

**THE INFLUNCE OF ENGLISH TOWARDS STUDENTS PERFORMANCE IN
KISWAHILI LANGUAGE IN SELECTED RURAL SECONDARY SCHOOLS
KENYENYA DISTRICT
KENYA.**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE EDUCATION, OPEN
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DECLARATION

I ONDUSO KEMUNTO EUNICE, a student of Kampala International University, REG NO; BAE/43521/101/DF do hereby declare that this work is my original work presented and has never been submitted to any university or any other institution of higher learning for any award.

The literature and citations from other people's work have been duly referenced and acknowledged in the text and in the bibliography.

Sign.....

DATE.....28-11-2012.....

APPROVAL

I hereby certify that this work was done under my supervision and i have approved it for submission to the university.

SUPERVISOR'S NAME : FR. KAREMIRE DEUS

SIGNATURE:

A handwritten signature in blue ink, appearing to read 'Karemore', is written over a horizontal dotted line. The signature is enclosed within a large, loopy oval shape.

DATE:

29/11/2012

DEDICATION

I dedicate this work to my beloved parents, my father John Onduso Ondari and my mother Milkah nyanchama onduso, my sisters Beatrice nyachoka, Jacqueline bosire, patricia bosibori and brothers Robert Onyonka, James Ntabo, Dennis Otara and samuel Omuga, without forgetting my in-law Moses Nyandusi Bosire.

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DEFINITION OF TERMS

Slang language- speech and writing characterized by the use of vulgar and socially taboo vocabulary and idiomatic expressions.

Performance - this refers to the product or the outcome of learning process measured with the use of instruments such as creativity, testing or examining, explore and determine the intelligent design of people.

“Sheng” language- it’s a form of slang language that developed among Kenyan youth as a result of corruption of English with Kiswahili languages.

Mother tongue- this is the language you first learn to speak when you are a child.

Vernacular- this is a language spoken in a particular group especially one that is not official or written language.

Kiswahili- this is a language which grew out of intermarriages between the Kenyan coastal tribes and the Arabs who dominated the Kenyan coast coming through the Indian Ocean to coastal region of East Africa. It grew widely and came to be adopted as a medium of instruction in other subjects.

English - the linguistic of speaking and writing from the Britain as a means of communication

ACRONYMS

K.C.S.E-	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
S.P.S	Statistical Package for Social Scientists
L.1	First language
L.2	Second language

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ABSTRACT

The study analyzed the influence of English Towards student's performance in Kiswahili language in selected rural secondary schools in Kenyena district, Kenya.

It was guided by objectives that included assessing the effects of learning English and performance of students in Kiswahili language; to find out the problems faced by students in learning Kiswahili language and how these problems affect their academic performance.

The research study was base on the following theories; the reinforcement theory which states that children learn to produce grammatical sentences because they are positively reinforced. And the social learning theory which notion states that an individual's behaviour is influenced by the environment and characteristics of the person.

Having employed both qualitative and quantitative methods of data collection where 150 respondents participated the researcher found out that the influence of English language interferes with the student's capability to put much consideration in Kiswahili language thus making a student to perform poorly in Kiswahili language. This was due to Lack of commitment and competent teachers which was also cited as the cause of the poor performance. Defective system of examination that was found to lead to poor performance. 80.6% of all the responses agreed that the current examination system is not a good one it only contributes the failure of learners. And a major cause found was negative attitude to students for example in boy's school where boys dodge lessons thus leading to poor performance

The study recommends that the parents and teachers should intervene to ensure that the found problems are diminished. Students should be encouraged to work hard and to have positive attitude towards Kiswahili language by providing scholarships to best students in Kiswahili. This will encourage competition among students. Parents should be ready to contribute where need arises to support the learning of their children. Also, the community should be mobilized to initiate and develop various systems to support the family such as infrastructures, emotional and psychological support of facilities in need to improve Kiswahili language.

CHAPTER ONE

1.0 Introduction

It has been noted with a lot of concern that English has influenced academic performance of students in Kiswahili language. There is need for Kiswahili to be taught as a compulsory subject; as a result it became a compulsory subject and language of instruction in all Kenyan rural secondary schools.

1.1 Background of the Study

1.1.2 Historical Perspectives

Kiswahili language is very important in Kenya because it is one of the national and official languages in Kenya followed by English. It forms a basic foundation for child's future learning as a language is the basic tools of instruction in all other subjects. The history of Kiswahili language in Kenyan rural secondary schools dates back to independence days when the country was still under British colonization. This led to the introduction of Kiswahili language in Kenyan communities. The language therefore became a politically super imposed one in Kenyan rural secondary schools. It was therefore taught as a compulsory subject after independence, the various education commissions appointed by the government of Kenya recommended that it should be retained because it was considered to be an international language linking people and a window to a rapid progress in the world for example scientific and technological development. As a result, it became a compulsory subject and language of instruction in all Kenyan rural secondary schools. Teaching the aspiration of Kiswahili language as a compulsory subject from primary level is of great practical utility. This is because apart from forming basis for the understanding of other subjects taught it, it helps one in the day to day interactions.

1.1.3 Theoretical Perspectives

This research is based on academic performance theory of Dewey (1952) which states that Kiswahili language should not be limited only to education but also to various fields in our communities such as hospitals, business and administrative sectors so the theory emphasized on the need to teach Kiswahili every day according to the timetable or curriculum which will give learners the capacity sequence and general knowledge that will favorably enable them to use the language with the native and speaker of knowledge.

1.1.4 The Conceptual Perspectives

Student's performance in this study is conceptualized in terms of subjects like English, history, C.R.E, Geography and biology.

Due to several factors like negative attitude of the learners, lack of proper trained Kiswahili language teachers and English influence in communication the performance hasn't been good as expected. A report from the Kenya national examination council entitled causes and performance (2006) stated that there is poor use of Kiswahili language where by students use English in communication.

1.1.5 The Contextual Perspectives

The measures taken to curb the problem of poor performance of students in Kiswahili therefore study was conducted among seven secondary schools in Kenyeny district, it was a focus on the problems that have been causing poor performance in both the art and science subjects examined using Kiswahili language and identification of the problems and what can be done to promote good performance of students In Kiswahili language so there was a need to understand the relationship between the influence of English language in Kenyan rural secondary schools and Kiswahili performance.

