

**KAMPALA INTERNATIONAL UNIVERSITY**

TITLE:

**GENDER AND PUPILS PERFORMANCE IN KISWAHILI AT KCPE  
IN  
SELECTED PRIMARY SCHOOLS IN RIANA ZONE, HOMA BAY  
DISTRICT, KENYA**

**BY**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF  
OPEN AND  
DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE  
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**MAY 2010**

## DECLARATION

I, **KIMANI MWICIGI DAVID, BED/21420/81/DF**

Do declare that the information given in this research report is made by myself and has never been presented by any other person, for the award of Bachelor of Education.

Signature.....



Date .....



This is to certify that KIMANI MWICIGI DAVID, BED/21420/81/DF  
has successfully completed her / his research report and now is ready for submission with my  
approval.

Signed:  .....

REV. ERICH KASIRYE

KIU SUPERVISOR

DATE:  .....

## **DEDICATION**

This report has been dedicated to ALL Kenyan students whose courage to study at a foreign University have been such an inspiration in all my academic endeavors.

## ACKNOWLEDGEMENT

I would like to thank the good Lord for giving me strength and courage to compile this research report. Without God, this research would not have seen the light of the day!

Special thanks go to my supervisor, Rev. Erich Kasirye who was a good mentor and advisor during the compilation of this work. My appreciation also go out to the Administration of Kampala International University for their support during this exercise.

Lastly and most importantly, to my family members and friends who have been close to me and supportive in this noble work all for their enormous support while I studied far from home.

May the Good Lord reward them abundantly.

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## **ABSTRACT**

The researcher was drawn into conducting this study following the report which revealed that Kiswahili was the worst performed subject in the national examination in Home -Bay District- Kenya and more particularly, in Riana Zone. The poor performance in the subject affected both boys and girls alike. The report further revealed that girls' performance was low as compared to that of boys.

The purpose of the study was to examine the impact of gender on Kiswahili performance in the Kenya Certificate of Primary Education.

The researcher used quantitative research approach and survey research design. He sampled **40** teachers and **130** pupils from **13** schools in the zone to be the respondents using stratified random sampling procedure. The data was thereafter analyzed by the use of frequency tables to give the findings.

The study revealed that most teachers lacked sufficient knowledge in Kiswahili, a fact that had adversely affected the teaching and learning of the subject. Furthermore, there was laxity on the utilization of language teaching strategies.

The research revealed that problems related to Kiswahili performance could be solved through the change of attitude in teachers and learners, in-service training for teachers and organizing seminars and workshops to sharpen the teachers' skills in handling the subject. For girls' performance to improve, a concerted effort by the stakeholders is required to sensitize the community on the value of girl- child education, by discouraging the cultural beliefs and practices that had marginalized the girls.

The researcher concluded by appealing to all the stakeholders in education to co-operate and focus their attention on the intervention measures aimed at uplifting Kiswahili standards in Riana Zone.

## **CHAPTER ONE**

### **1.0 Background of the study**

Gender refers to being male or female. This term is today used more often than sex. Within our gender groups, we are all influenced by societal expectation of how we should behave. In Kenya, the traditional implications of being feminine and masculine are; feminine traditionally it is considered that feminine characteristics include being delicate, shy, motherly, home keeper, quiet and a passive listener. Masculine: traditionally masculine characteristics are seen as being strong, powerful, domineering, and courageous and decision maker. These were attitudes perceived to be characteristics of men and women.-Gender issues are factors which affect boys and girls. They include poverty, early marriages and child labour. These issues need to be addressed if we are to become a developed nation.

Riana zone is found in Riana Division, Homa Bay district in Nyanza province of Kenya. The main economic activities include small scale farming and businesses. The people living in Riana zone are mainly the Luo tribe with a population of about 10,000 people. Riana Division has about 46 primary schools each with a population ranging from 200 to 600.

The performance of the girls and boys in these schools, especially in Kiswahili has been deteriorating due to gender disparities which affect learners' academic performance.

### **1.1 Statement of the problem**

The academic performance of learners in Riana zone has been deteriorating for the past two years due to gender disparity. As a result of boys being considered more superior than girls as demonstrated in their performance in Kiswahili since boys perform better than girls.

## **1.2 Purpose of the study**

To examine the impact of gender on performance of Kiswahili

## **1.3 Objectives of the study**

- To examine the impact of gender on learner's performance in Kiswahili.
- To examine the strategies used by schools to improve the performance of Kiswahili.
- To examine the methods used in the teaching of Kiswahili.
- To identify the challenges in teaching Kiswahili

## **1.4 Research questions**

- What is the impact of gender on learner's performance in Kiswahili?
- What are the strategies used by schools to improve performance in Kiswahili?
- What are the methods used in teaching Kiswahili.
- What are the challenges in teaching Kiswahili?

