5. In conclusion, the mean of both subjects within a span of two years stood at 7.3 which is ranked moderate. Pickering (2003) asserted that effective teaching and learning cannot take place in a poorly managed classroom. The teacher is responsible for creating a well- managed classroom. Students who are taught by most effective teachers gain more percentage than those taught by the least effective teachers. This indicates that teachers can either influence students' success negatively or positively.

The effective teacher performs such functions as: making wise choices about the most effective instructional strategies to employ, designing classroom management techniques. Teacher management of students improves general performance of students. It also sought to find out if teachers' method of instruction is associated with secondary school students' achievement in English and Kiswahili.

Dong (2004) argued that it is important to cultivate effective learning skills across academic disciplines, for students in general and English Language Learners (ELL) in particular. Among these are note taking skills which should be regularly checked by the teacher. Dong found out that performance assessment technique should be used in

order to evaluate students' learning. In this case students should be assigned specific tasks by the teachers that require them to weave different knowledge sets and skills into meaningful and coherent whole. This enables the teacher to identify students' weaknesses and strengths. Dong's study investigated skills of learning English language while this study sought to investigate predictors of student achievement in English and Kiswahili and to verify if teachers' method of instruction, among other factors, is linked to secondary school students' success in English and Kiswahili.

According to Nangoli (2002), teachers are substitute parents who can either motivate and encourage or criticize and discourage a student. Teachers are role models to students. How the teacher teaches greatly impacts on students' attitude towards learning, therefore, it is not so much the subject that is taught, but how it is taught. In this case, teachers' method of instruction is very important since the teacher is the most important factor associated with students academic achievement. A teacher who arrives late for lessons teaches students indiscipline, and a teacher who uses bad language teaches students to be ill mannered. He/she also influences students who may adopt his/her words and use them wrongly

In respect to objective four, The  $r'$  values in the table 5 indicate a positive relationship on the relationship between all aspects of use of Predictors ( $r'$ -value  $>0$ ), suggesting that the higher the level of predictors of performance, the higher the performance levels and vice versa. Considering the fact that the sign. Value, in table 5, indicate a significant correlation between the two variables, (Sig. Values  $< 0.05$ ) it is thus sufficient to base on these facts and declare thus the null hypothesis is rejected leading to a conclusion that predictors of performance significantly affects academic performance in Kiswahili and English subjects. This further implies that the higher the use of the predictors in terms of students' motivation, students' exposure, students' use of learning facilities and teachers' method of instruction, the higher will be The level of performance in Kiswahili and English and vice versa. these findings are similar to Vuzo (2007) did a study to find out if there were differences in form one Geography classes taught using different medium of instruction, that is, Kiswahili and English. He used

class observation and interviews in two government schools. The research revealed that students taught in Kiswahili performed better than their counterparts in English. This was because of positive attitude towards Kiswahili. The two studies are related. Both compared students' performance in languages in relation to attitude. Further, the present study examined students' achievement in relation to attitude among other factors. While Vuzo used class observations and interviews in only two government schools, this study used questionnaires in fourteen schools.

Mwangi (1995) found out that those students who had a positive attitude towards Kiswahili performed better than those with negative attitude. In the present study, the researcher expounded on what Mwangi did by including other factors such as teachers' method of instruction, teachers' use of learning facilities, students' exposure and motivation. Further more, Mwangi did his study in Kiswahili language only in Thika Division. But this study was done in Kajiado District.

Gardner (1991) found out that expectations regarding bilingualism, combined with attitudes towards a target language and its culture form the foundation of an individual's attitude towards English learning. The work of Mwangi (1995) and Ongeti (2002) raises a relevant argument that attitude towards a language affects performance in that language. Both researchers concluded that the non-Bantu speakers studied had a negative attitude towards Kiswahili. This is because the non-Bantu speakers considered the language as foreign.

Most teachers handling language subjects drill students to pass exams only. In this regard therefore, the attitude of the learner towards learning of a language is very important and should be considered when teaching. Mugambi (2005, February 16) in the Daily Nation Newspaper argues that teaching of Kiswahili in Kenyan Universities is largely writing. He argues that there is a general lack of funds for research. He also observes that there is lack of institutional support for the language. Attitude towards the subject is one of the factors in the statement of the problem. When Mugambi

argues that there is lack of funds, he means that the government and educational administrators have a negative attitude towards Kiswahili in our Kenyan Universities.