1.2 Problem Statement

There has been a nation outcry that English should not be the only language when setting the exams in secondary level of learning. This is because English language is not understood properly by the majority of students and this makes it difficult for students when answering questions during examinations so Kiswahili should also be used in secondary schools.

1.3 Purpose of the Study

This study is intended to investigate the influence of English towards student's performance in Kiswahili language in Kenyan rural secondary schools.

1.4 Objectives of the Study

- i. To assess the effects of learning English and performance of students in Kiswahili language.
- ii. To find out the problems faced by students in learning Kiswahili language and how these problems affect their academic performance.
- iii. To establish other factors affecting the academic performance of the students.

1.5 Research Questions

- i. How does the use of English language affect the Kiswahili performance of students?
- ii. What are the problems faced by students when learning Kiswahili and how does it affect their academic performance?
- iii. What other factors affect the academic performance of students?

1.6 Hypothesis

- i. There is no significant relationship between the influence of English language and Kiswahili performance of students in Kenyan rural secondary schools.
- ii. There is no significant relationship between student's performance in Kenyan rural secondary schools, and the language of instruction.
- iii. There is no significant relationship between academic performance of learners and other factors.

1.7 Scope of the Study

The study was conducted among seven secondary schools in Kenyeny Division, Kenyeny District. It focused on how English language affects the performance of students in Kiswahili language and also other factors affecting Kiswahili language. The study also included the identification of the problems and what can be done to promote good performance in the subjects.

1.8 Significance of the Study

The researcher intended to come up with ways of improving performance of students in Kiswahili language.

The study will be useful to:

The ministry of education and national curriculum development center to find better ways of improving on the curriculum and strategies that will ensure excellent academic standards in the country.

It will also be useful to the school administration to use the findings of the study to formulate better administration strategies to improve on the academic performance of the students.

Also to the minister of education to look in the quality of Kiswahili language taught in Kenyan rural secondary schools today.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

This chapter presents secondary data related to this study. It's reviewed from published and unpublished documents that include journals, books, magazines and newspapers among others.

2.1 Theoretical Framework

2.1.2 Reinforcement theory

Reinforcement theory states that children learn to produce grammatical sentences because they are positively reinforced. According to this theory, For learners to learn Kiswahili as their L2 motivation is needed in order to make the learners to learn Kiswahili as their L2 motivation is needed in order to make learners be interested to learn Kiswahili. If there is no motivation the learners will withdraw from learning Kiswahili because they already have other languages for communication. Lack of motivation of learners lead to poor performance .W.F Mackey, states that if the learner is not motivated by means of reinforcement from the teacher, such a student can easily develop a negative attitude towards the Kiswahili language. Teachers do not motivate the learners and this hinders the learner's effort to achieve proficiency in Kiswahili language. If the learners do not show interest in Kiswahili their academic performance will be poor.

2.1.3 Social learning theory

According to Social Learning theory, models are an important source for learning new behaviors and for achieving behavioral change in institutionalized settings. Social learning theory is derived from the work of Albert Bandura which proposed that observational learning can occur in relation to three models:

- Live model in which an actual person is demonstrating the desired behaviour
- Verbal instruction in which an individual describes the desired behaviour in detail, and instructs the participant in how to engage in the behavior

An important factor of Bandura's social learning theory is the emphasis on reciprocal determinism. This notion states that an individual's behaviour is influenced by the environment and characteristics of the person. In other words, a person's behaviour, environment, and personal qualities all reciprocally influence each other.

Bandura proposed that the modeling process involves several steps:

1. Attention in order for an individual to learn something, they must pay attention to the features of the modeled behaviour.
2. Retention humans need to be able to remember details of the behaviour in order to learn and later reproduce the behaviour.
3. Reproduction in reproducing a behavior, an individual must organize his or her responses in accordance with the model behavior. This ability can improve with practice.
4. Motivation where there must be an incentive or motivation driving the individual's reproduction of the behaviour. Even if all of the above factors are present, the person will not engage in the behaviour without motivation.

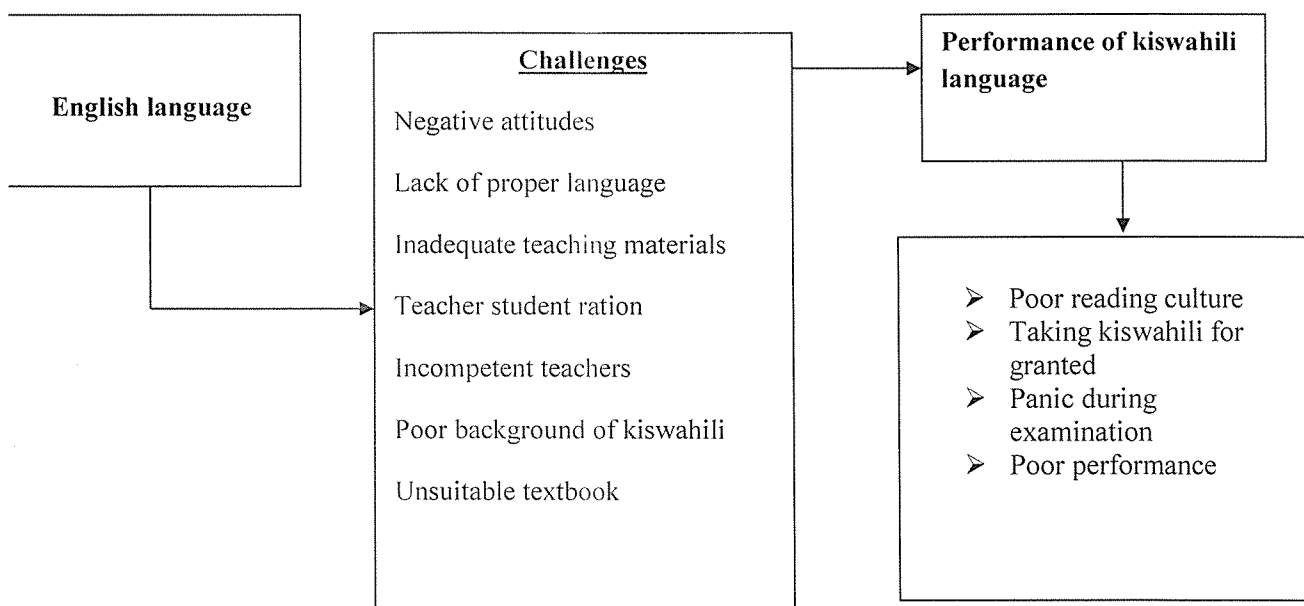
2.2 Conceptual Framework

A conceptual framework defines the topic of research through the explanation of the variables and their relationship within each other.