## **1.5 Significance of the study**

The study will help the selected schools to consider gender as a major factor in achieving academic performance.

The local community may use the findings of the study which will highlight all contemporary issues with regard to learner's constitutional right in Kenyan schools.

The study will come up with strategies that help boys and girls to achieve excellent results in Kiswahili which will in the long run contribute to their overall academic excellence.

Apart from augmenting the already existing literature on gender and academic performance, the finding from the study will act as a spring board for further research in the same field.

## **1.6 Scope of the study**

### **1.6.1 Content scope**

The study will examine the impact of gender on Kiswahili performance. Gender is the independent variable and Kiswahili performance is the dependent variable.

### **1.6.2 Geographical scope**

The study will cover the 15 selected schools in Riana zone, Riana Division, Homa Bay District, Nyanza province of Kenya.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section will show all the literature that will be used in the study. This will help the researcher in data compilation and making the analysis in the research. In this literature review, several materials for example textbooks, magazines, pamphlets, newspapers and the internet will be consulted.

#### **2.1 EFFECT OF GENDER ISSUES ON THE ACADEMIC PERFORMANCE**

The effects of gender issues on the academic performance of learners in primary schools of Riana zone, Riana division, Homa Bay district, Nyanza province - Kenya.

#### **2.2 SOCIO-ECONOMIC CAUSES**

The high cost of education and our deteriorating economy has reduced the income available in families. This makes it difficult for parents to provide for all their children. Therefore, in communities where girl education is not particularly valued, poverty can further aggravate their lack of access to education. Parents with scarce resources choose to educate their sons instead of their daughters. Due to this, even the performance of girls is low in some communities.

## **2.3 SOCIO-CULTURAL CAUSES**

Most of us grew up in communities where the role of boys and girls are expected to play is clearly defined. In nearly all communities boys and girls have different roles and are encouraged to behave differently.

They are even expected to have different attitudes and interests. Many parents and community members may feel that educating girls is a waste of time and money, as they will eventually be married off so that their education will only be of benefit to the husbands they are Married to. Some parents believe that it is their sons who will take care of them in old age. To ensure that their sons are able to carry out this responsibility, they educate them at the expense of their daughters.

Some communities view schools as places where girl's morals can be corrupted because of the amount of time they spend with boys. The long distance that the girls may travel between home and school also worries some parents. These are some examples of stereotype thinking which negatively affect the academic performance of our girls.

Girls spend more time than boys on domestic tasks and other related activities in the community. Stop and think about these girls who will have the same amount of homework as the boys. After reaching home, they are expected to fetch water, firewood collection, help in food preparation, wash utensils and at times baby sit, hence girls get little or no chance for their home work.

## **2.4 Teacher's attitude and class interaction**

What are the causes to the disparity? A teacher will have his /her own attitudes and expectations about his male and female pupils. These influences by teachers may be reflected in statements such as;

- Girls are not as bright as boys
- Boys are better in mathematics and science than girls
- Girls don't simply work hard as boys

These attitudes can influence how a teacher teaches and organizes his /her classes.

Teachers may not be aware that at times they are discouraging girls through their attitudes and behaviour.

As a teacher do you consider the following?

- i) Do you give girls and boys different tasks?
- ii) Do you choose both boys and girls to answer?
- iii) How do you reward?
- iv) How do you address your class?
- v) Do you use the following phrases?
  - The “boys and girls”
  - The “girls and boy”

Classroom setting is very crucial. It needs to be addressed and analyzed in order to create an enabling learning environment for both. Girls may not answer questions as quickly as boys. This is not because they do not know the answer, but because their socialization does not allow them to take risk of being wrong. Girls need more time and more patience from the teacher so that their confidence can be built. They especially develop in subjects considered to be for males such as mathematics and science.



Similarly boys may need more time to answer questions in traditionally female subjects. The problem can be aggravated by the fact that female teachers, who in most cases teach English language, may be less interested in boys who are not good in language comprehension. Similarly, male teachers who mostly teach applied subjects may be less interested in the girls they think are not good in practical subjects.

Seating arrangement is another aspect of classroom setting which is influential in the conduct of the students. When arranging the setting consider;

- i) Who chooses, who sits, where?
- ii) Who sits with, whom? Why?
- iii) Are individual boys and girls happy with the arrangement
- iv) Where does the teacher stand when addressing the whole class?

