

**TEACHING AND PERFORMANCE IN ENGLISH LANGUAGE  
IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN  
KIKUYU DIVISION CENTRAL PROVINCE ,KENYA**

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BY  
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## DECLARATION

I Lucy Wanjiru Ndirangu declare that this dissertation is my original work and has never been submitted to any other university for academic credit

I hereby declare that its conception, research, organization and writing is entirely my own effort.

Signature:  .....

Lucy Wanjiru Ndirangu

Date: .....

## **DEDICATION**


This piece of work is wholly dedicated to my loving husband and my three lovely children for their prayers, great support and encouragement throughout the study period. May God bless them mightily.

## APPROVAL

This project has been submitted with my approval as the University Supervisor

Signature:  .....

Kule Julius Warren

Date:  .....

## ACKNOWLEDGEMENTS

First my heart felt gratitude goes to the almighty God for his support, guidance, protection and providence as I worked and toiled to make this piece of work a success .May His name be praised.

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### **ABSTRACT.**

The research is based on the teaching and performance of English Language in Kenya certificate of secondary education (K.C.S.E)

A case study in Kikuyu Division, Kiambu District central province, Kenya.

The research objective was to determine the relationship between teaching of pupils and their performance in English Language. The researcher investigated on the relationship between the use of English Language, native Language and other Languages. He also dealt on the relationship between the teacher experience and performance in English Language. Investigation was also based on the effects of integrated of English Language and Literature. Avenues are also explored to solve the problems in teaching and performance in English Language with an aim of improving it.

The Researcher used a survey design. Questionnaires were used as research tool. The findings of the study indicated that some students have very poor foundation of English right from primary schools where Language policy is non-existent. Sheng (a mixture of English and Kiswahili), lack of efforts to improve on English Language and lack of reading English Language enhancing materials have affected the teaching and performance of English negatively.

Use of various reading methods like role playing, dramatization, debating etc ~~is~~ is not fully utilized. The teacher of English relationship with pupils is not 100% cordial leading to poor interact between teachers and pupils. Teachers of English were not updating themselves fully on the current trends of teaching English.

The researcher recommended on enhancing the Language policy right from primary level to build a strong English background. Use of sheng should be

## **CHAPTER ONE:**

### **BACKGROUND OF THE STUDY**

#### **1.1 INTRODUCTION**

Dating back from 1970, the performance in English language adopted an upward trend until mid 80's in Kenya's secondary schools and in particular in kikuyu division, Kiambu district, central Kenya. This was largely attributed to the fact that the teachers of English language emphasized on child centered method where they fully involved the learners in teaching the four basic skills of English namely; listening, speaking, reading and writing. The teaching and learning materials were in full supply as the government offered basic education for free. The pupils therefore acquired a good foundation of English language from primary school level.

As the enrollment for formal education roles, the government came up with the policy of cost sharing and the parent were made to supplement the cost of their children's education. Parents with low income were unable to pay school fees and therefore their children shared the few available learning materials with those who could afford. The teacher pupils ratio rose from 1:30 to 1:40-50. Essential subject like mathematics

And English that require enough learning resources and teacher pupil contact were greatly affected. The integration of literature with English language also made the English language more demanding financially due to literature set books and more time allocation of the time table. All this affected the teaching and performance of English language negatively. The pupils performed relatively well in all the other examinable subjects except English whose performance has remained dismal. This scenario has been reflected in kikuyu division in Kiambu district, central Kenya.

## **1.2 STATEMENT OF THE PROBLEM**

In Kenya rural school, teachers use the native language at lower primary level (standard 1, 2 and 3) at upper primary (standard 4 to 8), learners are taught in English language. Though this policy is commendable, it is disadvantageous to the learners because the change is too sudden, it does not gradually introduce the learner to this new English language. This exposes the learners to various problems like the inability to understand what the teacher is teaching and assuming words to mean what he thinks which ends up not being the meaning. This retards the people speed of learning and brings down his performance. The learner also makes several errors in pronouncing words as he reads as he tries to pronounce them giving them the mother tongue words.

English language has commanded a lot of importance both as a natural language and medium of instruction at all level of education. This led to its incorporation in the education system in 1964. Emphasis and strengthening of English language by making it a core and examinable subject in Kenya certificate of secondary education is now a reality.

Due to the importance attached to the English language in Kenya, it is important to carry out a research in a section of the country (kikuyu division) to find out about its teaching and its performance and how each affects the other hence make certain recommendation which if implemented would lead to a remarkable improvement in the subject

### **1.3 SIGNIFFICANCE OF THE STUDY**

This study will benefit the following:

The Ministry of Education which has been complaining about poor performance of English language will find some of its findings useful in their quest of improving the performance of education. It will be able to seal some of the loopholes that have be affecting the subject's dismal performance.

The curriculum developers of English language will find the study beneficial. This is because, the research has included the literature part of English subject. The curriculum developers will therefore get immediate information on which to design new methods to improve performance in English language.

The English language teachers will find the study beneficial in that it may provoke them to re-examine and re-consider their approaches to teaching English. This will make them became more sensitive to the problems facing them and their learners.