The independent variables determine, predict and influence the dependent variables. For the purpose of this research, the conceptual framework was illustrated with the aid of the conceptual model below:-

Independent Variable

Dependent Variable



Source: Researcher's Conceptualization

2.2 Learning of English and Performance In Kiswahili

Kiswahili language in Kenyan system of education is of significant. There is great emphasis on the teaching of Kiswahili language this has been necessitated by the fact that globally, Kiswahili has been necessitated by the fact that globally; Kiswahili is one of the widely spoken international languages. Kiswahili is the official language in Kenya widely used as a medium of communication in all offices e in Kenya, Kiswahili has played a major role in the development of communication in Kenya; where it has come to be widely used in the government, the courts of law, education (schools), media and other public domains of communication.

Due to the desire to accelerate the needs of the global world, a desire to master the linguistic properties of Kiswahili is on the rise prompting subjection of importance to a depth study and analysis of this language for a number of reasons peculiar to the needs of the society. This is due to the fact that in order to get information about the advancement taking place around the world, Kiswahili has become the sole language used.

Due to the significance of Kiswahili as a medium of exchange, language styles one introduced right from the elementary level. The ministry of education undergoes the important of Kiswahili by making it one of the core subjects that is compulsory for all at both primary and secondary school level.

Kiswahili is a language which is rich in humanistic, scientific and technical French 1965(et-al), commends' it is the only through this language that we have a distilled sense of modern knowledge in all fields of human activity Herbert (1841) Gives a summary of the objectives of teaching language: international understanding ,intellectual, training, cultural enrichment, interpersonal communication, language for practical use, a feeling for a language (our own and the others) a number of language teachers have trained and have thereby gone ahead to impart knowledge following the desired skills of Kiswahili language teaching: listening, speaking , reading , writing , the famous proverb “don't give your students fish but teach them how to fish” is perhaps true in language teaching. Due to the competence that exists in the global world today as far as communication is concerned, students in secondary schools need to be taught all the concepts of the Kiswahili language, failure to do so in any case makes them lame and quite incompetent in many a skill, it is necessary that teachers and language devise fertile techniques and the methods in teaching of the language in order to affect the global competence of the learners.

Kiswahili language is a practical subject which requires dynamic and flexible teaching. This will give learners the capability sequence and general knowledge that will favorably enable them to use the language fluently and favorably with the native and other speakers of the language.

At a later stage this will involve them into having a positive linguistic contribution following the guise of analyzing, understanding, appreciating, criticizing and linguistically driving more authority in the Kiswahili language Nacece (2003) writes that 'Kiswahili keeps one in touch with the worlds ever increasing explosion of knowledge and advancement in technology .This is therefore why in Kenya Kiswahili is the only language of universal instruction both in primary, secondary level of instruction and higher institutions.

The same universal innate principles that govern Li acquisition whit is why one finds the same stages of development, even if the complete L2 grammar is not acquired because non linguistic factors are at work.

2.3 Problems Faced By Students In Learning Kiswahili Language

The Kiswahili passive has been notoriously difficult for non-native speakers. However, a review of past literature indicates that little attention has been given to the teaching of the Kiswahili passive in the field of learning. The difficulties are identified from the perspectives of contrastive analyses between the meanings and uses of passive in Kenyan local languages and Kiswahili. In Kenyena division the mostly used language is Kisii which is the mother tongue and Li used by most of learners and teachers as a language of communication.

Several difficulties have been identified: the differences in the semantic and syntactic properties of the Kiswahili and local language passive; the differences in the treatments of intimacy, agency verb transitivity in the two languages, the difference in the prevalence of the passive in Kiswahili and local languages and the mastery of Kiswahili tense and aspects as a pre-requisite to the successful acquisition of the Kiswahili passive.

The passive in Kisii language is usually used to express unfavorable meanings; this is also called 'inflictive voice'. This adversative semantic prosody does not exist in the Kiswahili passive. In Kiswahili, the passive is used to mark objectivity and a formal style, which is not found in the Kisii language. There is evidence to support the above view.

In their contrastive analyses of Kiswahili and other languages corpora, McEnery (2007) found that the prevalence of the Kiswahili passive is in order of neutral, negative, and positive situations, while in other languages like Kisii the order of prevalence of situations is negative, neutral and positive. We can see that there are significant differences in the situations in which the passive is used in Kiswahili and other languages, like Kisii. This is therefore a semantic problem to students when learning Kiswahili as their L2.

One important source of poor writing habit by our students is their failure to appreciate the basis of differences of basis between spoken and written language in effective communication. They tend to write as they speak without realizing that spoken language has cues which are realized differently in written language. It should be stressed here that orderliness in the use of language in speaking is very important, but it is much more so in writings in our students written works, one will encounter problems related to. This becomes a big problem to them.

Kiswahili syllabus is also congested with very advanced aspects above, the standards of secondary school students, such as social linguistics and Kiswahili oral literature. This contributes to poor performance of students in Kiswahili because the syllabus is above the standards of secondary school.

Verbosity is another problem faced by students in learning Kiswahili. No careful selection of words and construction. Their writings are often cluttered with excessive and extravagant material or useless repetition. Inexplicitness relationships of elements within and across sentences are clearly unmarked so that the reader is often left to infer the intended meaning.

Educational administration is a social process which is involved in the arrangement of the human and material resources in programs for education and using these resources carefully to achieve educational objectives.

This presents core elements in the administration, management, organization and execution of school administration procedures. The emphasis is on how a school teacher is expected to organize and mobilize the human and material resources in order to attain the desired objective of the school.

The schools face different administration problems which affect the day to day learning activities. The piecemeal and inadequate explanations of grammar textbooks are very often pointed out as serious problems for NNSs to acquire the Kiswahili passive successfully Herbert (1841) this is not only true for the advanced level but in the intermediate level.