Seating arrangement can contribute to the participation of the pupils. In a free sitting arrangement girls tend to sit together and usually sits at the back because they are afraid of being asked questions. Boys tend to sit in front, which makes the teacher concentrate on them (Kyriaiou. C. (1996).

## **2.5 GENDER BIASES IN RESOURCES**

The resources used can have gender biases. This means they can be giving hidden messages to our pupils about their roles.

Resources used may be gender biased in the following ways.

- Language used
- Example given
- Illustration used

Pupils' thinking opinion and attitudes can be shaped by the language used. Examples given and illustrations in the text books may be gender biased. For example if the pictures in a text show boys only doing the activities, then the girls will feel ignored and discouraged.

It is therefore important to ask yourself the following questions about textbooks:-

- i) What is the language is it used to denote everybody?
- ii) Who is doing which activity?
- iii) Who is ordering?
- iv) Who is obeying?
- v) What are the books shared?
- vi) What type of example is given?

Some of the text books we use are gender biased. Girls and woman may be represented only doing stereotypical jobs, such as washing, cleaning and looking after babies. This provides few challenges on models for girls and women. Boys are stereotype in dynamic activities while girls are represented as passive and playing only opportunity roles. This attitude and stereotype thinking is changing with publishers and curriculum developers working hand in hand to make gender sensitive books. We will need to watch out for it and also think of our own language and examples. Asied V-Akrofti (1981).

## **2.6 The school environment**

Physical facilities available to boys and girls may have a great impact on their learning. There are many ways we can make the school environment more gender friendly, especially in the provision of facilities and participation in schools' clubs. Other issues in relation to space is lack of separate toilets/latrines and harassments of female pupils by male ones.

Boys may be playing football while the girls sit in groups along the perimeter area. Dean J. (1983).

## **CHAPTER THREE METHODOLOGY**

### **3.0 Introduction**

This chapter presents the methodological aspects. It will describe the research design, sampling design, study area and sample size, Research procedure, data collection instruments, data analysis and limitations of the study.

### **3.1 Research Design**

The researcher will use cross sectional survey research design.

Quantitative research design will be used to collect data to examine a large sample.

### **3.2 Target population**

The study population will be 13 primary schools with over 4000 learners in Riana zone in Homa Bay district.

### **3.3 Sample size**

The method of selecting the sample will be random sampling from 13 primary schools. A total of 130 respondents is expected to be obtained.

### **3.4 Research procedure**

The researcher will begin by getting an introduction letter from Kampala International University which will be presented to the selected 13 schools in Riana Zone, Homa Bay district, Kenya.

### **3.5 Data collection procedure**

The researcher will use questionnaires to collect the required data. The questionnaires will contain questions on personal information, knowledge and understanding of gender issues.

#### **Interview**

Respondents who will not be able to interpret questionnaires will be interviewed by face to face contact

#### **Questionnaires**

Well typed questions with brief introduction which familiarizes the respondent to fill the questions posed by the researcher will be given to relevant people with request of answers to the questions. The questions will be simple to answer but will help us know the performance of both boys and girls in primary schools in Riana zone, Homa Bay District, with specific reference to Kiswahili as a language.

### **3.6 Data analysis**

The statistical package for social scientists (SPSS) will be used for the processing and analysis of quantitative data. The researcher will generate frequencies, pie-charts, and cross tabulations.

### **3.7 Limitations**

- The researcher being an employee will have limited time
- Lack of funds will limit my research to progress
- The respondents may not be willing to answer the questions.
- The geographical terrain and weather factor may make my movement difficult coupled with lack of access roads to most schools

### **3.8 Procedure of the study**

The researcher went through a number of steps in order to come up with the report. One of the steps was to review the related literature. This was done through reading books, magazines, newspapers, and any other documents deemed relevant. The researcher was investigating gender and pupils performance in Kiswahili at Kenya Certificate of Primary Education in selected primary school in Riana Zone, Homa Bay District – Kenya.

#### **3.8.1 Developing the research proposal**

The researcher after identifying the problem developed the proposal. One of the key factors in the research proposal was the objectives of the study. The research objectives were formulated in line with the purpose of the study. These objectives in turn gave rise to research questions. A tool that led to answering the research questions was finally developed.

### **3.9 Developing presenting and adjusting the instrument**

The researcher developed a questionnaire to help answer the research questions by the target group or the respondents. The part A of the questionnaire dealt mostly with the respondents particulars. In part B the researcher broke down each of the research questions into simple questions, which could easily be answered by the respondents. The questions were to be made clear and straight forward.

