

**PREDICTORS OF STUDENTS' ACHIEVEMENT IN ENGLISH AND KISWAHILI  
LANGUAGES IN SELECTED SECONDARY SCHOOLS IN  
KAJIADO NORTH DISTRICT, KENYA**

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

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### DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any university or institution of learning".

ODONGO A. OUKO 

Name and Signature of Candidate

Date 29.09.11

## **DECLARATION B**

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision."

\_\_\_\_\_  
Name and Signature of Supervisor

Date \_\_\_\_\_

## APPROVAL SHEET

This thesis entitled, "Predictors of Students' Achievement in English and Kiswahili Languages in selected Secondary Schools in Kajiado North District, Kenya", prepared by Odongo.A.Ouko in partial fulfillment of the requirements for the award of Master of Educational Administration and Management has been examined and approved by the panel on oral examination with a grade of PASSED.

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Name and Signature of Panelist

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Name and Signature of Panelist

## **DEDICATION**

Dedicated to my wife and children who endured my long absence from home during my studies abroad and to my late mother for her love.

## ACKNOWLEDGEMENT

The researcher is forever grateful to God for enabling him to pursue this course to its successful conclusion. Special thanks to the panelists in proposal hearing who shed light on this study namely: Dr Novembrieta Sumil, DVC-SPGSR, Ms Sarah Kyolaba, Coordinator –Education, Mr Edward Kamya, Research assistant.

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## **ABSTRACT**

The study empirically investigated on the predictors of student achievements in English and Kiswahili languages in particular in Kajiado North District. It was guided by four objectives, to find out the profile of the respondents, the level of predictors (independent variable) in English and Kiswahili, level of students' achievement (dependent variable) in English and Kiswahili and the relationship between the two variables. The study used descriptive correlational survey research design with a sample of 476 respondents. The study found out that there was significant relationship between the level of predictors and level of student achievements in Kiswahili and English languages. The study also found out that the level of academic achievement in English and Kiswahili languages in the district of study was moderate. The study concluded that the hypothesis of no significant relationship was rejected. The  $r$  values in this study indicate a positive relationship between all aspects of use of predictors ( $r\text{-value} > 0$ ), suggesting that the higher the level of predictors the higher the achievement levels and vice versa. The new information generated from the findings is that there are more girls than boys in Kajiado North District secondary schools and majority are less than 20 years old. The theory of internal and external attribution by B Weiner, et al (1980) which assigns the cause of behavior to some characteristics of the target under assigns credit or blame to the individual actor and to factors outside the individual was proved in this study. For students to maintain high achievement in the two languages, this study recommends that predictors used in this thesis need to be applied in a learning environment. A major recommendation in this study is that future research needs to be done on other predictors of student's achievement such as management and instructional time, instructional monitoring and management of student's behavior and instructional feedback and how they could be applied in learning to realize greater achievement.

## **ACRONYMS**

BBC-(British Broadcasting Corporation)

CALL-(Computer assisted language learning)

CPE-(Certificate of Primary Education)

KCPE (Kenya Certificate of Primary Education)

KCSE (Kenya Certificate of Secondary Education)

KIE (Kenya Institute of Education)

UNESCO (United Nations Educational Scientific and Cultural Organization)

VOA (Voice of America)



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## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

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

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

Between 1895 and 1962, Kenya was a British colony. This is the means through which English language got into the country. Around 1957 a special centre was introduced in Nairobi as an inspectorate of schools in the ministry of education for material preparation. The teachers were to be trained too. Husoit and Prator (1965). This would make it possible to experiment with English language as a medium of instruction in grade I. The Peak English course was first tried out in a few urban Asian schools. Around 1963 more books for the English course were in circulation in many secondary schools. From then on, the teaching of English language picked momentum both in Primary and secondary schools in the early 70s. Kiswahili comes from Arabic word 'Sahel' or 'Swahili' meaning boundary or coast. Both visitors from Asia and Europe converged at the East Africa coast in the

14<sup>th</sup> C AD and colonized it. To understand one another, they had to find a common language and name for the place of visit. One, Ibn used 'Swahili' (Kihore, 1983).

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

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

Kiswahili has outlets internationally such as BBC and VOA etc. The two languages serve in business, entertainment, television programs, advertisements and many more .In the internet, English out does Kiswahili. Since it is a tool for redefining and developing the social and political environment in East and Central African nations, excelling in the language enables a student to express himself well in politics, business and other areas of life (Tuguta, 1997). In the 844 curriculum

English and Kiswahili are compulsory examinable subjects with Kiswahili having Insha (essay) grammar, comprehension, summary, social-linguistics and Fasihi (literature) sections. English has grammar, comprehension, composition, summary and literature sections. All these sections contribute to the overall grade.

Syllabi for Kiswahili and English are similar at KCSE level. Prescribed teaching and learning methodologies include skills like reading, writing, listening and speaking, intensive reading study of novels, plays, short stories) and reading literary and non-literary materials on contemporary issues.

National examination results in the two subjects have been dwindling since 2004. For example, in the year 2005 national performance index for English was 5.143 and 5.061 in Kiswahili. In the year 2008, the mean score for English stood at 6.622 while Kiswahili recorded a mean score of 5.842 out of a possible 12.0. This trend is worrying. The word predictor means a variable that influences achievement or foretells an outcome or a result (Webster, 1980). The predictors identified in this research are responsible for the production of result of the secondary school students, academic achievement in English and Kiswahili in Kajiado North District.

## **Statement of the Problem**

In Kajiado North District, achievement in Kiswahili and English languages in the last five years has not been encouraging; this dismaying result has led to severe undesirable consequences like students not joining secondary schools, some teachers losing their jobs and some students failing to qualify for certain courses due to poor grades in either English or Kiswahili . While there could be so many factors that might be contributing to this dismal performance in the two languages, it is thought that lack of application of predictors of students' achievement in learning these subjects could be one of the significant contributors to this problem. Thus the study sought to determine out the relationship between predictors of students' achievement in the said languages in secondary schools in Kajiado North District.

As an aspect of predicting a phenomenon that will occur in the future Amin, E (2005) observes that predictors are largely tools or devices that help improve the learning environment leading to the realization of better results. They dictate the outcome of an activity or the achievement of an objective according to Okwany (1993) In the 2008 KCSE exams, English and Kiswahili had an average combined performance index of 6.183 which was just a pass. The same scenario was evident in the year 2009 form four results. This study sought to find out the role played by predictors of students' achievements in English and Kiswahili languages.