Headteachers will be prompted to put pressure on the Ministry of Education to consider training and posting more teachers in order to reduce the workload of teachers of English language who may have been overworked.

Other researcher will be stimulated to undertake similar studies in others areas since this may not fully be representative of the actual picture in the whole country, that is, it forms the foundation of further researcher.

The researcher will advance suggestions and recommendations which will help educational planners in their quest for appropriate changes in the curriculum and the educational system for the benefit of those it is intended to serve.

Students of English language will find the findings helpful. The study will provide them with necessary information as they prepare to undertake challenging courses in universities and diploma colleges such as medicine, pharmacy and engineering. This way, Kenya would no longer rely on foreign expatriates who draw a lot of our foreign exchange

### **1.3 Objectives**

#### **1.3.1 General objective**

This study will determine the significant relationship between teaching of pupils and their performance in English language in Kenya Certificate of Secondary Education.

#### **1.3.2 Specific Objective**

- To determine the significant relationship between poor performance in English language, native language and other languages.
- To investigate the relationship between teacher experience and performance in English language.
- To identify the effects of integration of English language and literature on the performance of English.
- To explore avenues available to solve the problems in performance in English language with an aim of improving it.

### **1.4 Statement of the Null Hypothesis**

There is no significant effect of teaching on the academic performance of pupils in English language in Kenya Certificate of Secondary Education.

## **CHAPTER TWO: LITERATURE REVIEW**

According to Hayman (1970) in teaching a curriculum content, a particular way of teaching has to be chosen and that way has a significant effect on the entire teaching and learning situation. Many educators emphasize on the child-centered approach to education. Dewey (1916) inspired this child-centered approach and the modern view of the teacher as a helper challenging the learner to discover things for himself.

In the history of education, a great research has focused on the practice of teaching as opposed to learning on the methods used and on the problem that hinder teacher effectiveness. Researchers such as Dewey, Pestalozzi, Montessori and others argued, "the effectiveness of teaching learning are determined by the type of teaching methods applied" (Godered 1974)

One of the basic requirements in making education relevant to the day today problems of learners is to enable the student to observe the phenomenon of the environment, gather data about them, interpret the data and then use them to solve problems. The report suggest that teaching methods should be used to develop ability to gather information by observing experiment as well as the ability to draw valid scientific interferences from the observed data. It should be noted that at this point that despite the recommendations from different commissions and even from different educators, teachers have not changed much even after undergoing relevant training. These findings prompted the researcher to try and find out how the new English language syllabus is taught in Kenya Secondary Schools and whether learner centered methods advocated by ominde, Gachathi and Mackay are finally being used in our schools. (Gachathi Report, 1970).

According to Bright and Macgregor, 1975 the teaching of English in Africa has been affected by certain attitudes. They claim that the environment, the teacher and the awareness of progress and achievement, attractive textbooks are likely to have dominating influence and create either a favourable or negative attitude towards the language. Other factors are the relative status of the first language and individuals need for English can also shape his attitude. It is for such reasons that Bright and Macgregor 1975 advised that English language teachers should make language teaching more enjoyable and far less dull and exhausting in order for the learners to acquire the English language skill for themselves enabling them to go on learning after they have left school.

For the teaching and learning of language to be enjoyable and successful in schools, it was essential that teachers and students understand why English language is so important in African Education and to understand at least some problems which have contributed to the present language situation in society (Macgregor, 1971).

The development to a large extent once given gives sufficient opportunity to become productively involved in practical language using situations (Mbithi, 1984). Many schools in Kenya and elsewhere have failed to provide such opportunities because the burden of improving the student's English language competence usually rests entirely on the shoulders of the English language teacher where as meaningful contexts which can motivate learners to use language in synthesizing and sharing ideas about common experiences occur naturally and more often across the curriculum in various subjects. Most teachers in Kenya have not fully observed the notion as well described by Doughty (1974) when he said "subject teachers see language as being

outside their field because language is English and English is a subject with its own responsibilities, one is likely to feel that he is trespassing upon learning that he has no right to enter because it belongs to those of his colleagues who are not qualified to teach it, the English specialist.

Language teaching should be the concern of all teachers. The ministry of Education had earlier on noted. "The teaching of English language must always whenever it is carried on, be part of the wider professional task which takes all teachers, that of young people about, themselves about their global environment" (Ministry of Education, 1980). The task of preparing a student at secondary level to use the medium of instruction with facility on their study of different subject is not however one that concerns the teachers of language alone. All teachers in secondary school must be made aware of the implications of the truism that in any teaching situation all teachers are teachers of English language (Gorman, 1970).

Until English language integration viewed the teaching of English as based on four skills namely listening, speaking, reading and writing, listening skill was to involve careful listening. The bonus is on the teacher to ensure that he speaks clearly, fluently and grammatically correct English at all times. It has to likewise set a good example to his class by listening to students' speeches very carefully in order to respond appropriately to their language demands. Speaking and listening was practiced through debate, drama and class discussion (Omollo, 1990).