After developing the questionnaire, the researcher randomly piloted schools in order to pre-test the questionnaire. He sent 16 copies (6 for teachers and 10 for pupils) to two primary school where they were attempted. The schools were Misani and Wirakuom.

The researcher then collected the sample questionnaire back and studied them in order to identify any problem they had. The researcher then adjusted the questionnaire by reframing the questions to make them clearer as was necessary.

### **3.10 Getting permission to conduct the research**

After coming up with a fair copy of the questionnaire, which was to be taken to the target groups, the researcher first of all sought permission from the relevant authorities. After the permission was granted, the researcher sent the questionnaires to the respondents.

### **3.11 Collecting, presenting, organizing and analyzing the data**

The researcher visited the schools where the questionnaires were sent to do the collection of the completed questionnaires. Although the researcher made more than one trip in some cases to collect the questionnaire, the entire 170 questionnaires (40 for teachers, 130 for pupils) were completed and collected back.

After all the questionnaires were collected back, the researcher went through each of them, noting down the responses given for each question item. This later helped the researcher when it came to presenting the data in the tables for analysis. The researcher then presented the data in frequency tables and calculated some of the responses in percentages. The information was then discussed. The researcher finally wrote the report using the Statistical Package for Social Scientists (SPSS) format.

**Table 3.4 Distribution of teachers and pupils respondents**

<b>Base /strata</b>	<b>Sample schools</b>	<b>No. of teachers</b>	<b>No. of pupils</b>
Magina	Magina	4	10
	Kanyangasi	4	10
Obera	Obera	4	10
	Ongako	4	10
Jabagre	Koduol	2	10
	Arembe	2	10
Wayaga	Wayaga	2	10
	Ombo	2	10
Nyarath	Nyarath	2	10
	Adek	2	10
Rarage	Rarage	4	10
	Ongeng	4	10
	Poya	4	10
<b>TOTAL</b>		<b>40</b>	<b>130</b>

## CHAPTER FOUR: DATA ANALYSIS:

### Introduction

The findings of the study on “ Gender and pupils performance in Kiswahili at Kenya certificate of primary Education in selected primary schools in Riana zone ,Homa-Bay District, Kenya ,”are represented in this section as well as their interpretation and discussion based on the objectives of the study. The objectives were:

- To examine the impact of gender on learners performance in Kiswahili
- To examine the strategies used by primary schools to improve performance in Kiswahili ,
- To examine the methods used in the teaching of Kiswahili.
- To identify the challenges in teaching Kiswahili.

The results of the findings were presented under the following themes based on the objectives of the study.

- 4.1 Sample characteristics of respondents.
- 4.2 Age of respondents
- 4.3.1 Age of pupils
- 4.3 Age of teachers
- 4.4,1 Teachers’ educational levels
- 4.4.2 Teachers educational qualifications
- 4.5 Teachers professional qualifications.
- 4.6 Registration of 2007/ 2008 KCPE candidates by gender
- 4.7 2008 schools KCPE Kiswahili mean score range.
- 4.8 Comparison of Kiswahili marks score range by gender in 2008 KCPE results.



- 4.9 Strategies for improving Kiswahili performance in schools.
- 4.10 Kiswahili teaching methods.
- 4.11 Main challenges in teaching Kiswahili.
- 4.12 Pupils' class
- 4.13 Pupils responses to questions.
- 4.14 Language mostly learnt by pupils at school.
- 4.15 Language story books mostly read by pupils.
- 4.16 Adequacy of class Kiswahili textbooks.
- 4.17 Pupils' examinable subjects order of performance.
- 4.18 Gender problems / issues

#### **4.1 Samples Characteristics of Respondents.**

The data for writing this report was collected from **40** teachers and **130** pupils consisting of **65** boys and **65** girls from **13** selected primary schools in Riana zone, Homa –Bay District. The results were gender sensitive and fairly representative.

The teachers and pupils (respondents) were asked to indicate their age.

**Table 4.2 Age of teachers.**

Age of teachers (years)	Males	Females	Total
50-54	3	0	3
46-49	3	0	3
40-45	5	3	8
36-40	6	3	9
31-35	9	2	11
26-30	4	2	6
20-25	0	0	0
<b>Total</b>	<b>30</b>	<b>10</b>	<b>40</b>

In table 4.1 above, the majority of the teachers were 26 years old and above hence they were mature enough to express themselves and respond to the questions based on their practical experiences.