## **Purposes of the Study**

### **The following are the reasons for this study**

1. To test the hypothesis of no significant relationship between predictors and students' achievements.
2. To validate Attribution Theory

3. To add to the existing body of knowledge by generating data for future studies
4. To find out the gaps identified in the previous studies.

### **Research Objectives**

**General:** This study correlated predictors and achievement in English and Kiswahili languages in selected secondary schools in Kajido North District, Kenya.

**Specific:** Determined further in this study were the;

1. Profile of the students in respect to age and gender,
2. Level of predictors of achievement in English and Kiswahili languages.
3. Level of students' achievement in English and Kiswahili languages based on KCSE results of 2008-2009.
4. Significant relationship between the level of predictors and level of students' achievement in English and Kiswahili.

### **Research Questions**

The study sought to answer the following research questions:

1. What is the profile of the respondents in terms of gender and age?
2. What is the level of predictors of students' achievement in English and Kiswahili languages?
3. What is the level of students' achievement in English and Kiswahili languages based on KCSE results of 2008-2009?
4. Is there a significant relationship between the level of predictors and the level of students' achievement in English and Kiswahili languages?

### **Null Hypothesis**

Ho#1: There is no significant relationship between the level of predictors and the level of students' achievement in English and Kiswahili.



## **Scope of the Study**

### **Geographical Scope**

The study was conducted in Kajiado North District, which is found in Rift Valley province Kenya

### **Theoretical Scope**

The study was underpinned by the Attribution Theory propounded by Weiner et al (1974) which postulates that courses of behavior are attributed to some characteristics which are either internal or external such as ability, personality, motivation, task difficulty, resources and chance.

### **Content Scope**

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

### **Time Scope**

The study was conducted between April 2010 to August 2011

## **Significance of the Study**

The findings of this study will stimulate the application of predictor of the achievement to improve students' achievement in English and Kiswahili languages. The achievement levels will be sustained with the use of the predictors in this study and others not discussed and spread to other subjects. The study will benefit the following;

**Secondary school teachers** will apply these predictors to improve academic standards in their respective schools with emphasis on library use.

**Kenya secondary schools** will be provided with information on the importance of use of predictors all round.

**Administrators of secondary schools** will recognize the need of improving the teaching of English and Kiswahili languages by providing resources, changing attitude of teachers and students, consistent evaluation of teaching methods,

motivating staff and students and exposing students to a variety of learning activities and environment.

**Policy makers** will be provided with crucial clues regarding the impact of predictors of students' achievements.

**Ministry of education;** the ministry of education in its determination to improve the performance of English and Kiswahili in Kenya will be provided with inputs from this study regarding ways of improving the languages for better results in KCSE and enable the government to realize its millennium development goal of 2030.

The future researchers can embark on a similar study to prove further the effectiveness of predictors on students' achievements.

### **Operational Definitions of Key Terms**

For the purpose of this study the following terms are defined as used in this research.

**Predictors** refer to the teachers' perception in terms of students' exposure and motivation.

**Profile** refers to the characteristics of the study respondents in terms of age and gender.

**Students' Achievement** as used in this study refers to the scores in the final examination in terms of students from 2008-2009.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Concepts, Ideas, Opinions from Authors/ Experts**

##### **Predictors of Achievement**

##### **Students' Attitude;**

Gardner(1985)hypothesized that second language learners with positive attitude towards language learning will learn the target language more effectively than those who do not have such positive attitudes. Engagement in school work involves attitudes such as motivation ,learning values,enthusiasm,interest,pride in success among others (Connell and Wellborn,1991).They display curiosity, a desire to know more ,and positive emotional responses to learning and school affirmed Newmann(1992).A positive attitude towards learning language is one of the most leading predictors of success in fluency(Pew,2006). Students' attitude on learning determines their ability and willingness to learn.Krathwoh (2000) contend that attitude is a learned behavior and, as such, is highly susceptible to change. The behavioral theory requires positive reinforcement or reward for good behavior towards learning. Learning attitude is developed over time and past learning experiences which affect future learning experiences. Van Aacken, (1999) posits that a student's positive perception of the language is important for the realization of achievement in second language learning Most of the researches on the issue of attitude on second language learning have concluded that students' attitude is an integral part of second language and that it should therefore become an essential component of second language learning and teaching.

## Students' Motivation

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

Willing to expend effort; willing to sustain the learning activity (Gardner, 1985). Motivation mediates any relation between language attitudes and language achievements. It has a causal relationship with language anxiety. In addition it has a direct role in the informal learning context, showing the voluntary nature of the motivated learners' participation in informal second language learning context.

Motivation influences how and why people learn as well as how they perform (Pintrich and Schunk, 1996) He says that when children lack motivation they fail to grasp the material. The response is often anger, rebellion and even physical symptom such as anxiousness and illness. Students at this level Sims to desire a positive attitude and the motivation to learn (Penny, 2000) Motivation according to Winne and Marx (1989), is both a condition for under result of effective instruction. Student motive is regarded by teachers as the most important factor in educational success in general (Dornyei, 2001). A motivated learner is there for defined as the one who is; eager to learn the language; willing to expend effort on the learning activity; willing to sustain the learning activity (Gardner, 1985). Santos (1999) defined motivation as a process of stimulating employees to perform better in the pursuit of organizational objectives. It emanates partly from the process of influencing behavior by addressing individual needs and reinforcement activities that enhance employee satisfaction. It comes from within the individual as well as the environment. The following figure explains about motivation and its effects:

### The Basic Motivation Behavior Sequence

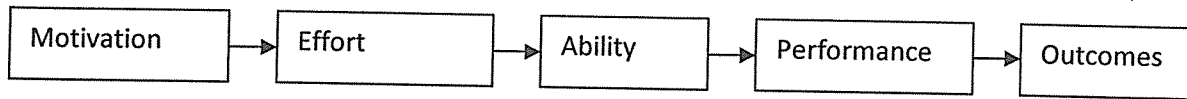


Figure 2

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

According to this motivation model, achievement takes a process. For positive outcomes to be realized in any activity motivation is a key tool. Once an individual is motivated he is driven to put effort which will result into creation of ability that leads to performance of a task hence realizing the much needed outcomes. That is to say, this model is a pointer or indication that motivation is one such variable that when applied in learning environment is bound to impact positively on students for better achievements (Santos, 1999).