According to Herbert (1841) in many textbooks on college level and academic writing, there is a lack of reference to the meanings, functions and uses of various Kiswahili tenses and voices, equally true is that many grammar textbooks for intermediate learners provide only limited meanings of passive and most of their coverage is on the syntactic formation in their explanations of the Kiswahili passive. Unsuitable text books are problems to learning Kiswahili language. Most Kiswahili text books, according to Walla Bin Walla in Kenya, are not suitable and effective because students read them only to pass examinations.

The content of the syllabus do not give any practical knowledge to learners and whatever they learn in those books don't help them in their day to interactions. Oral work is not emphasized therefore this makes the lack the speaking skill. In Walla Bin Walla' prescribed text bear no relevance to the needs of learners at any stage. The standard of books therefore can be improved if they are written by teachers teaching Kiswahili in schools. In the words of Gay Boaz (et al) 1983, the only person equipped to choose these books should be the school teachers who really know the fodder suited to the flock.'

The other administrative problem is lack of competent teachers in schools today. The two vital factors in learning situation are students and teachers. According to imitating theory learners learn by imitating what the adults say. If the teachers are not qualified in their four skills of learning Kiswahili language, [listening, speaking, reading, and writing] the learners will imitate the teachers and end up repeating the same mistakes done by the teachers. According to Pahuja (1995 et al) most teacher's do not bother to understand the fact that he\she has tremendous influence in the L2 learning process. Most of them teach Kiswahili since it is included in the syllabus. As such they lack the technique of foreign language Learning.

Their poor knowledge of Kiswahili therefore is transferred to learners. Another administrative problem is that most of Kiswahili teachers are overloaded with unmanageable work which might render them ineffective. All the teachers have additional subjects to teach apart from Kiswahili.

Another administrative problem is that administrations have only laid a lot of emphasis on foreign languages and completely ignored Kiswahili language.

The research made the following recommendation, the school should direct their surplus finances towards the purchase of Kiswahili text books and other teaching and learning material, the ministry of education should employ more teachers for them to be effective and before changing the Kiswahili syllabus the curriculum developer should consult the teachers in the field.

There is lack of audio visual aids in teaching Kiswahili. These include flash cards, charts, pictures, films among others. Tape recorders, lingua phones and film strips are the bare minimum if one has to learn Kiswahili. The availability of these teaching materials can certainly make teaching of Kiswahili quite effective. Tape recorders for example help much in the pronunciation which in most cases poses a big problem to learners. Pronunciation is essential to learning this is because the way we pronounce words attributes the way we write the words.

Therefore if the learners do not know the correct pronunciation of words they will misspell the words when answering essay questions in examinations. This will affect the performance of students negatively for this makes the learners not able to understand vocabulary, grammar and context meaning of words.

Lack of motivation is other administrative problem. According to the theory of reinforcement which states that children learn to produce grammatical sentences because they are positively reinforced. For learners to learn Kiswahili as their L2 motivation is needed in order to make the learners to learn Kiswahili as their L2 motivation is needed in order to make learners be interested to learn Kiswahili. If there is no motivation the learners will withdraw from learning Kiswahili because they already have other languages for communication. Lack of motivation of learners lead to poor performance. W.F Mackey, states that if the learner is not motivated by means of reinforcement from the teacher, such a student can easily develop a negative attitude towards the Kiswahili language. Teachers do not motivate the learners and this hinders the learner's effort to achieve proficiency in Kiswahili language. If the learners do not show interest in Kiswahili their academic performance will be poor.

Classroom conditions are another problem. There are more students in the class than teachers can be able to handle. This affects the teacher in that he/she cannot be able to monitor the academic achievement of individual learner.

Also for schools lacking enough text books the distribution of the books of the learners becomes cumbersome. Also the schools lack enough teachers making students teacher ratio wanting.

Pahuja found that teaching L2 to about sixty students become unwieldy and no individual attention can be paid to students thus effective L2 acquisition is hindered.

The study established that the school administration did not bother to develop Kiswahili as a language. The ministry of education also was found to be changing the Kiswahili literature set books after a very short duration even before the Kiswahili teachers mastered their contents. The study also reviewed that the language policy adopted in the school studied was promoting the use of foreign rather than Kiswahili.

2.4 Other Factors Affecting Students Performance in Kiswahili in Rural Areas

The performance of students is evaluated in two ways formative and summative evaluation. Evaluation can be defined as the process of attaching value judgments to performance or measure; it thus involves judgments about the effectiveness and worth of something whose assessment has been made. It is usually based on teaching objectives. Formative evaluation is applied at specific points in the process of implementing a program so as to provide the necessary feedback. Feedback provides information to the teacher for modifying instructions and prescribing individual and group remedial work; it reinforces successful learning and identifies learning errors that need correction. Summative evaluation is applied at the end of the course or program. Its main purpose is grading of certification of learners achievement and it also provides information for judging the appropriateness of the course objectives and effectiveness of instruction.

The performance of students has not been good as expected during the pre-colonial days. The research shows that several factors contribute to poor performance and the major problem being learners in ability to answer questions correctly during national examinations'. For example K.C.S.E which is the final evaluation of students performance at the end of four years in secondary schools.

Kiswahili is a major *subject* which is examined at both primary and secondary schools; therefore, if students lack proper knowledge of the language their academic performance will be affected negatively. The major problem in rural areas is vernacular or mother tongue whereby the students form the ideas in their local language and find it difficult to translate the ideas into Kiswahili language when answering questions unlike in the urban areas where there is no specific local language and therefore learners use Kiswahili as their language of communication while at school and home.

The other problem is students themselves whereby they have very poor reading culture on Kiswahili literature use of 'sheng' and slang; although this is mostly used in urban areas it is also being adopted by learners in rural areas.

This makes students have poor writing skills whereby the students misspell words and answer questions using mixture of languages. For example the learners who are used to slang languages, they tend to answer the questions using these languages like writing 'Mathee' instead of 'mama', and 'Shosho' instead of 'Nyanya' and many others.

Poor attitude towards students is another factor. Students believe that their upward mobility in life cannot be pegged on their proficiency in the language. Kiswahili is taken so much for granted that those who take it seriously are regarded as not learned and are looked down upon.

These factors make the performance of learners low as evidenced in the K.C.S.E results, whereby the Kiswahili subject, history, religious education and geography are performed poorly due to the fact that more explanation through writing is needed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter shows different ways, means, and the methods the researcher used in getting the required information.