**Table 4.2.1 Age of pupils:**

Age in years	Frequency	Percentage
10-12	-	-
13- 15	98	75.04
16- 18	32	24.96
<b>Total</b>	<b>130</b>	<b>100</b>

Referring to table 4.2.1 most of the pupils were 13 years old and above. This means that the pupils were fairly mature enough to respond to the questions freely , having been in school for a reasonable length of time.

**Table 4.3 Teachers Educational Level.**

Educational level	Frequency	Percentage
CPE / KCPE	-	-
KJSE	-	-
EACE / KCE/ KCSE	30	75
ADVANCED LEVEL	10	25
<b>TOTAL</b>	<b>40</b>	<b>100</b>

The table above shows that most of the teachers were holders of Form 4 (ordinary level certificates who are adequately qualified to teach in primary schools and produce good results.

**Table 4.3.1 Teachers' professional Qualifications:**

Grade	Frequency	Percentage
P2	0	
P1	33	82.5
S1 /diploma	10	12.5
Degree	2	5
<b>Total</b>	<b>40</b>	<b>100</b>

Referring to the table above, all the teachers were professionally qualified. This implies that they are trained and equipped with the relevant teaching skills needed for effective teaching.

**Table 4.4 Teachers length of service.**

Length of services in years	Frequency
1-2	6
3-4	9
5-6	9
7-8	10
9 & above	6
Total	40

In table 4.4 above, most of the teachers had been in service for 5 years and above. This is important because they have the experience that can be utilized to bring about success in teaching and learning tasks.

**Table 4.5 2007 / 2008 KCPE Registration by Gender in selected primary schools**

YEAR	MALES	FEMALES	TOTAL
2007	146	66	212
2008	160	76	236

Table 4.5 shows that in the two years (2007 and 2008 ) the number of girls registered for KCPE were far much lower than boys. .

**Table 4.6 Schools' Kiswahili mean standard score range for the year 2008.**

M,s,s	20-25	26-29	30-34	35-39	40-44	45-49	50 and above	Total
No of schools	2	2	4	1	3	1	0	13

Referring to table 4.6 all the schools failed to attain a mean score of 50 in Kiswahili. This reveals that the performance in Kiswahili as a language is poor. The table reveals further that more schools mean scores fell within the range of 30- 34 and below.

#### 4.7 Comparison of Kiswahili marks score range by gender in 2008 K.C.P.E Result.

Boys	Marks (%)	Girls
	80- 100	
	75-79	
	70—74	
	65-69	
3	60-64	2
13	55-59	4
16	50-54	7
26	45-49	13
34	40-44	14
32	35-39	19
10	30-34	8
9	25-29	5
5	20-24	2

From the table above male candidates performed better than girls in Kiswahili in 2008 Kenya Certificates of Primary Education examination. Those who scored 50% marks and above were 35 boys (15.03%) and 13 girls (5.05%), the majority of boys (130) and girls (63) scored below 50%. This represents 55% and 24.92%. respectively.

**Table 4.8 Strategies for improving Kiswahili performance schools**

Strategies	Frequency	Percentage
Preparation of work plan	40	100
Regular lesson teaching and assignment	40	100
Adequate syllabus coverage	18	45
Regular testing and revision	8	20
Intensive and Extensive Reading	6	19
Kiswahili Debate once a week	39	97.5
Kiswahili seminars /workshops	4	10
Rewards and punishment	6	19
Provision of teaching and learning resources	40	100
Adopting school language speaking policy	9	22.5
Inspection of curriculum Delivery	8	20
Inter- schools examinations	34	85
School Discipline	40	100

From the above table 4.7 regular lessons teaching, provision of teaching / learning resources, inter- schools examinations and discipline were the most popular strategies with all the schools. These were followed by adequate syllabus coverage, regular assignments and homework and regular testing and revision.

**Table 4.9 Kiswahili teaching methods used in the selected primary schools'**

Method	Frequency	Percentage
Explanation	37	92.5
Discussion	25	62.5
Story telling	15	37.5
Talk and chalk	2	5
Lecture	0	0
Dramatization	4	10
Role play	8	20
Discovery	5	12.5
Debate	2	5

From the table 4.9 Explanations was the most popular method used in teaching Kiswahili representing 76.92%.