As observed by Gupta, (1999) motivation is a process of steering a person's inner drives and actions towards certain goals and committing one's energies to achieve these goals. Due to this, motivation of students is of great importance to the achievement of school objectives. Subject teachers need to find ways of motivating students in order to achieve good results. In particular, English and Kiswahili teachers should device means of motivating their learners. The strategies could include availability of books to students to read and rewards for good performing students.

Mwaniki (2007) Identified or recognized the performance of Starehe Boys' Centre and school and cited motivation as a major reason for its good performance. The school's motto Natulenge Juu" (let's aim high) also motivates students to work hard. Apart from this, students are motivated to learn if the library is well equipped with English and Kiswahili books. Students should be given extra time for debates and other activities that motivate them to learn the two languages.

## **Teachers' Methods of Instruction**

Across the past 20 years little seems to have changed in how students are taught .despite much research suggesting better alternatives, classrooms still appear to be dominated with textbooks, teachers lectures and short-answer activity sheets (Mulis,et al,1990).Effective teachings simply is not a set of generic practices, but instead is a set of context driven decisions .Glickman(1991)notes that effective teachers do not use the same set of practices for every lesson. They do not, as mindless automatons, review the previous day's lessons, state their objectives, present, demonstrate, model, check for understanding, provide guided practice, and use closure. Instead, they constantly reflect about their work, observe whether students are learning or not, and then adjust their practices accordingly.Sudents learn from involvement in real and meaningful activities.Newman, W (1996) Posits that authentic students achievements is most likely to occur when students are engage in a construction of personal knowledge, in disciplined inquiry, and in work which has value –application beyond the school.

Teaching strategies are primarily the description of the learning objective oriented activities and flow of information between teachers and students. Any method used has a disadvantage and advantage and requires some preliminary preparations. Often times particular teaching methods will naturally flow in to another, all within the same lesson and excellent teachers have developed the skills to make the process seamless to the students. According to Kizlik, R (2000) which instructional method is right for a particular lesson depends on many things namely; the age and the and the development level of the students, what they know already, and what they need to know to succeed with the lesson, the subject matter content, Lesson objective, the available people,time,space and material resources and the physical setting.

Approaches and methods is a prominent characteristic of the present day second and foreign language learning. The classroom teacher has a wider variety of

methodological options to choose from. They can choose methods and materials according to the needs of the learners, the preference of teachers and the constraints of the school or educational setting.

Kaahwa (2006) contended that, "the test of a good teacher is not how many questions he can ask his students that they can answer readily, but how many questions he inspires them to ask" (p.100). The teacher has to organize, motivate, communicate and control his students. Kaahwa argued that teachers should use various methods such as lecture, group discussions, excursions and project methods. Kaahwa's literature was concerned with methods of instruction and thus relevant to this study.

Effective teaching and learning cannot take place in a poorly managed classroom. The teacher is responsible for creating a well- managed classroom. Students who are taught by most effective teachers gain more percentage than those taught by the least effective teachers. This indicates that teachers can either influence students' success negatively or positively (Pickering, 2003). The effective teacher performs such functions as: making wise choices about the most effective instructional strategies to employ, designing classroom management techniques. Teacher management of students improves general performance of students. It also sought to find out if teachers' method of instruction is associated with secondary school students' achievement in English and Kiswahili.

Dong (2004) asserted that it is important to cultivate effective learning skills across academic disciplines, for students in general and English Language Learners (ELL) in particular. Among these are note taking skills which should be regularly checked by the teacher. Dong asserts that performance assessment technique should be used in order to evaluate students' learning. In this case students should be assigned specific tasks by the teachers that require them to weave different knowledge sets and skills into meaningful and coherent whole. This enables the teacher to identify

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

Kariuki (2007) supported this view by giving his comment in the Standard Newspaper. In his article he analyzed the words used by teachers in school and gave an example of teachers who were in staffroom. Others were served tea with sugar and others without sugar. The sugarless tea has earned a new vocabulary, "Dubious tea" from the Kikuyu word "nduhia". The danger here is that students may incorporate this word into their vocabulary. Kariuki's and Nangoli's analysis are relevant to this study because they view the teacher as important in influencing secondary school students speech and achievement. However, this study was intended to further investigate if the teachers' method of teaching is associated with secondary school students' success and apart from the way a teacher uses vocabulary. Lessard -Clouton (1997) provided an overview of language learning strategies (LLS) for second and foreign language learners. He discussed three step approach teachers may follow in using LLS in their classes. General examples of LLS given were: asking questions for clarification and for correction. Co-operating with peers and with proficient users of the new language and emphasizing with others by developing cultural understanding and becoming aware of other people's thoughts. The approaches mentioned were not specific to a particular language.



Theodore and Richards (1995) stress on the use of direct method. They argue that it is the best method in language learning. Direct method was widely used in the United States in successful commercial schools. It stood for the following principles and procedures (1) classroom instruction was conducted in the target language ;(2) only everyday vocabulary and language were taught;(3) oral communication skills were built up in carefully graded progression;(4) question and answer exchanges between the teacher and the students in small intensive classes were done;(5) Concrete vocabulary was taught through demonstration, objects and pictures.

Although the use of objects is mentioned in both studies, the difference is in the oral communication skills. In secondary schools, emphasis is on written skills and the methods used are geared towards improving students' performance in written and not in oral examinations. Accelerated Language Learning outlines various methods which can be in language education (or teaching and learning). These include: Communicative Language.

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

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

Learning and teaching is the concern of the trained teacher. But learning is a complex process. It can however be defined as a change in disposition, a relatively permanent change in behavior overtime brought by experience. Learning can occur as a result of newly acquired skills, knowledge, perception, facts, principles, new information at hand and so on. Adeyanju, (1997) concurs that learning can be reinforced with learning aids of different variety because they stimulate, motivate as well as arrest learners attention for a while during the instructional process. Learning facilities are instructional materials and devices through which teaching and learning are done in schools. Examples include visual aids, audio visual, real objects among other things. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall charts, illustrated pictures, Pictorial materials and other two dimensional objects. Audio visuals are teaching machines like radio, television and all sorts of projectors with sound attributes. A large number of trained teachers use this learning aids consciously because they use have positive effect on learning outcomes as their cognate experiences during teaching, practice, supervision reveals (Akanbi, 1988). In order to attain objectives instructional materials or resources are perceived as very important in teaching according to Agun and Okunrotifa, (1977). Face to face and paper recourse still dominate public education. Audio visual media has been treated more or less as an icing on the cake than something at the very heart of learning (Kozma, B. 1994). Modern web based learning and computing providing the means for fundamentally changing the way in which instructions are delivered to the students. Multi media learning resources combined with workbooks exploit the full pedagogical power of multi media (Mann, B. 1997)

Learning facilities are equipments that enhance learning. Learning facilities such as the library, laboratories, radio, television, wall charts among others facilitate the teaching-learning process. Learning facilities are very important not only in language learning but also in language performance. According to psychologists, students

learn better in an environment where learning facilities are available. Learning facilities or equipments are influenced by educational philosophy, needs and financial resources available (Castaidi, 1987). This means that the availability of learning facilities for learners in a school depends largely on the availability of school finances and that those schools which lack finances do not equip their schools with learning facilities.