The present study is different from Mugambi's analysis because it deals with the attitude of students in particular and not the situation in our universities. Though both studies are related, the present study did not include the element of funding. While negative attitude in Mugambi's literature has affected funding of Kiswahili in Kenyan universities, negative attitude has affected success in English and Kiswahili in secondary schools. Most of the researches on the issue of attitude on second language learning have concluded that students' attitude is an integral part of second language learning and that it should therefore become an essential component of second language learning and teaching. Nyagwecha (2003) focused on teachers' role in assisting low achieving students to improve. He concluded that one of the challenges that teachers face is lack of motivation. His conclusion that teachers have a role in promoting achievement indicates that teachers' method of teaching is very important

## **5.2 Conclusions**

From the findings of this study, the researcher concluded that;

1. There are more girls in the secondary schools than boys in Transmara East District and majority of the students are less than 20 years old.
2. The level of predictors of performance in Kiswahili and English languages is high
3. The level of academic performance in Kiswahili and English is fair in Transmara East District
4. There is a significant relationship between the level of predictors of performance and performance in English and Kiswahili Languages.

## **5.3 Recommendations**

To be able to improve on the two subjects there is need to put more emphasis on ensuring student get the right facilities. This includes the right books, novels, reading newspapers for both subjects, listening to programs that help them grow among other things.

There is also need for the teachers to use the right method of instruction that ensures students understand the subject matter.

Students should have the right attitude to be able understand both subjects

Students should also be motivated through verbal ways, incentives, teaching methods, educational learning trips and being exposed to a conducive learning environment.

A combined effort by both teachers and students should be done to ensure students are exposed to a conducive learning environment which is teacher friendly and facility based.

This research used questionnaire as the major data collection instrument. A similar research can be done in future using multiple data collection tools like FGD and interviews to ensure data triangulation for data reliability.

This study concentrated on the predictors of both English and Kiswahili on student achievement. Another research can be done about performance indicators for all subjects in the syllabus.



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## APPENDIX I

### TRANSMITTAL LETTER



**KAMPALA  
INTERNATIONAL  
UNIVERSITY**

Ggaba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
Tel: +256 - 414 - 266813 / +256 - 772 - 32256  
Fax: +256 - 414 - 501 974  
E-mail: admin@kiu.ac.ug  
Website: www.kiu.ac.ug

**OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION, OPEN AND  
DISTANCE LEARNING  
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 20<sup>th</sup> August, 2012

**RE: REQUEST OF MILGO JULIUS Reg. MED/33860/112/DF TO CONDUCT TO  
CONDUCT RESEARCH IN YOUR ORGANIZATION.**

The above mentioned is a bonafide student of Kampala International University  
pursuing Masters in Education Management and Administration.

He is currently conducting a research entitled "A Causal- Effect Relationship Of The Predictors of achievement  
in English and Kiswahili Languages, in secondary schools in Transmara East District, Kenya".

Your organization has been identified as a valuable source of information  
pertaining to his research project. The purpose of this letter is to request you to  
avail him with the pertinent information he may need.


Any information shared with him from your organization shall be treated with  
utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

  
Dr. Ssemugeny, Fred  
**Head of Department,  
Education, Open and Distance Learning (CHDR)**

**NOTED BY:**

  
Dr. Sofia Sol T. Gaito  
Principal-CHDR

**APPENDIX II**  
**CLEARANCE FROM ETHICS COMMITTEE**

Date\_\_\_\_\_

**Candidate's Data**

Name : **MILGO JULIUS**

Reg No. : **MED/33860/112/DF**

Course : **Master of Educational Management and Administration.**

Title of Study: **A CAUSAL- EFFECT RELATIONSHIP OF THE PREDICTORS OF ACHIEVEMENT IN ENGLISH AND KISWAHILI LANGUAGES, IN SECONDARY SCHOOLS IN TRANSMARA EAST DISTRICT, KENYA.**

**Ethical Review Checklist**

**The study reviewed considered the following:**

- ☐ Physical Safety of Human Subjects
- ☐ Psychological Safety
- ☐ Emotional Security
- ☐ Privacy
- ☐ Written Request for Author of Standardized Instrument
- ☐ Coding of Questionnaires/Anonymity/Confidentiality
- ☐ Permission to Conduct the Study
- ☐ Informed Consent
- ☐ Citations/Authors Recognized