**Table 4.10 Challenges in teaching Kiswahili in schools.**

Challenges	Frequency	Percentage
Teachers lack of sufficient knowledge in Kiswahili	40	100
Negative attitude of teachers / learners	35	87.5
Inadequate teaching / learning resources	10	25
Understaffing in school	32	80
Absenteeism	8	20
Inadequate inspection	18	45
Lack of motivation for teachers/ learners	28	70
Vernacular speaking	25	62.5

40 Teachers (100%) agreed that lack of Teachers sufficient knowledge in Kiswahili was a major challenge Schools faced.

**Table 4.11 Pupils Class**

Std	7	8	Total
Boys	30	35	65
Girls	39	26	65
Total	69	61	130

From table 4.11 gender balance was taken care of to enable the researcher come up with a fairly representative result of the study.

Question 5 was intended to help the researcher determine whether or not Kiswahili lessons were regularly attended to by teachers as compared to English .The result is presented in table 4.11

**Table 4.13 Language most learnt at school**

Language	Frequency	Percentage
English	110	84.62
Kiswahili	20	15.38
Total	130	100

Table 4.13 indicates that teachers spend more time in teaching English lessons than Kiswahili .The little attention given to Kiswahili lessons implies that pupils

Cannot perform it well as shown in table 4.6

Responding to question 6 which sought to find out pupils preference of the languages , it emerged that 80 pupils out of 130 pupils liked English, 20 pupils

Liked Kiswahili while 30 pupils liked both as indicated in Table 4.12

**Table 4.14 Pupils Language preference**

Language	No of pupils	Percentage
English	80	61.53
Kiswahili	20	15.30
Both	30	22.07
Total	130	100

Question 7 sought to find out whether or not schools had days set for Kiswahili

Speaking in a week. The result was as indicated in Table 4.15.

**Table 4.15 No of Kiswahili speaking days in schools per week**

Days in a week	1	2	3	4	5	None	Total
Frequency	20	82	15	02	09	02	130

Table 4.15 shows that most schools observed two Kiswahili speaking days in a week.

Question 8 was aimed at identifying the language story books pupils liked reading .

**Table 4.16 Language Story books mostly read by pupils**

Story books	Frequency	Percentage
English	88	67.69
Kiswahili	42	32.31
Total	130	100

From Table 4.16 most pupils indicated that they preferred reading English story books to Kiswahili ones.

Question 9 sought to identify whether or not the learners had enough textbook for Kiswahili in their classes .Their responses were as indicated in the table below:



**Table 4.17 Adequacy of Kiswahili class text books Availability:**

	Frequency	PERCENTAGE
RESPONSE YES	95	57.06
NO	35	42.94
TOTAL	130	100

From the above table 4.17, most pupils agreed that there were enough Kiswahili textbooks, a fact attributed to the introduction of free primary education funds to schools by the government of Kenya in 2003.

Question 10 was meant to identify pupil's performance in all the examinable subjects in relation to Kiswahili. The best performed subject was to be marked ( 1) and the worst performed was to be marked ( 6). Their responses were as indicated in the table below.

**Table 4.18 Pupils Examinable Subjects Order of Performance**

SUBJECT ORDER OF PERFORMANCE							
SUBJECT	1	2	3	4	5	6	TOTAL
ENGLISH	32	20	20	35	18	05	130
KISWAHILI	08	08	12	08	22	68	130
MATH'S	49	26	13	10	16	16	130
SCIENCE	246	46	21	15	11	13	130
SOCIAL STUDIES	38	20	38	20	10	20	130
C.R.E	10	16	20	30	42	12	130

Subject best performed in the first order is math's ( 49) ,2<sup>nd</sup> is science ( 46) , 3<sup>rd</sup> social studies ( 38) 4<sup>th</sup> is English ( 35) 5<sup>th</sup> is C.R.E ( 42) 6<sup>th</sup> is Kiswahili ( 68), being the worst performed subject of all.

**Table 4.16 Gender Problems / issues**

Statements	Frequency	
	True	False
a) Girls do better than Boys in Kiswahili	40	90
b) Boys have less domestic duties than girls	95	35
c) Girls have more time at home for studies than boys,	44	89
d) Both boys and girls can perform well in class	80	50
e) More girls drop out of school than boys	85	45

Table 4.16 above reveals that girls-child is more disadvantaged in the community. Too much domestic work and less study time contributes to the majority of girls, poor performance leading to their dropping out of school. The table also shows that most pupils have the idea that girls can also perform just as well as boys.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS:**

#### **5.0 Introduction**

This chapter highlights the major findings of the study, gives possible explanations to them and draws conclusions in relation to the study objectives. The chapter suggests recommendations for improving the theory of teaching and performance in Kiswahili language with special attention to gender. Finally the chapter provides space for further research in the relevant field.