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

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

According to Peachey (2009) a wall is one of the facilities that enhance language learning. Video tasks can be created and students can be allowed to post any response to the wall. The wall can also be used to collect different links various resources around the web for students to explore and create debates. Grammar walls can even be created and students can be able to express opinions that they might not feel comfortable doing in the classroom. These walls can be used by students to post what they know and examples of different grammatical structures. Peachey's arguments were concerned with learning especial grammar.

Teachers should be prepared to use learning objects. He essentially defined an object as something that is designed for a specific purpose for example a computer based lesson which enables students to gain more information than the use of pencil and paper. Further, students are expected to be able to access, gather, retrieve and organize data using hardware and software because students who cannot use computers will be disadvantaged when they enter the job market (Hodgins, 2000). Hodgins' views are similar to this researcher's view because both explain that facilities are important in learning process. It is important to include different learning facilities so as to vary in teaching. The environment which Hodgkin's was addressing was a technologically advanced one. Lack of textbooks, Language background and lack of professional growth and development of teachers also contribute to poor achievement. According to Thiongo (2000), these include ineffective teaching and inadequate learning facilities which have a negative influence on the output of the two languages. A study conducted by Rai (2007) in reading proficiency in the USA for fourth grade students discovered that both the rich and the poor students in high cost schools performed impressively well in reading assignments whereas the rich and socio-economically average students in premier schools taught in low populated classrooms did commendably well in reading proficiency. Rai considered the success of students in relation to economic status and the school type.

## **Students' Exposure**

The best way to learn a language is through frequent exposure to its sound patterns even if one has no clue what it all means(Sulzberger,2009).The ability to learn new words is directly related to how often we have been exposed to the particular combination of sounds that make up the words. Sulzberge says that neural tissues required learning and understanding a new language will develop automatically for simple experiences to language-which is how babies learn their first language.Thus, extensive exposure to language which is made easier by globalization and new technology such as Internet, aural exposure, listening to the language on the iPod among others. To learn a language well one has to grow the appropriate brain tissue through lots of listening to songs and movies. In order to have a mastery of the language a student must repeat the audio material very frequently until listening and speaking the language has become natural. Genes (2000) opines that there are many options to learn about the language and its culture; Newspapers, radio broadcast and music CDs.Web based materials often provide good resources to study the geographical and cultural context in which the language is used. Students also interact with the library, engage other learners in debates and other relevant co curricular activities such as drama and field excursions.Krashen(1985)contents that environmental factors such as the class and school setting and the quality and extent of exposure to native English speakers as they work in class influence a student learning outcomes and success. He emphasizes the need for adequate to the target language, and comprehensible input, or language that is slightly beyond the level of which students can themselves produce.

Students exposed to participation in class perform better than those who do not participate (Wazee, 2003). He argued that language has a role in learning and students should be exposed to the target language. This is because language is the basis for human communication. Exposure to English and Kiswahili subjects through

other methods apart from participation could improve students' academic achievement.

Students who learn English should have opportunities to learn advanced skills in comprehension, reasoning and composition .This is done through exposing them to a lot of reading and writing (Wilkinson, 1991) Students who do exercises should make corrections with the guidance of the teacher. He further argued that students should also have access to curricular and instruction. This will integrate basic skills of development with higher order thinking and problem solving. Exposing students to exercises, curricular and reading and writing is not enough .Other ways of exposure such as listening to language radio programs, speaking the language with peers and contributing to debates should be sought and assessed. In order for English teachers to motivate learners a number of methods are needed both in and outside class. These include: positive self concept, high self—esteem, positive attitude, clear understanding: f the goals for language learning, continuous active participation in the language process and conducive environment. All these contribute to success of language learning. But continuous active participation depends on whether the channels of participation are open. These channels could be in form of access to other activities in school such as reciting poems. This can be done very often ( Maaraof and D'Cruz,2001). Although conducive environment enables a student to participate freely, it is not enough .The learners and the teachers are what determine the environment. Therefore, team spirit is encouraged. That is why speaking the language with peers may expose students to language learning. A student cannot learn the language alone.

### **Theoretical Perspective**

Attribution theory (B, Wiener) the theoretical perspective adopted for this study is derived from attribution theory, which emerged as a major research paradigm of social psychology in 1972. Its author is Weiner et al, 1974.