3.1 Research Design

This study involved descriptive research design which included narration and description of qualitative data and presentation of qualitative data and presentation of quantitative data using cross sectional design.

3.2 Population of the Study

The study took place in Kenyeny district, Kisii county, Kenya. The study employed a sample size of 320 respondents.

3.3 Sample Size and Sampling Procedures

The study involved purposive and random sampling designs. The first stage involved random selection of high schools in Kenyeny district in Kisii County. The study consisted of purposively selected respondents that included: men (family heads), women, children and local council administrators. These made a sample of 150 respondents.

The seven selected secondary schools in Kenyeny division were chosen basing on the accessibility as they can be reached easily without facing much transport problems. The following criterion was used to categorize the schools.

- Populated schools
- Unpopulated schools
- Rural situated schools
- Urban situated schools
- Single sex schools
- Mixed sex schools

Table 1: showing the categorization of the schools

SCHOOL	CATEGORY
Kenyeny secondary	Rural, mixed sex and unpopulated
Mesabakwa secondary	Rural, mixed sex and unpopulated
Riokindo boys	Urban, single sex[boys] and populated
Omobera girls	Rural, single sex[girls] and populated
Metembe mixed	Rural, mixed sex and populated
Kerongorori mixed	Urban , mixed sex and populated
Igorera mixed	‘ Rural, mixed sex and populated

3.4 Data Collection Instruments

The researcher employed various instruments to collect relevant data from the field. Thus the following instruments were used in the study.

a) Questionnaires

Questionnaires were directly administered to students between form one students and form four students at the sampled schools and also to the teachers and principals of the sampled. The questionnaires were both open ended and close ended questions.

b) Interview

Interview guides were used to get more data on poor performance of students in Kiswahili language from head teachers and class teachers to supplement the questionnaires given to students.

3.5 Data Collection Procedure

The permission to conduct research was obtained from university and then respective school administrations were requested to accept the researcher to conduct the study in their respective schools. Data on performance, population and response from the school heads was collected using the schedule and the questionnaires.

3.6 Data Analysis

The data on performance was analyzed by calculating the mean scores of each school in all the subjects for the different years.

The researcher also compared the student's ratio to teacher's ratio in all the Subjects the comparison graphs were drawn using the calculated mean scores and the conclusions on performance have made basing from the year 2005 up to 2010.

3.7 Limitations of The Study

The researcher faced the following problems; some of the teachers showed negative attitude towards the exercise hence not giving the researcher the required information. Also some of the schools lacked the required information for example the results for the last five years. Because of that the researcher had to get some of the relevant information from district education officer.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

This chapter presents research on the influence of English towards student's performance in Kiswahili language in selected rural secondary schools in Kenyeny district, learning English language and performance in Kiswahili language and other factors affecting student's performance in Kiswahili language. The data was analyzed and the results as stated below presented 1 subsection below.

4.1 LEARNING OF ENGLISH AND STUDENTS PERFORMANCE IN KISWAHILI.

The table below shows the performance of students, KCSE results from 2005-2010.

TABLE 2: showing KCSE mean score results from 2005-2010.

Source: field survey 2012

Name of the school	2005	2006	2007	2008	2009	2010
Kenyenya secondary	6.50	5.20	6.95	5.55	6.30	7.01
Mesabakwa secondary	6.25	6.05	7.15	6.05	7.60	7.55
Riokindo boys	3.90	2.99	3.15	3.20	3.65	3.80
Omobera girls	8.1	8.15	7.90	7.90	8.20	7.25
Metembe mixed	5.30	5.25	5.15	5.20	5.15	5.20
Kerongorori mixed	4.25	4.25	4.20	4.44	4.15	4.00
Igorera mixed	8.65	9.25	9.03	9.00	9.23	9.25

From the table above the mean score of each school is indicated. it is evident that the measure which KNEC used for measuring the performance of schools keeps on fluctuating or just remains constant. The top two schools are urban schools, as compared to the five rural schools.

This does not mean that English language does not affect performance in urban schools in any way, for the results in both schools keep on fluctuating.

4.2 PROBLEMS FACED BY LEARNERS WHILE LEARNING KISWAHILI LANGUAGE

The table below shows the problems faced by students in learning Kiswahili language which affects their academic performance in Kiswahili language. These problems include the following, teachers-student's ratio, incompetent teachers, inadequate teaching materials; poor background of Kiswahili an unsuitable textbook.

Table 3: Showing Problems Faced By Learners While Learning

Problems	Students response			Teachers response		
	Total	Frequency	Percentage	Total	Frequency	Percentage
Teachers student ratio	130	90	15.6	40	27	18.6
Incompetent Teachers	130	110	21.7	40	25	17.4
Inadequate teaching materials	130	150	20.15	40	28	21.3
Poor background of Kiswahili	130	95	17.7	40	25	22.1
Unsuitable textbook	130		24.5	40	28	20.6
Total	650	545	100%	200	133	100%

Source: Field Data 2012

4.2.1 Problems related to high student-teacher ratio

Form the data collected, it is evident that in most schools, there is a big population of learners compared to teachers. For example the Metembe mixed there is only two Kiswahili teachers compared to five hundred and twenty students and seven streams. Due to this non proportional ratio in most schools, there is less attention paid to individual learners. Walla bin Walla in 1992 commended that teaching a class of seventy students L2 becomes unwieldy and no individual attention can be paid to students thus effective L2 acquisition is hindered. Teachers blamed 2002 decision by NARC Government to implement free primary Education without necessary planning for the subsequent higher number in the secondary school level. Teachers complained that in most government schools, the available materials for teaching are not enough hence jeopardizing language teaching program and eventually translating into poor performance among students.

4.2.2 Problems related to incompetent teachers

The researcher found that most of the schools in rural areas do not have qualified teachers. Students argued that the most of the incompetent teachers are those employee by board of Governors in their schools. Omobera girls for example is an example, there is only one Kiswahili teacher who is not trained but simply employed because she had passed well KSCE. From the data collected, it was observed that teachers were not playing their role well but only prompts at preparing examinations which at times plunge learners into panic because they have not been properly equipped.