#### **5.1 Discussion**

The study revealed that almost all teachers as indicated by their representative respondents had some professional training. It is expected, therefore, that these teachers should be aware of the techniques and skills of handling gender issues and also of improving performance in languages, especially Kiswahili. Contrary to that expectation, it was discovered that most of the teachers lacked sufficient background knowledge of Kiswahili. The possible explanation here is that Kiswahili has not been a popular language among the Luo community living in rural environment. Even after high school and training, most of the Luo teachers are not comfortable with the subject. Their negative attitude has been extended to the learners hence the poor performance in Kiswahili.

Another finding of the study is that the gender gap in enrolment is wide as the number of girls registered for the national examination is still lower than boys. The possible explanation to this is that most girls drop out of school due to early pregnancies and marriages, lack of sensitization on gender issues, and lack of guidance and counseling. On Kiswahili performance, the study revealed that among the 13 selected schools, none had a mean average score of 50 in the subject. At the same time, boys were found performing better than girls. The explanation to this could be that there was inadequate syllabus coverage (under teaching), understaffing and lack of interest in the subject by both teachers and learners.

The study has further revealed that although the teaching and learning resources were supplied under the Free Primary Education (FPE) programme, teachers could not utilize them effectively to guide the pupils in learning Kiswahili. It was discovered that most teachers attended to English lessons more than Kiswahili ones. Pupils also preferred reading English story books to the ones for Kiswahili. The explanation to this is the negative attitude teachers have instilled in themselves and the learners.

Another revelation of the study is that schools failed to implement the language improvement strategies which accounts for the dismal performance in Kiswahili. Lastly but not least, the finding of the study is that inspection of the curriculum was minimal or not there at all. This could be as a result of shortage of Quality Assurance and Standards Officers.

Finally, the study has revealed that teachers lacked in-service/ refresher courses, seminars and workshops to improve their knowledge and skills which they need for their empowerment and economic motivation.

## **5.2 Conclusions**

A number of conclusions have been drawn from this study. These are:-

- Gender has a bearing in academic performance of learners.
- An effective teacher does not only have the knowledge of the subject matter but is also one who assists learners to realize excellent academic results.
- Lack of planning and preparation is a threat to achieving good result
- Academic achievement of the learner depends on the teacher.
- Trained teachers need in-service programme for the improvement of their Professional skills aimed at effective service delivery.
- The girl child is disadvantaged as their completion rate remains lower as compared to boys.
- Inspection of schools is important in ensuring quality standards.
- Good teaching methods make learning an enjoyable and meaningful affair.

### 5.3 Recommendations

For Kiswahili performance of pupils in Riana Zone in Homa - Bay District to improve, the researcher from his findings recommends the following:

- Schools should be staffed with at least three teachers from the I Bantu Kiswahili speaking community.
- Teachers should develop interest and embrace positive attitude towards Kiswahili.
- The ministry of education should, through the head teachers and Zonal Quality Assurance and Standards Officers and identify teachers curriculum needs and plan In service courses, regular seminars and workshops for Kiswahili teachers.
- The government should increase budgetary allocation for education to address the shortage of teachers in schools. This will ease the teachers' current workload and make them more effective.
- The stakeholders in education should embark on gender awareness campaign to highlight all the issues related to gender. This will go along away in discouraging the social- cultural beliefs and practices that have discriminated the girl child, m Teachers and parents should be trained on gender issues, [ii] -----Emphasis should be on giving boys and girls equal learning opportunities to achieve gender parity.
- Teachers should encourage gender balance/equity in all the school activities to create a sense of self-esteem in boys and girls.
- Guidance and counseling services should be encouraged in schools to help learners cope with their situations in life and make useful decisions for their future. Such an intervention measure will control drop-out cases prevalent among the girls.
- Schools should have language improvement strategies which include:-
  - Planning and preparation
  - Early syllabus coverage
  - Provision of appropriate teaching and learning resources.
  - M Adopting School language policies,
  - Testing pupils regularly
  - Involving pupils in intensive and extensive reading of language books.
  - Motivating teachers and learners
  - Organizing language seminars and workshops

- Providing conducive learning environment to motivate learners
  - Organizing internal and inter-Schools debates
- 
- There should be regular internal and external inspection of the curriculum to ensure that quality standards are maintained.
  - Teachers should use appropriate methods for developing the four language skills- listening, speaking, reading and writing. Learner- centered approach should also be employed in teaching.
  - Discipline must be maintained in all Schools for success to be realized.