### Attribution Achievement Theory Model

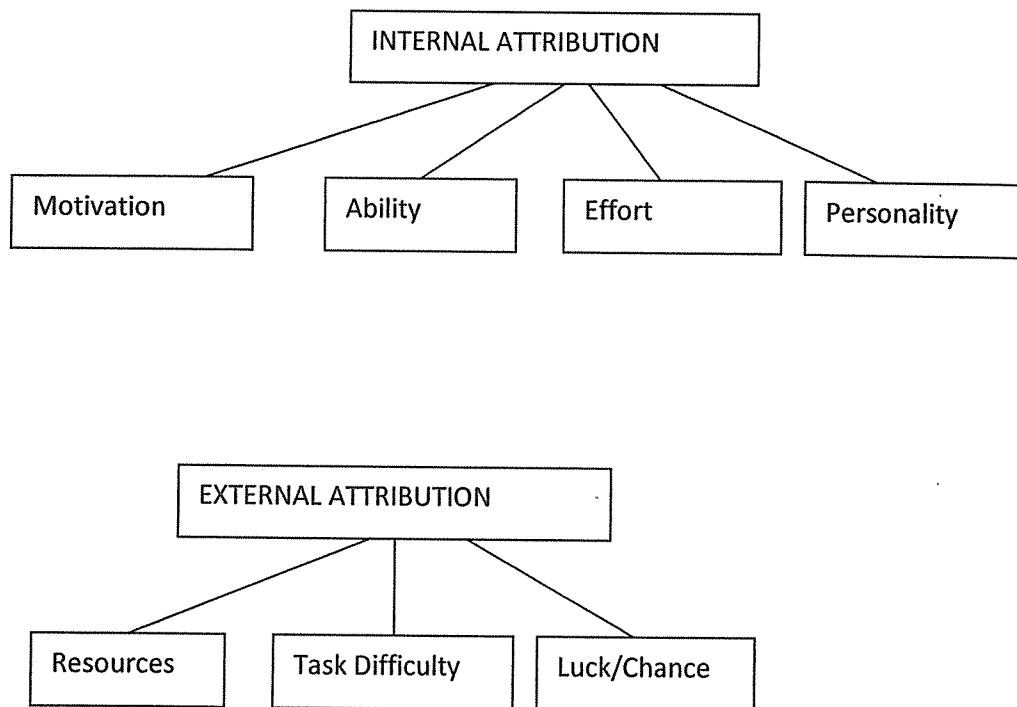


Figure 2

Source: Jennifer, M and Gaeth,R (2000).Understanding and Managing Organizational Behavior. (Page 130-133)

It assumes that people try to determine why people do what they do. I.e. attributes causes to behavior. Weiner focused his attribution theory on achievement (Weiner, 1974). He identified ability, effort, task difficulty, and luck as the most important factor affecting attributions for achievement. Wiener's theory has been widely applied in education. There is a strong relationship between self-concept and achievement.

Causal attributions determine effective reactions to success and failure. Attribution is a three stage process- Behavior is observed, behavior is determined to be deliberate, and behavior is attributed to internal or external causes (Weiner, 1980). From the above figure it can be deduced that attribution that assigns the cause of behavior to some characteristics of targets and assigns credit or blame to the individual actor is known as internal attribution. Attribution to ability, effort, personality and motivation are the most common attribution that people make. Students' for example may relate their achievement in examination with motivation, ability or even personality. On the other hand, external attribution assigns cause of behavior to factors outside the individuals such as the difficulty of the task, luck and resources. This confirms that students' achievements can be determined by availability of resources, that is to say, inadequate resources lead to low achievement whereas sufficient resources lead to high achievement. The theory is relevant to this research topic since it is concerned with achievement predictors which could be attributed to either internal or external causes. Since it attributes causes to behavior, it has more relevance to predictors (causes) of students' achievement (behavior).

### **Related Studies**

Okwany (1993) carried out a study to examine the attitude of Kenyan High School students towards the national language, Kiswahili. His study provided useful information for evaluating the Kiswahili language curriculum. He used attitude-Motivation test battery. His study revealed that students had a positive attitude towards Kiswahili irrespective of the type of school, ethnic background or gender. The study also revealed that this attitude was related to the factors which are both internal and external to the classroom environment. Saracaloglu (2000) did a study to investigate the relation between students' Attitude and foreign language performance He used the previous years High school Students in Ankara. Language Attitude scale (Likert —type) was used. The study found out that there is a significant relationship between attitude and success but no relation between gender



and success. Saracaloglu's study is related to the present study since English which was being studied is a foreign language. The present study looked at students' achievements in relation to attitude among other factors associated with performance in a foreign language (English) and an African language (Kiswahili). The study was also done in a different country (Kenya). The difference in the geographical location of study could also alter the findings.

A study by Vuzo (2007) tried to find out if there were differences in form one Geography classes taught using different medium of instruction, that is, Kiswahili and English. He used class observation and interviews in two government schools. The research revealed that students taught in Kiswahili performed better than their counterparts in English. This was because of positive attitude towards Kiswahili. The two studies are related. Both compared students' performance in languages in relation to attitude. Further, the present study examined students' achievement in relation to attitude among other factors. While Vuzo used class observations and interviews in only two government schools, this study used questionnaires in fourteen schools. Mwangi (1995) found out that those students who had a positive attitude towards Kiswahili performed better than those with negative attitude. In the present study, the researcher expounded on what Mwangi did by including other factors such as teachers' method of instruction, teachers' use of learning facilities, students' exposure and motivation. Further more, Mwangi did his study in Kiswahili language only in Thika Division. But this study was done in Kajiado District.

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

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

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

Teaching of Kiswahili in Kenyan Universities is largely writing Mugambi (2005). He argues that there is a general lack of funds for research. He also observes that there is lack of institutional support for the language. Attitude towards the subject is one of the factors in the statement of the problem. When Mugambi argues that there is lack of funds, he means that the government and educational administrators have a negative attitude towards Kiswahili in our Kenyan Universities.

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

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

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

Different types of language learning methods such as forming study habits, using audio-based method, motivation method and setting aside time to learn the language are outlined. All these activities are student centered according to Dark (2004). The outlined methods of language learning are related to this study because the core points are methods of language learning. Furthermore this study specifically investigated other factors besides methods of instruction in language learning and use specific to English and Kiswahili languages among secondary school students. It was centered on teacher's methods of instruction among other factors and not the learner-centered method.

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

The growing status of English as an international lingua franca provides additional support for such a policy. The findings indicated that current teaching approaches or

methods and materials do not support language development in English largely because they do not take into account the economic social and linguistic situation students'. The above methods are applicable to any language, but this study sought to assess the methods used in teaching English and Kiswahili languages and to find out if these methods may affect language -achievement or not.

At the University Of Chicago Laboratory School students study one language .The study begins at the third grade and goes up to the eighth grade .Students select among other subjects French, Spanish or German. After selection, they continue learning this same language. But upon entering high school students may continue with the same language or choose a different language with additional choice of Latin as a possibility. From grades three through twelve, the world language program presents the study of the target languages through a multisensory approach that encourages students to develop increasingly sophisticated skills. This approach includes an age appropriate introduction to and continued practice in listening, speaking reading and writing in the selected world language. Technology is also used in both stationary and mobile language learning centers in order to enhance students' exposure to authentic language and to provide them with different ways for producing and demonstrating their understanding of their language they are studying. This literature is relevant to this study because it explains that language learning is through exposure. But the present study is different because languages the researcher investigated were English and Kiswahili .Furthermore, the grade levels between this study and the university of Chicago laboratory Schools vary. Dealing with form four students could lead to long term findings.