4.2.3 Problems related to poor background in Kiswahili

From the data collected the teachers blamed the teachers for the poor performance in Kiswahili subjects and other subjects on poor background at primary level. This as more pronounced especially in the schools found in rural areas. For example students who are admitted in Metembe mixed, Omobera, Riokindo boys, Omobera girls and Kenyenia mixed high schools are from the neighboring primary schools. Secondary teachers blamed primary school teachers for not inculcating in the students the correct learning skills especially the four basic skills of learning listening, speaking, writing and reading.

4.2.4 Unsuitable textbooks.

Both the students and teachers interviewed were of the view that the textbooks recommended for teaching were unsuitable. The respondents especially, teachers acknowledged the step taken by the ministry of education through Kenya institute of education to review the Kiswahili textbooks for teaching. They also urged for more review of the syllabus to ensure books give practical knowledge to the learners.

4.2.5 Problems related to lack of adequate teaching and learning materials

The researcher found out that as a result of the introduction of free primary education in 2002 by the government there has been increase in number therefore, does not correlate with little materials available in the schools. 23.5% of the students and 21.2% of the teachers blamed.

Figure 1: Students Response

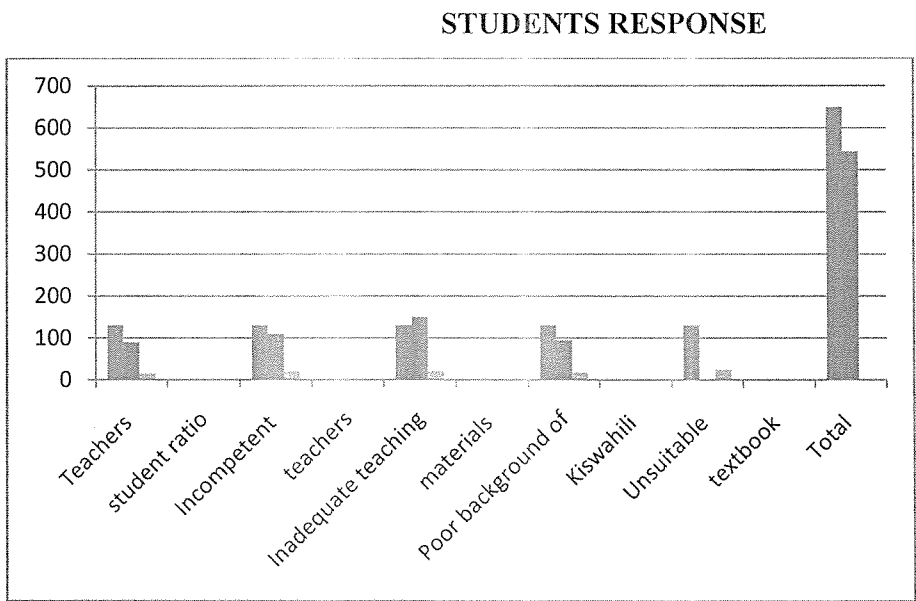


Figure 1 shows learners response on the problems faced by learners while learning Kiswahili language

Figure 2: Teachers Response

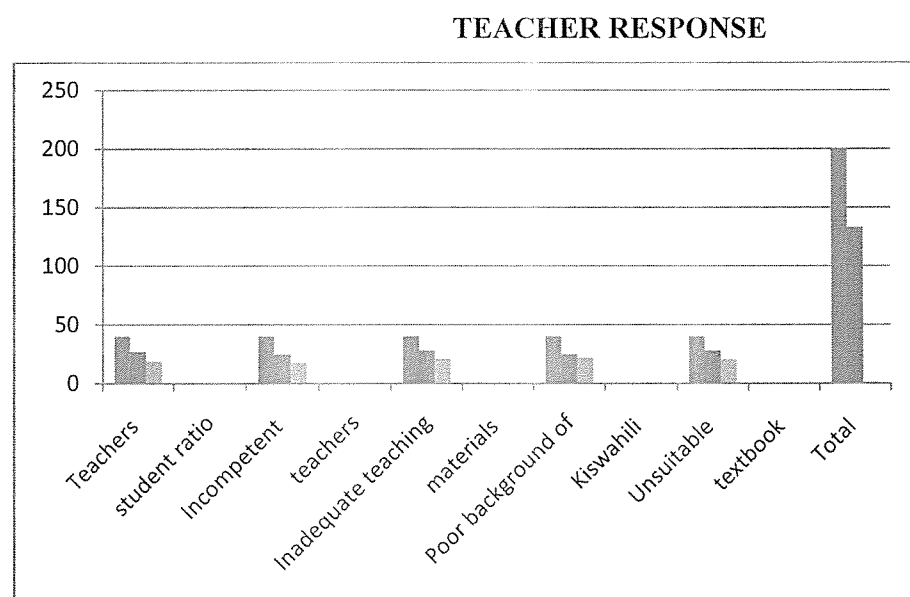


Figure 2 showing teachers response on problems faced while learning Kiswahili language.

4.3 Other factors affecting student's performance in Kiswahili

The researcher established other factors affecting student's performance in Kiswahili apart from English language. These include the following defective examination, lack of curriculum review, and indiscipline and banning of capital punishment.

Table 4: Other factors affecting performance in Kiswahili

Other factors	Students response			Teachers response		
	Total	Frequency	degrees	Total	Frequency	Degree
Defective examination system	120	100	106.2	25	29	122.9
Lack of curriculum review	120	110	118.1	25	26	109.8
Indiscipline and banning of capital punishment	120	115	135.7	25	28	127.3
Total	360	325	360	75	83	360

Table V showing is the other factors affecting performance in Kiswahili

Source; field study 2012

4.3.1 Problems related to the defective examination system

The teachers reported the examination system is bad and tend to plunge students into the state of panic hence making them to resort to cramming only to the examinations. Failure among students however, arises when the language for testing is twisted by the examiners. This is because what they had crammed is not tested directly.