The ultimate aim of the English language teacher must be to teach flexibility "of response to the written word" wide reading contributed to the fluency in language and to the understanding of the concepts in all fields of secondary education, whether technical, artistic or scientific. The Ministry recommended



the reading of literature throughout secondary education as it is seen to be a source of cultural knowledge where learners noted the values and norms of other people. (Blackburn, 1980)

The teaching of literature officially begin in form III with set books. However there was often reading of literature in form of class readers in form I and II in most Kenyan schools. The definition and role of oral literature translated in English language has been a major controversy. In the curriculum not only in Kenya but also in other East African countries.

Another debate was whether literature in a second language should be taught as a subject in the four years of secondary education in Kenya or merge it with English language into one subject – English in 1986. Until then literature was taught and examined primarily as a content of social science in much the same way as geography and history. One argument that has always been put forward regarding the study of literature cannot be sensibly divorced or dissociated from the study of language. This is the stand Kenya look during the implementation of 8-4-4 system.

According to Daily Nation (Tuesday 26, 2002) under the title 'causes of cheating decline in Kenya Certificate of Secondary Education, it was reported that the Ministry of Education laments poor grades in English language and Mathematics. The results analysis reflected a declining performance in key subjects like English language, Kiswahili and Sciences against an improvement in Social Sciences especially History and Government.

The above report has been the same over the years. Every year results are out, it is the trend of the Ministry to analyze the results and generally comment through the print and electronic media. In the recent History of

exam performance, the term 'improvement in English language performance' has been lacking.

## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

#### **3.1 DESIGN**

The researcher used a survey design. The researcher made questionnaires and used them as a research tool. Three types of questionnaires were prepared for the head teacher, English language teacher and for pupils.

The research design demonstrated how information would be elicited from the intended respondents. It was geared towards the collection of primary and secondary schools' data.

#### **3.2 ENVIRONMENT**

The research was based in Kikuyu Division, Kiambu District of Central Province of Kenya. The Researcher opted for this area because of availability of resources where there are two National Schools, five Provincial Schools and more than ten District Schools. The schools are all within the same range and so easily and cheaply accessible. The researcher also had very limited time to carry out the research.

#### **3.3 RESPONDENTS**

This study involved head teacher, teachers and students from a National School, a provincial school and a district school named Alliance Girls High School, Kirangari High School and Nyathuna Secondary School respectively. Convenient sampling was used to select the schools.

The three head teachers were purposively sampled. They were selected because being school heads has the highest authority and play a major role as policy makers. The English teachers teaching form III and IV were randomly sampled to represent the official agents of the teaching learning



process. Lastly students who actively participate in filling the questionnaire were selected using random sampling. The researcher need ten pupils from each school and so from the admission record of the form four students, the researcher divided the number of students by ten(10), for example if in Kirangari High school there are 80 students in form four and form three, researcher divided  $80/10=8$ , then randomly selected the first one from number 1-8 and then picked every eighth student until he got ten and then used the same process for the other two schools Alliance and Nyathuna.

### **3.4 INSTRUMENTS.**

The Researcher used questionnaires as a tool for collecting data from the sample population. The questionnaires consisted of both open and close ended questions. Three types of questionnaires were used

- (1) Questionnaire for school heads (9 items)
- (2) Questionnaire for teachers (12items)
- (3) Questionnaire for pupils (12 items)

### **3.5 DATA COLLECTION PROCEDURES.**

The Researcher sent three transmittal letters to the three secondary schools asking for permission to conduct the Research in those stations.

The Data collection was planned to take three days. The Researcher used questionnaires in the collection of the primary data. The questionnaire was administered and collected by the researcher personally. Secondary data was collected from textbooks, commission reports, academic papers and other research works carried out. The research was also based on materials and information that was available in Kenyatta University and Nairobi University.

### 3.6 STATISTICAL TREATMENT OF DATA

Statistical procedure was used to analyze the data. All the answered questionnaire items collected were arranged and used in the analysis. The data was analyzed using both quantitative and qualitative methods. Tables of frequency distribution were used to show different patterns of data categories. The frequencies were translated into percentage using the following formulae below.

$$\frac{X \times 100}{N} = \%$$

Where X = Number of respondents

N = total number of questionnaires

## **DEFINITION OF TERMS**

For the purpose of the study the following terms are used operationally.  
Dismal performance to poor performance which is below grade c.

Kenya Certificate of Primary Education will mean- the final exam

Kenya Certificate of Primary Education – final exam done after 8 years of study at primary school level of which passing promotes a pupil to a secondary school.

Kenya Certificate of Secondary Education will mean- the exam done after the four years of the secondary school Kenya Certificate of Secondary Education – Exam done after the four years of secondary school of which passing with B+ and above allows you to join Kenya's Public Universities.

Performance Both -individual and average mark scored by a group of students in an examination.

Poor performance – Average score by a group of learners in an examination that falls below the average mark. That is below grade c aggregate.