The best way of learning is through frequent exposure to sound patterns, even if the learner does not have a clue of what it means (Sulzherger, 2009). He argued that our ability to learn new words is directly related to how often we have been exposed to particular combinations of sound which make up words. For example, he said that if one wants to learn Spanish, then one should frequently listen to the

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

Exposure to a particular language has the consequences of reducing sensitivity to foreign Language speech. The three researchers did a study on foreign languages experience at infancy, their effect of short term exposure and social interaction to phonetic learning. They claimed that at phonetic level exposure to a specific language reduces infants' abilities to discriminate foreign language speech sounds (Kuhl, Tsao et al, 2002). The goal of the experiment was to examine foreign language (phonetic language) in infancy because young children acquire more than one language. Early in life infants readily discern differences among the phonetics used in the world's languages. Another experiment investigated whether learning during the period of infancy is enhanced by social interaction. In the first experiment the infants were exposed to five hours of natural directed Mandarin Chinese Children. They wanted to know if this exposure is sufficient to reverse the decline typically seen in foreign phonetic perception.

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

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

## **Summary**

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

Previous study in this investigation was concerned with acquisition of language and was experimentally carried out. However this study was descriptive and concentrated on adult students at form four levels. The previous studies investigated phonetic levels in English languages whereas this study concentrated on English language and Kiswahili. Further the previous study dealt with skills of learning English and Kiswahili but this study concentrated on predictors of achievement in English and Kiswahili languages. At the same time the previous study was concerned with how negative attitude affected funding of Kiswahili program in the university. But this study went deeper to investigate how attitude affects achievement in the two languages. Finally the previous study focused on the way a teacher uses vocabulary, teachers centered method and general approaches of teaching across all subjects in the curriculum. This study though sought to determine teaching methods as predictors of students' achievements, approaches of teaching strictly Kiswahili and English and used with respect to learner centered method.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Research Design**

The study used descriptive correlation survey design. This is because it sought to describe and relate the relationship between predictors and students achievements in Kiswahili and English Languages. The study also used ex post factor design where the data on students' achievements were retrieved from the above files.

#### **Research population**

The study included for the students in form four in selected secondary schools in Kajiado North District. Their age ranged from 15-20 years with a mean age of 18 years.

#### **Sample Size**

From the population of 540 the minimum sample size of 476 was worked out from the sample school population using slovens' formula.

The researcher selected 11 schools comprising of 476 form four students from the 11 selected schools. The researcher used Slovene's formula to get the sample size.

**Table 1**  
**Respondents of the Study**

<b>School</b>	<b>Population of Students</b>	<b>Sample Size</b>
Kiserian Junior	51	45
Nakeel Boys	64	55
Ongata Complex	58	51
Nkamurunya	50	44
Laiser Hill	70	60
Serare	38	34
Enoomatasia	59	51
Ole Kasasi	50	44
St Patricks Girls	30	28
St Patricks Boys	30	28
Bishop Mazzoldi	40	36
<b>Total</b>	<b>540</b>	<b>476</b>

### **Sampling Procedure**

The 476 students were randomly selected from the form four classes of the respective schools. Purposively sampling was applied to select schools based on category of the school (Private or Public) and type (Boys and Girls, Mixed).



The form four candidates were selected since they have been to school longer(4 Years)interacting in English and Kiswahili and are preparing for the end of secondary cycle external exams. The respondents were then subjected to filling in questionnaires independently.

## Research Instruments

A researcher designed/made questionnaire was used to gather data on the predictors of students' achievement.

The instrument had two sections :(A) was concerned with respondents profile and (B)was on response made and the level of 35 items to be responded to.

## Validity and Reliability

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

Content validity index (CVI) was calculated to ensure that the instruments were reliable and valid. This was done by giving the questionnaires to five judges or experts to check on right and wrong questions. The content validity index was 0.514 which is valid.

The following formula was then used to calculate validity

$CVI = \frac{N-R}{N}$  Where: N=Total number of questions

N R=Number of reliable questions

N=35

R=17

$CVI = \frac{35-17}{35} = 18/35 = 0.514$  which is approximately 0.5

35

Conclusion is that the CVI is confirmed to be valid.

## **Data Analysis**

The profile of the respondents was analysed using the percentage and frequency distribution. The means was used to determine the levels of predictors and students achievement was pear sons' peskinon analysis.

## **Data Gathering Procedures**

### ***Before the data gathering***

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

### ***During the data gathering***

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

### ***After the data gathering***

*The data gathered was organized and subjected to statistical analysis in answer to the specific objectives of this study*

### **Ethical Considerations**

Ethical standards were ensured during the study as follows: permission was first sought from the district education office and the leadership of the schools of study before data gathering was done. Students were also informed that they would be respondents in the research. Informed consent was secured from teacher and student participants. An assurance on confidentiality was given to the respondents. Further the study was purely for academic purposes only. The respondents were not required to disclose their identity other than their class age and gender profiles. Authors mentioned in this study were acknowledged through citations and referencing. Findings were presented in a generalized way.

### **Limitations of the Study**

Unacceptable 5% margin was claimed by the researcher in view of the following threats to validity: Confounding variables such as;

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

(2) **Attrition/Mortality.** Not all questionnaires were returned completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the

researcher reserved more respondents by exceeding the minimum sample size. The respondents were also reminded not to leave any item in the questionnaires unanswered and were closely followed up as to the date of retrieval.

## CHAPTER IV

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### Introduction

This chapter presents the data, statistical analysis in tables and interpretation of the data after the tables.

**Table 2**

#### Profile of the Respondents

Table two reflects the profile of the students' participants where the age range is between 15-20 years. The female students are quite greater in number than male students.

Category of gender	Frequency	Percentage %
Male	205	43
Female	271	57
<b>Total</b>	<b>476</b>	<b>100</b>
Age		
15-20	466	98
20-above	10	2
<b>Total</b>	<b>476</b>	<b>100</b>

In regard to the gender aspect the student respondents comprised 271 (57%) female and 205 male (43%). In terms of age those who were between 15-20

years formed the bulk of the study at 98% whereas those above 20 years were only 10(2%)

It can be deduced from the table that girls are more than boys in form four and that most form four candidates are young this means that teachers should plan their lessons according to learner characteristics such as age and gender as postulated by Nichols (1993). The report of Basile (1995) affirmed that whereas boys and girls start at kindergarten together, by grade 12 girls are generally lower in academic ranking than their male counterparts. Students' characteristics such as age and gender could therefore be good predictors of academic achievements. As pertains age, those who were between 15-20 formed the bulk of the study at 98%, whereas those above 20 years were only 4, forming 2 percent of the total population.