Figure 3: Teachers Response

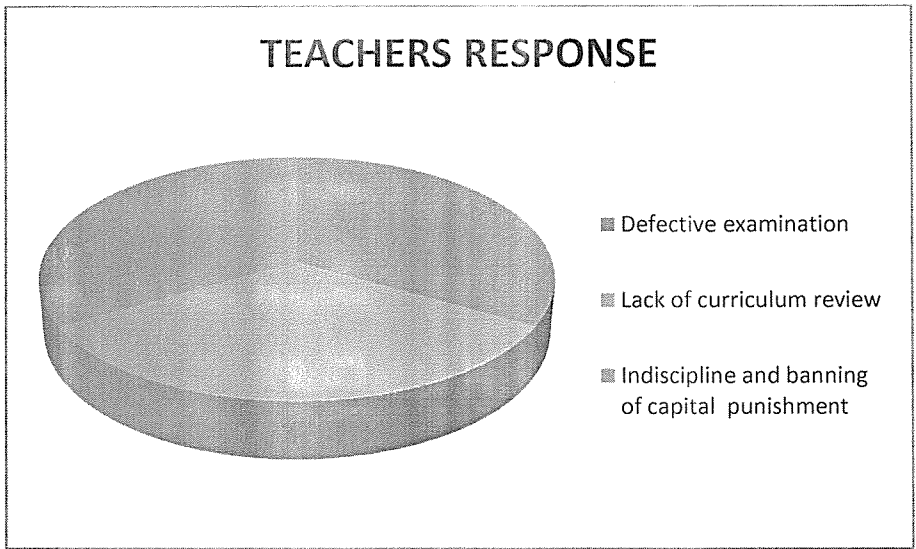


Figure 3 showing the teachers response on the problems related to the defective examination system

Figure 4: Students Response

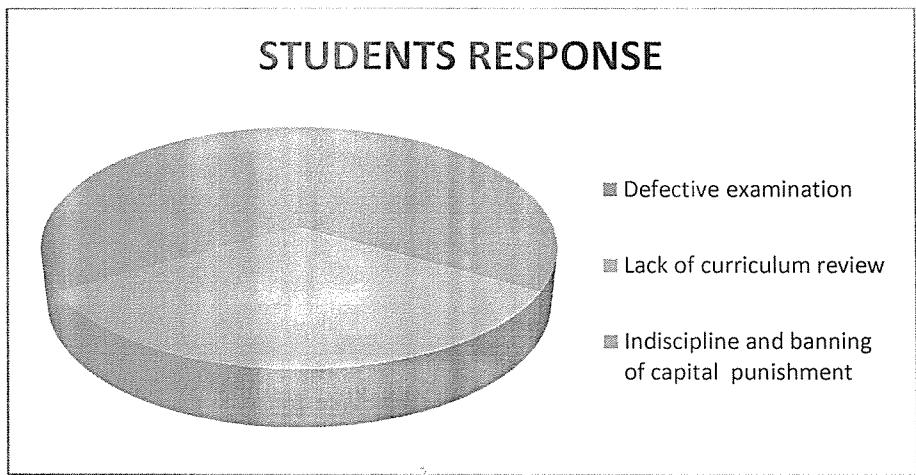


Figure 4 showing student’s response on the problems related to the defective examination system

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS

5.0 INTRODUCTION

This section presents the finding, conclusions that were made and implementations made with suggestions for further research.

5.1 EFFECTS OF LEARNING ENGLISH AND PERFORMANCE OF STUDENTS IN KISWAHILI LANGUAGE.

The first objective of the study was to assess the effects of learning English and performance of students in Kiswahili language. The researcher found out that English language brings about differences in the semantic and syntactic properties of the Kiswahili and local language passive; the differences in the treatments of intimacy, agency verb transitivity in the two languages, the difference in the prevalence of the passive in English languages in the mastery of Kiswahili tense and aspects are a pre-requisite to the successful acquisition of the Kiswahili passive.

The research also established out that English has had a significant impact on policy. For example, despite considerable country-by-country variation, the age at which English is a compulsory subject in most of the countries has shifted down in recent years, a shift that is predicated on the importance of English as a global language.

5.1.2 TO FIND OUT THE PROBLEMS FACED BY STUDENTS IN LEARNING KISWAHILI LANGUAGE AND HOW THESE PROBLEMS AFFECT THEIR ACADEMIC PERFORMANCE.

The second objective was aimed at finding out the problems faced by students in learning Kiswahili language and how these problems affect their academic performance. The research therefore found out that Kiswahili syllabus is also congested with very advanced aspects, the standards of secondary school students, such as social linguistics and Kiswahili oral literature. This contributes to poor performance of students in Kiswahili because the syllabus is above the standards of secondary school.

In addition the researched deducted that Verbosity is another problem which was faced by students in learning Kiswahili. That is no careful selection of words and construction.

Their writings are often cluttered with excessive and extravagant material or useless repetition. Inexplicitness relationships of elements within and across sentences are clearly unmarked so that the reader is often left to infer the intended meaning.

Also, failure to appreciate the basis of differences of basis between spoken and written language in effective communication was found out to be another problem faced when learning Kiswahili language. They tend to write as they speak without realizing that spoken language has cues which are realized differently in written language. It should be stressed here that orderliness in the use of language in speaking is very important, but it is much more so in writings in our students written works, one will encounter problems³ related to. This becomes a big problem to them.

5.1.3 TO ESTABLISH OTHER FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF THE STUDENTS.

The third objective was aimed at establishing other factors affecting the academic performance of the students. The researcher established administration problems one of the factors. The schools face different administration problems which affect the day to day learning activities. The piecemeal and inadequate explanations of grammar textbooks are very often pointed out as serious problems for NNSs to acquire the Kiswahili passive successfully. This deductions matched Herbert (1841) who further observed that this is not only true for the advanced level but in the intermediate level.

In addition, the research observed that there was lack of competent teachers in schools today. The two vital factors in learning situation are students and teachers. This observation matched Pahuja (1995 et al) findings where he held that most teacher's do not bother to understand the fact that they have tremendous influence in the L2 learning process. Most of them teach Kiswahili since it is included in the syllabus. As such they lack the technique of foreign language Learning. Their poor knowledge of Kiswahili therefore is transferred to learners.

The researcher also found out that there is lack of audio visual aids in teaching Kiswahili. These include flash cards, charts, pictures, films among others. If learners do not know the correct pronunciation of words they will misspell the words when answering essay questions in examinations. This thus affects the performance of students negatively and makes the learners not able to understand vocabulary, grammar and context meaning of words.

Poor attitude towards students is another factor. Students believe that their upward mobility in life cannot be pegged on their proficiency in the language. Kiswahili is taken so much for granted that those who take it seriously are regarded as not learned and are looked down upon.