## CHAPTER FOUR

### 4.0 ANALYSIS, PRESENTATION AND DISCUSSION OF THE FINDINGS

#### INTRODUCTION:

This section contains an analysis and interpretation of data collected from three secondary schools in Kukuyu Division, Kiambu District of ( Central Province of Kenya ). The study was aimed at determining the relationship between the teaching methods in place and the performance in English languages Subject in Kenya Certificate of Secondary Education Exam.

The data collected was primarily on.-

**4.1.** The performance and teaching methods in English Language

**4.2** The effects of integration of Literature and English language on the general performance.

**4.3.** Suggested solutions to the problems affecting the performance of English Language.

TABLE 1

**4.1.0 PERFORMANCE AND TEACHING METHODS IN ENGLISH LANGUAGE**

Students Response	Frequency=30		Percentage=100	
	refuted	Admitted	Refuted	Admitted
Use of mother tongue and sheng.	9	21/30	30	70
Lack of Equipped libraries.	24	6/30	80	20
Lack of qualified teachers	24	6/30	80	20

Academic indiscipline E.g refusal to do homework and being inattentive in class	25	5/30	83	17
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The above table reflect that majority of students felt that the use of mother tongue and sheng (mixture of English and kiswahili Language) in school instead of English Language largely affects the performance of English Language negatively .70% of the students seem to agree with this although the performance is affected by other factors like lack of fully equipped libraries especially in the English section.20% of the students felt that this negatively affects the performance of English .Lack of qualified teachers (trained teachers) and academic indiscipline were also cited though not of great effect as the use of mother tongue and sheng.

#### **4.1.1 PUPILS ASSESSMENTS THROUGH TESTS AND ASSIGNMENTS.**

The researcher asked pupils to state how often their teacher gave them assignments and tests.

Their response was varied with majority stating that teachers gave them work on weekly basis i.e 57% .20% said that they were assessed daily ,10% monthly .

TABLE 2

Pupils evaluation	Frequency=30	Percentage=100
Daily	6/3	20
Weekly	17/30	57
Monthly	3/30	10
Termly	4/30	13



The results above showed that pupils were assessed more on weekly basis as compared to other times. English language being a subject that is taught daily need to be assessed on daily basis. The above analysis shows that there's lack of commitment by teacher to their students.

TABLE 3

**4.1.2 ACCESSIBILITY OF ENGLISH LANGUAGE ENHANCING MATERIALS AND FACILITIES.**

	Many times Frequency N=30		Fees times		Not at all	
English language Enhancing Materials	Frequency N=30	Per=100	Frequency N=30	Per=100	Frequency N=30	Per=100
Reading Newspapers	10	33	17	57	3	10
Visit the library	5	17	5	17	20	66
Read story books	22	73	5	17	3	10

The researcher asked the respondents to state how frequently they accessed such facilities as story books and newspapers.

The information showed that 33% of the students read newspapers many times a week while 75% read them few times a week. Although a good number read story books 73% ,only 17% managed to visit libraries many times a week. The information above reflect that dismal use of library material affects the performance and Teaching of English Language.

**TABLE 4.1.3      LANGUAGE USED WITHIN THE SCHOOL COMPOUND**

Language	Frequency	Percentage
	N=30	
English	10	33
Kiswahili	6	20
All (kiswahili, English and mother tongue)	3	11
Mother tongue	9	33

The respondents were asked to identify the commonly used language within the school compound. Their response indicated that 33% of the studies used English language in the school compound that is the majority. Other languages used are kiswahili 20% ,mother tongue 33% and a combination of mother tongue and kiswahil 14% .it was discovered that a big percentage that is 67% did not use the official language which is English within the compound. This largely affected the performance and teaching of English Language.

**TABLE 5**

**4.1.4 ENGLISH TEACHERS RESPONSE TO THE TEACHING AND PERFORMANCE OF ENGLISH LANGUAGE.**

Teachers response	Frequency N=3		Percentage=100	
	refuted	Admitted	refuted	Admitted
Poor background of English from Primary school.	2/3	1/3	67	33
Lack of equipped library and lack of teaching materials .	1/3	2/3	33	67
Minimal essay and composition writing	1/3	2/3	33	67
Wide syllabus of English language due to the integration	2/3	1/3	67	33

From the above table, majority of teacher, sixty seven percent (67%) felt that the teaching and performance of English language has been negatively affected by reluctance of students to communicate in English language .The teachers were non-committal in which other languages students

From the above Table the head teachers shared the sentiments that English performance is negatively affected by the fact that pupils are not given enough written and oral exercises (67% ) thus echoing what the English teacher and pupils had cited as negatively affecting

Performance and teaching of English language.

The students Attitude towards the subject also affected its performance and teaching. Pupils view English language as an easy subject that needs no regular practice (34%); there was also a poor foundation of English language from primary school level (34%).

**TABLE 7**

**4.2.0 EFFECTS OF INTEGRATION OF ENGLISH AND LITERATURE TO THE TEACHING AND PERFORMANCE OF ENGLISH LANGUAGE**

Performance	Frequency1 N=30	Percentage=100
Perform better	10	33
Perform poorer	20	67

Most of the pupils claimed that the integration of English language and Literature in English contributed to their dismal performance 66% .while only 33% of the pupils claimed that it has helped them perform better.