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

The independent variable in this study was predictors of performance, measured with 5 aspects namely, Attitude towards English/ Kiswahili (measured by 5 items in questionnaire), Teachers' Method of Instruction (measured by 10 items in the questionnaire), Students' use of Learning Facilities (measured by 6 items in the questionnaire) Students' Exposure (qualitatively using four items in the questionnaire) and finally, Students' Motivation (measured by 5 items in the questionnaire). Students were required to rate the degree to which they agreed with each of these 5 items, by ticking the right number in the box.

Using the key- 1=Very Low, 2=Low, 3=High, 4=Very High

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

**Table 3**  
**Level of Predictors**

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

I frequently listen to language Radio programs	2.45	Low
I frequently watch language Television programs	2.84	High
<b>Total</b>	<b>2.39</b>	<b>Disagree</b>
<b>Students' exposure</b>		
I often read news papers	2.31	Low
I often speak English with your peers	2.24	Low
I often do English exercises	2.93	High
I often listen to English radio programs	3.49	High
I often recite English poems	3.12	High
I often contribute in English debates	2.67	Low
I often watch English TV programs	2.58	High
<b>Total</b>	<b>2.74</b>	<b>High</b>
<b>Students motivation</b>		
Material rewards tend to makes me work harder	2.76	High
Teachers comments and verbal comments help me do better		
Involvement in learning makes me do my best	3.53	High
Learning environment helps me work harder	3.21	High
Educational outings makes me perform well	2.73	High
<b>Total</b>	<b>2.11</b>	<b>Low</b>
<b>Grand total</b>	<b>2.91</b>	<b>High</b>
	<b>2.90</b>	<b>High</b>
	<b>2.65</b>	<b>High</b>



**Legend:**

<b><u>Mean range</u></b>	<b><u>Interpretation</u></b>
1.0-1.99	Very Low
2.0-2.49	Low
2.5-3.5	High
3.6-4.0	Very High

From table 3 above, the general picture as pertains to the level of predictors of achievement is high. This is because most mean index are within 2.5 which in the decision rule stands for high. The grand mean for all the 5 aspects also stand at 2.65 which signifies high levels. As pertains the first concept of achievement indicator, most respondents' scores show high levels. Majority of the students' agreed that they consider English and Kiswahili as some of the most important and useful subjects with the highest mean in this section at 2.92, followed by the fact that most of them enjoy English and Kiswahili classes and feel very comfortable with them with a mean of 2.84. Dismayingly however, the students rated spending a lot of time doing extra home work in English with a low mean of 2.24

In regard to the aspect of teachers' method of instruction, the total mean was 2.62, indicating high levels. However, some aspects within it that ranked highly included the teachers involving them in group discussions when teaching with a mean of 3.49. This was followed by the teacher using illustrations to express certain concepts and ideas when teaching with a mean of 3.12. In the same mean was the aspect of the teacher administering continuous assessment tests apart from end term exams. Instruments that scored very low levels include the teacher uses lecture method in teaching a mean with of 1.94, and whether the teachers advise them to read English news papers and novels, a mean of 1.90. Others like the

teacher involves them in debates and gives them assignments were all within the same range of mean =2.

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

As far as students' exposure is concerned, most respondents rated high levels with a mean of 2.76. Some aspects of this domain that scored highly include the fact that they often do language exercises 3.49, then they often listen to English and Kiswahili radio programs mean=3.12, this was followed by they often speak English with their peers, at a mean of=2.93. Then they often watch English and Kiswahili TV programs mean= 2.74 among others. Other domains like often reciting poems and often contributing in English debates also scored 2.67 and 2.58 among others.

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

It is also clearly seen that the lowest mean was scored in library use representing low in rank whereas the highest mean was attained in material rewards representing high in the rank.

### **Level of Students' Achievement**

The dependent variable of the study was academic achievement, conceptualized in terms of students' academic achievement in English and Kiswahili in Kenya Certificate of Secondary Education (KCSE) which was measured in terms of students' total scores ranked

as very low (0-2), low (3-5), High (6-8), Very High (9-12). Head Teachers were requested to indicate the number of students who passed in each score rank in the table 4 basing on the average of 2 years achievement; their answers were summarized using means as indicated in table 4 below.

**Table 4**

**Achievement Level of Students' in Kiswahili and English**

SCHOOL	2008 KCSE Results				2009 KCSE results					
	Population	ENGLISH	KISWAHILI		POPULATION		ENGLISH		KISWA	
ST. PATRICKS GIRLS	22	9.2	D	9.7	D	24	9.3	D	9.2	D
ST. PATRICKS BOYS	20	9.2	D	9.3	D	25	9.4	D	9.0	D
ENOOMATASIAN	23	8.6	C	7.9	C	38	7.9	C	8.5	C
SERARE	20	8.5	C	7.9	C	18	8.2	C	7.0	C
LAISER HILL	31	8.4	C	6.9	P	44	7.6	C	7.7	C
KISERIAN JUNIOR	22	7.6	C	7.6	C	32	7.1	C	6.9	P
NAKEEL BOYS	67	6.2	P	5.3	F	70	6.8	P	6.4	P
NKAIMURUNYA	25	6.3	P	6.8	P	24	5.6	F	6.5	P
OLE KASASI	30	5.1	F	4.9	F	32	5.8	F	6.1	P
BISHOP MAZZOLDI	25	5.6	F	4.9	F	30	5.7	F	4.9	F
ONGATA COMPLEX	22	5.2	F	5.1	F	27	5.3	F	5.4	F
<b>Total</b>	<b>307</b>	<b>7.3</b>	<b>6.9</b>			<b>364</b>	<b>7.2</b>		<b>7.5</b>	

<b>Total mean</b>		<b>7.1</b> Credit		<b>7.4</b> Credit
<b>Grand mean</b>	<b>7.3 Credit</b>			

**Grading system:** D (Distinction), P (PASS), F (Fail), C (Credit)

From table 4 above, it is clearly seen that the performance in two languages is relatively moderate within the rank of 6-8. In 2008, for example, the highest means in these subjects was 9.2, at both ST. Patric Girls and ST. Patrick boys respectively in English while ST Patrick Girls led in Kiswahili with a mean of 9.7, this was ranked distinction on the decision scale. The very year, Ongata Complex got the lowest mean among the sampled schools at 5.2 in English and 5.1 in Kiswahili respectively. The same year, English got a slightly higher mean than Kiswahili. English had a mean of 7.3 whereas Kiswahili had a mean of 6.9, reflecting credit and pass respectively. The general performance that year in both subjects was credit.