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## QUESTIONNAIRE FOR THE TEACHER

I am *Joshua Apiyo Okech*, a student at *Kampala International University*, conducting research on "*Gender and pupils performance in Kiswahili at Kenya Certificate of Primary Education in Selected Primary Schools in Riana zone, Homa Bay District, Kenya.*"

The purpose of this study is to fulfil an academic requirement for the award of a Bachelor of Education Degree of the University.

I, therefore, request you to fill for me the questionnaire and I promise that your response will be handled with the highest degree of confidentiality.

### PART 1: BACKGROUND INFORMATION

(Please tick in the most appropriate box)

1. Institution.....
2. Age of Respondents:.....

20-25  
26-30  
31-35  
36-40  
40-45  
45-50  
50-54


3. Gender

- Male
- Female


4. Education level

- a.) Ordinary
- b.) Advanced
- c.) P1
- d.) Diploma
- e.) Degree


5. Length of service as a teacher

- One year and below
- One –two years
- Three – Four years
- Five – six year
- Seven – eight years
- Nine years and below


6. Indicate No. of registered candidates by gender for the Kenya Certificate of Primary Education in the year.

**2008**

Male.....

Female.....

**2007**

Male.....

Female.....

7. What was the School's mean score in Kiswahili in the Kenya Certificate of Primary Education?

a. Last year 2008? .....

(i) The previous year

2007?.....

8. Indicate the number of pupils by gender against the marks score in Kiswahili in LAST years (2008) Kenya Certificate of primary Education

MALES	MARKS	FEMALES
	80 - 100	
	75 - 79	
	70 - 74	
	66 - 69	
	60 - 65	
	56 - 59	
	50 - 54	
	46 - 49	
	40 - 45	
	35 - 39	
	25 -34	

9. Which among the strategies below does your school use to improve performance in Kiswahili? Tick 5 as applicable.

STRATEGIES	
Preparation of work plan	
Regular lesson teaching	
Regular assignment/Home work	
Adequate syllabus coverage	
Regular insha(composition writing	
Remedial teaching	
Intensive and Extensive Reading	
Kiswahili Debate once a week	
Kiswahili seminars/workshops	
Rewards and punishment	
Provision of teaching and learning resources	
Adopting School language speaking policy	
Inspection of curriculum Delivery	
Inter-classes/school Debates	
Language competition games	
Speech Role models	
Inter-school examinations	
School Discipline	

10. What Five methods do you use mostly in your school to teach Kiswahili? Tick as applicable.

<b>METHODS</b>	
Explanation	
Look and say	
Discussion	
Story telling	
Talk and Chalk	
Debate	
Drilling	
Role play	
Group work	
Assignments	
Dramatization	

11. Which of the following challenges does your school face in teaching Kiswahili? Tick Five..

<b>Challenges</b>	
Teachers lack of sufficient knowledge in Kiswahili	
Negative attitude of teachers/ learners	
Inadequate teaching/learning resources	
Understaffing in school	
Absenteeism	
Inadequate inspection	
Lack of motivation for teachers/learners	
Vernacular speaking.	

## QUESTIONNAIRE FOR PUPILS

Please answer all the questions

### PART A BACKGROUND INFORMATION

1: School:

2. Pupils age in years (Tick One)

Age in Years	Tick
10 – 12	<input type="checkbox"/>
13 – 15	<input type="checkbox"/>
16 – 18	<input type="checkbox"/>
Above 18	<input type="checkbox"/>

3. Gender (Tick one)

Male

☐

Female

☐

4. Class Std 7

☐

Std 8

☐

5. Between English and Kiswahili, which one do you learn most of the time at school?

English

☐

Kiswahili

☐

6. Which of the languages below would you like to know more? tick one

English

☐

Kiswahili

☐

Both

☐

7. How many Kiswahili speaking days do you have in your school every week? Tick one

One

☐

two

☐

Three

☐

none

☐

8. Which story books do you read most of the time?

English

☐

Kiswahili

☐

9. Do you have enough text books for Kiswahili in your class? Tick one

Yes

☐

no

☐

10. Give numbers 1, 2,3,4,5 and 6 to the subjects below in the order you like them. The most liked subject should be marked 1 and the least liked should be marked 6

English ☐      Kiswahili ☐      Maths ☐  
Science ☐      Social Studies ☐      C.R.E ☐

11. Tick True or False to the following statements

Statement	True	False
a) Girls do better than boys in Kiswahili		
b) Boys have less domestic duties than girls		
c) Girls have more time at home for studies than boys		
d) Both boys said girls can perform well in class		
e) More girls drop out of school than boys		