TABLE 8

**4.2.1 TEACHERS' RESPONSE AS TO HOW INTERGRATION OF ENGLISH LANGUAGE AND LITERATURE HAS AFFECTED THE TEACHING AND PERFORMANCE OF ENGLISH LANGUAGE.**

Integrate of English and Literature	Frequency =3	Percentage=100
Boring	_____	_____
Interesting	2	67
Fairly enough	1	33

From the table above, 67% of teachers found the integration of English language and Literature in English as interesting to the pupils for pupils find grammar rather boring and reading Literature set books rather interesting. However this is not reflected in their performance as indicated in table 7 . 345% of teachers found the Integration quite okey as this catered well for both pupils – those that are good in Literature and those that are good in grammar and vice versa.

The Kenya ministry of education recommended as a role of Literature and Language teachers that, 'teachers should indicate enduring human value as a necessary part of the problem that face man today.' This can only be by sharing with the students the truth that is found in great imaginative Literature following sound educational practices.

TABLE 9

**4.3.0 SOLUTIONS THAT CAN BE PUT IN PLACE TO IMPROVE THE PERFORMANCE AND TEACHING OF ENGLISH IN KIKUYU DIVISION, KIAMBU DISTRICT ,CENTRAL PROVINCE OF KENYA.**

Pupils opinions	Frequency N=30		Percentage=100	
	Not in support	In support	Not in support	In support
Putting more pressure on students to read story books , novels, magazines and literature , St books School Libraries should be equipped with necessary materials	14	16	47	53
Teachers should insist on the use of English language by pupils and failure to do so must be punished . Those that communicate in English be rewarded and English Language related clubs like debating and drama clubs should be well organized	6	24	20	80
Essay and composition writing should be more regular- (twice or thrice a week instead of once a fortnight). More effort should be geared towards changing the attitude towards the English language subject that its easy and need not be practiced.	25	5	83	17

On the above suggestion, the pupils suggested that teachers should join hands with prefects to make sure that the rules on language policy are adhered to meaning that the teacher and prefects role of encouraging the student is greatly valued.

**TABLE 10**

**4.3.1 ENGLISH TEACHERS RESPONSE ON WHAT CAN BE DONE TO IMPROVE THE PERFORMANCE AND TEACHING ON ENGLISH LANGUAGE**

English teachers Response	Frequency N=3		Percentage=100	
	Not support	In support	Not support	In support
Adding more lessons( have more than 8 lessons per week)	2	1	67	33
Separate English Language from Literature	1	2	33	67
Ensure the language policy within the school compound is enforced	1	2	33	67
Emphasize and strength English Language related clubs e.g drama and debating .	1	2	33	67
Introduce English Language from primary level more appropriately	2	1	67	33

From the table above, English Language teachers responded on what can be done to improve the teaching and performance of English Language. 67% of teachers affirmed that, if pupils speak English throughout the time they are in school, this can lead to better grasp of the language. Separating English Language and Literature was also seen as a remedy by 67% of the teachers. English language related clubs strengthening was also proposed by 67%. However a few teachers suggested on teaching English Language for a longer period than eight lessons per week 34% another 34% insisted on improving English Language right from primary level.

**TABLE 11**

**4. 3.2 HEAD TEACHERS OPINION ON WHAT CAN BE DONE TO IMPROVE THE TEACHING AND PERFORMANCE OF ENGLISH LANGUAGE**

Head teachers Response	Frequency N= 3	Percentage
Provide well equipped library and encourage reading of story books, and maximum use of library books.	3	100
Enforce speaking of English Language	2	67
Encourage students to do more exercises in both writing and reading English	1	33



From the above table, all the teachers 100% seem to agree that a well equipped library should be provided and also students should be encouraged to read story books and also make maximum use of the library. The head teacher seen to agree with what the teachers had said thus showing extra reading is very important. Wide reading contribute to the fluency in language and to the understanding of the concepts in all field of secondary education, whether technical, artistic or scientific , secondly the head teacher suggested that speaking of English Language should be enforced 64% . Students and teachers had also supported this point.

## **CHAPTER 5**

### **5.0 SUMMARY CONCLUSION AND RECOMMENDATION.**

#### **5.1 INTRODUCTION**

The chapter deals with the summary, conclusion and recommendation of the study.

#### **5.2 SUMMARY OF THE STUDY**

The purpose of the study was to investigate relationship between the teaching methods and the performance in English Language at secondary school levels (K.C.S.E) teachers

The sample consisted of three secondary schools with three head teachers and thirty students as respondents. The sample was arrived at through random sampling . Questionnaires with both open ended and close questions were used . Results analysis tables of frequencies and percentage were presented.

Literature review shows that English language has a very important role in Kenya and that the teacher of English must remind himself of the place he occupies in the life of his student and must at all times endeavor to do his teaching . Mbithi( 1984)noted that the factors that have caused a drop in standard of English include attitude towards the language , also limited resources due to rapid expansion of . Kenya's education system thus making it hard to cope with the rising population - Bright and McGregor

(1975) noted the influence of the 1<sup>st</sup> Language and individual needs for English can also shape ones attitudes.