5.2 Conclusions

The researcher noted the following

Unsuitable textbooks lead to poor performance of students in Kiswahili language. So students should be provided with suitable Kiswahili textbooks so as to enable the learners study well because exams come from those textbooks.

High student-teacher ratio leads to poor performance of students in Kiswahili language. This is whereby there is a big number of students compared to teacher's. So the government should employ more Kiswahili teachers and be posted to those schools where there are not enough teachers. This will lead to high performance of students.

Findings show that almost all the identified and state contribute highly to the unsatisfactory results. The first language is identified as one of the main factors posing a challenge towards the teaching of Kiswahili. From the analysis of the respondents drawn among students rural schools admitted that the first language (Kisii) has contributed to the poor performance in Kiswahili language due to its negative influence on learners. Slang languages and sheng to a larger extent contribute to poor performance.

Defective system of examination leads to poor performance. 80.6% of all the responses agreed that the current examination system is not a good one; it only contributes to the failure of learners. Teachers in the village gave a situation whereby learners are made to cram material instead of internalizing. They cited the overburdening of the learners through a teacher-centered kind of learning. It was established that the examination system only plunges students into a state of panic because they are constant in fear that whatever they have crammed might not be tested.

Teacher's student's ratio also contributes to poor performance in that students are more than teachers. From the findings shown, respondents argue that the ratio between the teacher and the students was not proportional and the number handled by the language teachers should be manageable. This mostly affects the slow learners for they are not given attention by their teachers.

Lack of commitment and competent teachers was also cited as the cause of the poor performance.

From the findings the respondent argued that schools like Omobera girls and Riokindo boys do not have enough Kiswahili language teachers and therefore students are taught by non qualified teachers (form four leavers). Such teachers lack confidence and mastering the subject matter.

Indiscipline and banning of capital punishment contribute to the poor performance of students. Teachers complained that students tend to show negative attitude to students for example in boys school teachers said that boys dodge lessons and although other types of punishments like are administered to them digging, caning and slashing.

5.3 Recommendations

From the findings of the study the researchers recommends to the government to employ more teachers in order to meet the increasing needs of the increasing number of students. Unless this is done the resources provide by the government like textbooks will end up not utilized since there are no enough teachers to facilitate the learning process.

The researcher is on the view that the government should provide more teaching and learning facilities in schools to make the learning environment more attractive to students and teachers. This encourages students to study without any problem.

Students should be encouraged to work hard and to have positive attitude towards Kiswahili language by providing scholarships to best students in Kiswahili. This will encourage competition among students.

The researcher is on the view that computer new technology should be implemented by using computer facilities with internet in schools so that students can assess information relevant to their studies and to expose them to what is happening in the world, for example researching information in Kiswahili.

The researcher is on the view that suitable textbooks should be provided to schools by the government so as to enable the students study without any problem.

The researcher is in the view that the government constructs new classrooms in order to accommodate all students. This will help to cease the overcrowding in the classrooms and make the work of teachers easy thus increasing their efficiency. If this is met then it will lead to good performance in schools.

Parents should be ready to contribute where need arises to support the learning of their children.

This is because the government may not be in a position to meet all the needs of their children. For example it may not be possible for the government to support coaching and remedial for their children.

The researcher is on the view that the ministry of education should come up with curriculum whereby all the education bodies for learners, teachers, examiners and the curriculum inventors' views are discussed and common conclusion drawn. This will help the content chosen, the syllabus and the methods used by students to be teacher friendly.

Short training courses and seminars should be encouraged in order to improve the relationship between students and teachers since the research has found out that poor relation between the two entities has highly contributed to poor performance of students in Kiswahili language.

The researcher is on the view that the government should give the teachers permission to use capital punishment to discipline and motivate the learners who do not show positive interest in studies.

Mobilizing of the community to initiate and develop various systems to support the family such as infrastructures, emotional and psychological support of facilities in need to improve Kiswahili language.

5.4 AREAS FOR FURTHER RESEARCH.

The researcher intends to carry further on the areas like the effect of drug abuse and causes of school dropouts for those factors were not raised by the teachers and students as having any effect on the academic performance.

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APPENDICES

APPENDIX A —SCHEDULE

TOPIC: the influence of English towards student's performance in Kiswahili language in selected rural secondary schools. This schedule is seeking information on the effects of English towards student's performance in Kiswahili language. The information you give will be treated with high confidentiality.

Name of the school.....

Number of pupils in the school

Number of streams [classes]

Number of Kiswahili teachers

K.C.S.E RESULTS ANALYSIS

YEAR	SUBJECTS	NO.OF STUDENTS IN A CLASS	CLASS SCORE	MEAN
2005				
2006				

2007			
2008			
2009			

2010			

A school administrator comment on the performance of students for the last six years

.....

.....

.....

Which problems are faced by your school which you think affect the performance students in Kiswahili subject

.....

.....

What plans do you have as an administrator to improve the performance and quality of teaching in your school

.....

.....

.....

APPENDIX B: INTREVIEW QUESTIONS

STUDENTS ORAL INTREVIEW

Topic: the influence of English towards performance of students in Kiswahili language in Kenyan rural secondary schools. This interview is seeking information on the effects of English on performance of students in Kiswahili language. The information you give will be treated with high confidentiality.

1. How many Kiswahili language periods do you have per week?

.....
.....

2. Which languages do teachers use while explaining ideas during lesson?

.....
.....

3. Do you have Kiswahili club (s) in your school?

.....
.....
.....

4. Does your primary academic knowledge affect your performance?

.....
.....
.....

5. Does use of Mother tongue affect your academic performance?

.....
.....
.....

6. What other factors do you think affect your performance apart from English?

.....
.....
.....
.....

APPENDIX C:

TEACHERS INTERVIEW QUESTIONS

TOPIC:

The influence of English towards student's performance in Kiswahili language in Kenyan Rural Secondary Schools. This interview is seeking on the effects of English language on academic performance. The information you give will be treated with high confidentiality.

1. Which subject do you teach?

.....
.....

2. Do you think using English language for instruction affect the performance in your subject?

.....
.....

3. Do you think your school has enough teaching and learning facilities?

.....
.....

4. Do you think your school has enough of Kiswahili language teacher?

.....
.....

5. Do you think banning of capital punishment in a school affect performance?

.....
.....

6. What other factors do you think affect the performance apart from English language?

.....
.....