### **Results of Ethical Review**

\_\_\_ Approved

\_\_\_ Conditional (to provide the Ethics Committee with corrections)

\_\_\_ Disapproved/ Resubmit Proposal

### **Ethics Committee (Name and Signature)**

Chairperson \_\_\_\_\_

Members \_\_\_\_\_

### **APPENDIX III**

#### **INFORMED CONSENT**

I am giving my consent to be part of the research study **of Milgo Julius** that will focus

**A causal- effect relationship of the predictors of achievement in English and Kiswahili Languages, in Secondary Schools in Transmara East District, Kenya.**

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participating and right to withdraw my [participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials \_\_\_\_\_

Date: \_\_\_\_\_



## APPENDIX 4

### RESEARCH INSTRUMENT

#### APPENDIX A:

---

The researcher wishes to examine predictors of student 's achievements in English and Kiswahili languages in Transmara East. Your response will be used in this study and will be kept confidential

#### Section A: Personal Details

---

Fill in the blanks

- i. Sex  
Male\_  
Female\_
- ii. Age  
15-20  
21-above

#### Section B

Using the key-

Response	Description
1=strongly disagree,	very In adequate
2=disagree,	In adequate
3= agree,	Adequate
4=strongly agree,	Very Adequate

Answer the following questions according to instructions given

### **Attitude towards English**

---

Each of the following statements express a feeling which you have towards English .

Give alternative responses depending on how you agree or disagree with each statement. In this case: use the key- 4=Strongly agree, 3=agree, 2= disagree, 1=Strongly disagree, before each

- i. I consider English and Kiswahili as one of the most important and useful subjects
- ii. I enjoy English/swahili classes and feel very comfortable
- iii. Learning English/swahili as a subject is easy
- iv. I spend a lot of time doing extra exercise in English/swahili

### **Teacher's method of instruction**

---

In the following section, answer the questions by circling the answer that is correct according to you; use 4=Strongly agree , 3= agree, 2= disagree, 1=Strongly disagree, before each

The English teacher in my school:

- i. Involves us in group discussions when teaching
- ii. Checks our class notes
- iii. Use illustrations to express certain concepts, ideas when teaching
- iv. Gives us assignments
- v. Administers continuous assessment tests apart from end term exams
- vi. Involves us in English/swahili debate
- vii. Uses lecture method in teaching
- viii. Advices us to read English/swahili news papers and novels

- ix. Verbally praises those students who perform well in English
- x. Drafts for us English/swahili poems to recite

---

### **Teacher's use of learning facilities**

---

Besides each of the following materials and facilities, indicate their frequency of use by your English teacher

4=frequently, 3=always, 2=sometimes, 1=not at all

- 1) School library
- 2) English/swahili course books
- 3) Teachers reference books
- 4) Englishes/wahili novels
- 5) English/swahili newspapers
- 6) Radio
- 7) Television

### **Student 's exposure**

---

Select the alternative that best describes your situation

4=frequently, 3=always, 2=sometimes, 1=not at all

---

- 1) How often do you read news papers?
- 2) How often do you speak English/swahili with your peers?
- 3) How often do you do English/swahili exercises?
- 4) How often do you listen to English radio programs?
- 5) How often do you recite English/ swahili poems?
- 6) How often do you contribute in English/swahili debates?
- 7) How often do you watch English swahili TV programs?

## **Student motivation**

---

Select either of the following for your opinion

4=Strongly agree, 3= agree, 2= disagree, 1=Strongly disagree

- i) Materials rewards tend to makes me work harder
- ii) Teachers comments and verbal comments help me do better
- iii) Involvement in learning makes me do my best
- iv) Learning environment helps me work harder
- v) Educational outings makes me perform well

**Thanks for your participation**

**Checklist for collecting data on students’ academic performance in Kiswahili and English**

2008 KCSE Results				2009 KCSE results		
SCHOOL	Populatio n	ENGLIS H	KISWAHIL I	POPULATIO N	ENGLIS H	KISW A
Murkan						
E.Dikirr						
Kapolecho						
Kiletien						
Simotwet						
Kapweria						
Abosi						
Ndamama						
St. Aquinas						
Mogondo						
Ol popong						
Total						
Total mean						
Grand mean						