According to the research findings the use of mother tongue and sheng was cited as a major contributing factor to poor performance as 67% of the

students said. Also the table shows that only 33% of the students used English in schools 22% Kiswahili and 11% used all Languages (Kiswahili, English and mother tongue). 33% use mother tongue alone. Also 70% of pupils used mother tongue at home.

Teachers also supported the above saying that students do not communicate in English (67%) as tabulated in table 5. 34% of the Head teachers felt that students took English as a very easy subject that needs not be practiced. Another serious issue was the lack of well equipped Libraries. 67% of the Head teachers admitted this as tabulated in table 6. While 209 of students emphasized on lack of Libraries as affecting the reading and performance of English Language. In table 3 where students commented on their accessibility of English Language entrance materials and facilities 17% then said that they visited the Libraries a few times a week while 66% admitted not to use Library materials at all. On whether the integration of Literature with English Language affected the performance and teaching of English Language negatively, 66% of the pupils claimed that it helped them perform better.

The pupils asserted that the teachers of English should result on the use of English Language by students, 80% of the students supported this . This is clearly shown on table 8, 67% of the teachers also clearly reflected in table 10. To add on the above, the researcher found that pupils should be pressurized to read more story books and novels. 53% the students supported this as tabulated in table 9, while 67% of the student supported this as shown in table 9. As earlier mentioned, both teachers and pupils supported maximum use of libraries which should first of all be well equipped.

### **5.3 Conclusion.**

From the summary above, the researcher arrived at the conclusion that the use of mother tongue and sheng (in general not communicating in English Language all the time) has really affected the teaching and performance of English Language negatively.

Secondly, Lack of equipped Libraries and the tendency of pupils' not reading novels and story books has also affected the teaching of English Language and performance negatively. The pupils poor foundation of English Language from primary school level and lack of adequate exercises in both written and spoken English have had negative effects on teaching and performance of English language in this locality. On the solution that can be put in place to improve the performance and teaching of English Language, use of English language by pupils when communicating was suggested. Setting up and equipping Libraries was also emphasized. However the researcher based his research on a very small area of Kenya and this finding cannot be used to generalize on the teaching and the performance of English Language countrywide.

### **5.4 Recommendation.**

The researcher recommended that pupils should be assessed on daily basis as English subject is taught daily. If this is done, the learners would learn their mistakes and areas of weakness and thus improve. The researcher found out that most teachers assessed their pupils weakly (57%), 11% assessed them monthly and students also indicated that some teachers don't even mark the pupils work, they only append their signatures 3%.

secondly, there's need to have fully equipped libraries in the schools and teachers of English language should make sure that the reading lesson in the

time table is conducted in the library . The researcher found out that 17% of the pupils visit the library few times while 66% never visit the library at all. The use of English Language should be emphases by all teachers in school irrespective of the subject they teach; this exempts the Kiswahili teacher only. It is in important that teachers use as many methods of teaching as possible. Such as lecture method, group discussion, roles playing and dramatization. If possible, use all of them in order to avoid the Teacher dominate the lesson.

The ministry of Education should make sure that the pupils' teacher ratio is well balanced so that the English teacher is able to mark the pupils work daily. The researcher found out that enrollment for class is 35- 46 pupils is on the higher side for an English teacher who may be have four English classes. The Head teacher should make sure that teachers plan their work as required by the ministry and make lesson plans before teaching the lesson. The relationship between teachers and pupils should be cordial so that pupils can freely express themselves, ask and answer questions as required. The researcher found the relationship to be fair 67% and only 33% of the head teacher termed it as cordial.

The ministry of Education should make sure that teachers attend in- service courses regularly in order to update themselves with the ever changing trends of the subject. The researcher found out that 33% of the teachers attended in -service courses while 33% did not. The new learning and teaching method are taught in these in service courses.



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## APPENDICES

### APPENDIX A

#### TRANSMITTAL LETTER 1

LUCY W. NDIRANGU  
KAMPALA INTERNATIONAL UNIVERSITY  
P.O. BOX 20000 UGANDA

DATE: .....

TO THE PRINCIPAL

.....

P.O. BOX .....

KIAMBU

Dear Sir,

#### **RE: REQUEST TO CONDUCT RESEARCH**

I am an in-service student at Kampala International University. I am carrying out a Research on teaching methods and academic performance of pupils in English language at Kenya Certificate of Secondary Education in Kikuyu division to be submitted to Institute of Continuing and Distance Studies, faculty of education as a partial fulfillment for the award of degree in Arts Education.

I am therefore writing to request you to assist me conduct the research. I will greatly be helped in my quest of collecting the relevant information. I look forward to your co-operation and I promise to keep all the information confidential.

Yours faithfully

LUCY W. NDIRANGU

## APPENDIX B

### QUESTIONNAIRE 1

#### HEADTEACHER'S QUESTIONNAIRE

1. Background information school  
Sex      male (      )      Female (      )
2. i) How many teachers of English language do you have in your school?  
(1-2) (2-3) (3-4) (4-5) (5-6) (6-7) (7-8)  
ii) Is the number of teachers of English language in your school adequate?  
Yes (      )      No (      )  
iii) If no, how do you supplement the teaching force in your school?
3. State whether you have the following facilities by ticking where applicable  
a) Library yes (      )  
b) Is the library equipped with relevant English language course books?  
Yes (      )      No (      )  
c) If no, how do you cope with the shortages?
4. i) What is the average number of pupils per class in your school?  
(20-30) (30-40) (40-50) (50-60)  
ii) What is the size of your classroom?  
Spacious enough (      )      Small (      )      Medium (      )
- 5  
i) Do your teachers of English language submit their preparations (schemes of work, record of work, lesson notes/plans) on time?  
Yes (      )      No (      )



ii) How can you describe the relationship between your teacher of English language and students?

Cordial (       )      Bad (    )      Fair (    )

6. i) Have your, English teachers attended an in-service course in English during the past four years

Yes (       )                      No (       )

ii) If yes, do you think the courses have any impact on the teacher delivery of the contents.

iii) Do your teachers complete the syllabus for their respective classes every year?

Yes (    )                      No (       )

iv) If No, Why?

7. i) which languages are recommended for use within the school compound?

ii) Do you think the language policy is strictly adhered to by both teachers and students?

Yes (       )                      No (       )

iii) If not, why do you think that is the case?

iv) Basing your response on (iii) above do you think this affects the performance of English language in National exams.

8. What do you think are the causes of poor performance in English language.

9. According to you, what measures could be taken to improve the performance of English in National Examinations? Explain

## QUESTIONNAIRE 2

### QUESTIONNAIRE FOR TEACHERS OF ENGLISH

#### 1. Background Information

School

Numbers

Sex      Male (      )      Female (      )

Date

2. i) Is English the official language (s) of communication among your students within the school compound?

Yes (      )      No (      )

ii) If No, which other languages are commonly used within the school environment?

iii) Basing your response in the three above, how do you think this has affected the performance of English in National Exams.

3. i) For how long have you taught English Language in your teaching career?

Less than two years      (      )

Between two to five years      (      )

Between five to ten years      (      )

Over ten years      (      )

iii) How many lessons do you teach per week?

4. What teaching approach do you employ in teaching English Language.

Lecture method      (      )

Group discussion      (      )

Question/answer ( )

Dramatizing and role playing ( )

Demonstrations ( )

Others-specify ( )

ii) How often do you administer tests and assignments?

Daily ( )

Weekly ( )

Monthly ( )

Termly ( )

iii) How has your response in 3 (ii) above affect the performance of English Language in National exams?

5. i) Do you have enough of the recommended course books for use in class?

Yes ( ) No ( )

ii) If No, which other texts do you use, please specify.

iii) Basing your response in (ii) above, how has this affected the performance of pupils in English language in National Examinations?

6. i) What is the number of students in your class?

(20-30) (30-40) (40-50) (50-60)

ii) Does the above number affect the delivery of content in any way?

Yes ( ) No ( )

iii) If yes, how?

7. i) How the integration of English and literature affected your teaching in English?

8. What could be the contribution of other subjects towards improvement of English language performance in National Examinations?

9. How do you find the teaching of English language as a teacher?

Boring (      )

Intensely (      )

Fairly enjoyable (      )

10. How has the integration of English and literature affected the performance of English language?

11. According to you, what can be done to improve the performance of English in National Examination.

### QUESTIONNAIRE 3

#### STUDENTS' QUESTIONNAIRE

1. Background information

i) School

ii) Number

iii) Sex Male( ) Female ( )

2. What are the levels of your parent's education?

	Rather	mother
Primary	( )	( )
Secondary	( )	( )
College	( )	( )
University	( )	( )
None of the above	( )	( )

3. Did you attend nursery school?

Yes ( ) No ( )

4. i) When your English language teacher is teaching, do you understand the lesson

Yes ( ) No ( )

ii) State the reason for the option you have taken in (i)

5. How often does your English language teacher mark your work?

Daily ( )

Weekly ( )

Monthly ( )

Termly ( )

6. Does your English teacher attend classes always & promptly?

Yes ( ) No ( )

7. Does your teacher of English language give you homework assignments? If so, how often?

8. i) Which of the following is commonly used within your school environment?

- Kiswahili ( )

- English ( )

-Mother Tongue ( )

ii) Which of the following languages do you use for communication your parents at home?

English ( )

Kiswahili ( )

Mother tongue ( )

9. How often do you attend to the following activities per week?

	Many times	Few times	Not at all
Read newspapers ( )	( )	( )	( )
Visit the library ( )	( )	( )	( )
Read story books ( )	( )	( )	( )

10. How has the integration of English and literature affected your Performance in English?

11. According to you, what do you think are the contributing factors to the poor performance of English in Kenya Certificate of Secondary Education?

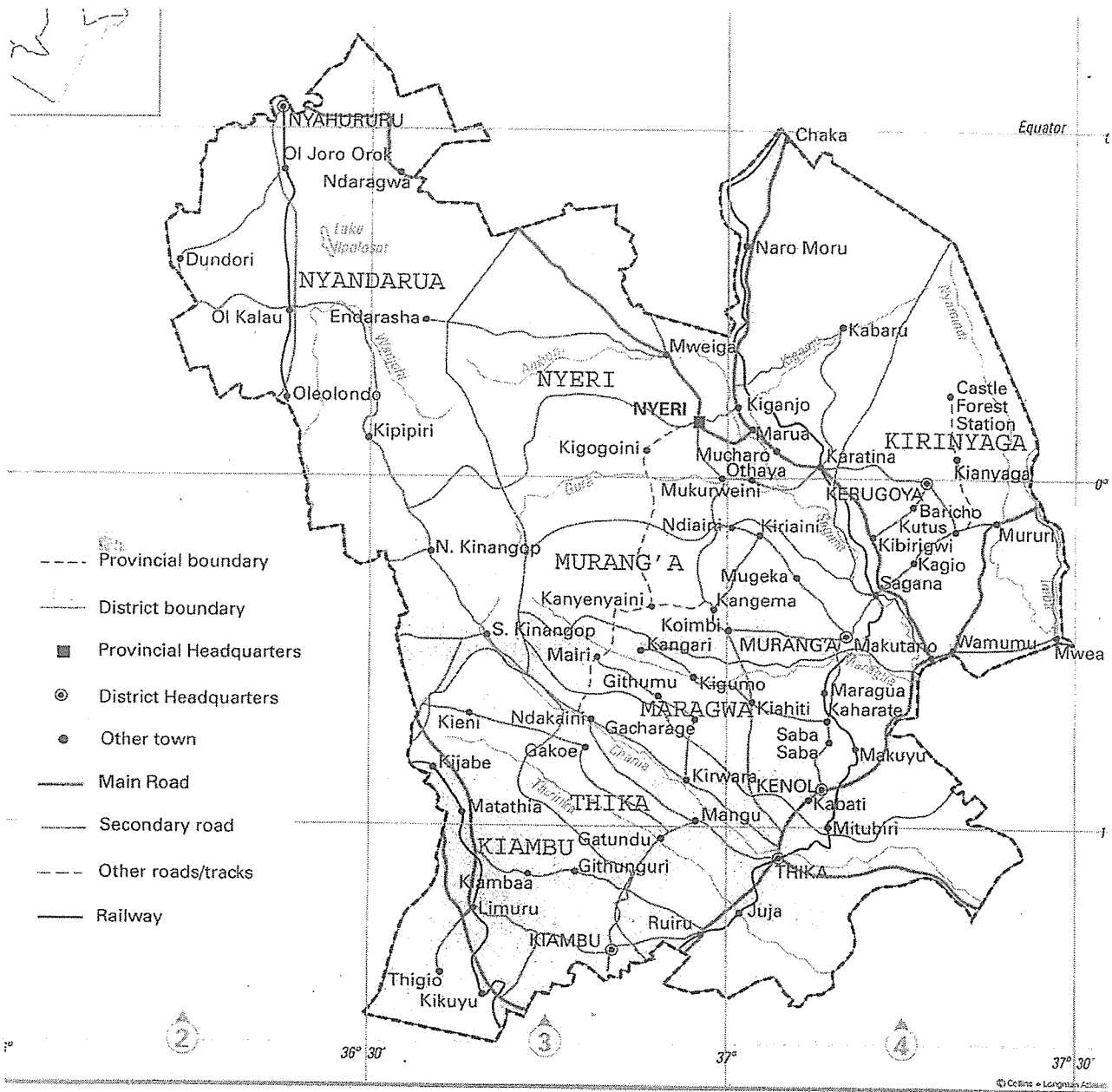
12. What do you think can be done to improve the performance of English language in your school.

## APPENDIX C

### MAP OF THE RESEARCH ENVIRONMENT

#### RESEARCH ENVIRONMENT

#### MAP: CENTRAL PROVINCE, KENYA.



## CURRICULUM VITAE

### PERSONAL BACKGROUND

NAME: LUCY WANJIRU NDIRANGU  
REG. NO: BED/7029/51/DF  
AGE: 42  
GENDER: FEMALE  
CIVIL STATUS: MARRIED  
ADDRESS: 73021 LOWER KABETE  
DATE OF BIRTH: 1964



### EDUCATIONAL BACKGROUND

COLLEGE: KAGUMO TEACHERS' COLLEGE  
SECONDARY: TUMUTUMU GIRLS HIGH SCHOOL  
ELEMENTARY: GATHIGA PRIMARY SCHOOL

RESEARCH EXPERIENCE: FIRST ATTEMPT

COURSE: BACHELOR OF EDUCATION ARTS

TITLE OF THE STUDY: TEACHING AND ACADEMIC PERFORMANCE OF PUPILS IN ENGLISH AT KENYA CERTIFICATE OF SECONDARY EDUCATION IN KIKUYU DIVISION, CENTRAL PROVINCE, KENYA.