In 2009, however, the highest means in these subjects were still scored by St. Patrick with a mean of 9.3 in English and 9.2 (distinction) in Kiswahili, all these ranked very high and were rated distinction. The same year however, the lowest means were scored by Ongata Complex at 5.4 in Kiswahili and 5.3 in English (Fail). In this year, the general mean for English stood at 7.2 whereas Kiswahili came first with 7.5. ( Credit Pass).

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

### **The Relationship between the Level of Predictors and the Level of Students' Achievements in English and Kiswahili**

The purpose of this study was to establish whether predictors are significantly correlated with achievement in Kiswahili and English in schools in Kajiado North District. This purpose

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

**Table 5**

**The Relationship between the Level of Predictors and the Level of Students' Achievements in English and Kiswahili**

Table five shows that there is a significant relationship between predictors (independent variable) and achievement (dependent variable)

Category	Mean	Computed r-value	Critical value	Interpretation	Decision on Ho
Level of Predictors Vs Level of Students' achievements	2.65 7.30	0.56	0.000	Rejected	Significant

Level of significance =0.01

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

The overall picture of the importance of predictors in a learning environment was revealed in this study as shown in the table. For instance, in schools where the level of predictors was high achievement in KCSE was recorded as high. Conversely, a number of schools that did not apply the predictors in learning registered low or very low feedback in KCSE. What accounts for this finding is the observable KCSE examination results for 2008-2009. It is creditable to note that the predictors when applied in a learning environment will obviously improve achievements greatly hence no de linking predictors and achievements.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS, RECOMMENDATIONS**

#### **Introduction**

In this Chapter, the findings, conclusions and recommendations are presented with relevance to the specific objectives of this study.

#### **Findings**

The findings of this study were as follows:

##### **A. Profile of the respondents**

- 1) 98% of the respondents were between 15-20 years old
- 2) Girls were slightly higher in number (57%) than boys (43%)
- 3) Only 2% of the students were 21 and above years old

##### **B. The level of predictors of students achievement**

The level of predictors of Students' Achievement in English and Kiswahili languages was high.

##### **C. Level of students achievement**

Level of students' achievement in English and Kiswahili languages in Kajiado North District was high.

##### **D. Significant relationship between the level of predictors and level of achievement.**

There was a significant relationship between the level of predictors of Students' achievement and level of achievement in English and Kiswahili languages. The distinction failed.

6. There is need to fit public schools with the necessary resources and infrastructure for them to be able to compete favorably wit their counterparts in the private schools.

Future researchers can undertake studies in the following suggested topics;

Gender and age as predictors of students' achievement.

Predictors of students' achievements in all examinable subjects in high school.

The effectiveness of management of instructional time, monitoring and student behavior and feedback as predictors of students' achievements.



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## APPENDIX 1 A

### TRANSMITTAL LETTER A



KAMPALA  
INTERNATIONAL  
UNIVERSITY

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Tel: +256- 41- 266813 / +256- 41-267634  
Fax: +256- 41- 501974  
E- mail: admin@kiu.ac.ug,  
Website: www.kiu.ac.ug

#### OFFICE OF THE DEPUTY VICE CHANCELLOR SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

Dear Sir/Madam,

December-17, 2010

**RE: REQUEST FOR ODONGO ARGWENG'S OUKO REG. NO  
MED/20006/82/DF;  
TO CONDUCT RESEARCH IN YOUR INSTITUTION**

The above mentioned is a bonafide student of Kampala International University pursuing a Master of Educational Management and Administration, he is currently conducting a field research of which the title is "**Predictors of Students' Achievement in English and Kiswahili Languages in KATAISO NORTH District, Kenya.**" As part of his research work, he is required to collect relevant information through questionnaires, interviews and other relevant reading materials.

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

Any information shared with him will be used for academic purposes only. Rest assured the data you provide shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Novembrieta R Sumil, Ph.D.  
DVC, SPGSR

*"Exploring the Heights"*

**APPENDIX 1B**  
**TRANSMITTAL LETTER B**

**Dear Students,**

**RE: PERMISSION TO CARRY OUT RESEARCH**

Greetings. I wish to seek your permission to carry out a study in your school on PREDICTORS OF STUDENTS' ACHIEVEMENT IN ENGLISH AND KISWAHILI LANGUAGES with you as a respondent. The data to be collected will be used for research purposes only and will be treated with confidence. I would highly be grateful to you for your anticipated positive response.

Thank you.

Yours truly

Odongo A.Ouko

MED/20006/82/DF

## APPENDIX II

### CLEARANCE FROM ETHICS COMMITTEE

Date \_\_\_\_\_

#### Candidate's Data

Name \_\_\_\_\_

Reg. # \_\_\_\_\_

Course \_\_\_\_\_

Title of study \_\_\_\_\_

#### Ethical Review Checklist

The study reviewed considered the following:

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

#### Results of Ethical Review

- \_\_\_ Approved
- \_\_\_ Conditional (to provide the Ethics Committee with corrections)
- \_\_\_ Disapproved/Resubmit Proposal

#### Ethics Committee (Name and Signature)

Chairperson \_\_\_\_\_

Members \_\_\_\_\_

### **APPENDIX III**

#### **INFORMED CONSENT**

I am giving my consent to be part of the research study of Mr. Odongo A. Ouko that will focus on predictors of students' achievement in English and Kiswahili languages.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation at any time.

I have been informed that the research is voluntary and that the results will be provided to me should I ask.

Initials: \_\_\_\_\_

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



## APPENDIX IV A

### FACE SHEET; PROFILE OF THE RESPONDENTS

CODE	_____
AGE	_____
GENDER:	MALE _____
	FEMALE _____

**APPENDIX IV B**  
**RESEARCH INSTRUMENTS**

<b>Response</b>	<b>Rating</b>
1=strongly disagree,	Very Low
2=disagree,	Low
3= agree,	High
4=strongly agree,	Very Low

Answer the following questions according to instructions given

**Attitude towards English**

---

Each of the following statements expresses a feeling which you have towards English. Give alternative responses depending on how you agree or disagree with each statement. In this case: use the key- 4=Very High, 3=High, 2=Low, 1=Very Low, before each

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

## Teacher's Method of Instruction

---

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

The English teacher in my school:

- i. Involves us in group discussions when teaching
- ii. Checks our class notes
- iii. Use illustrations to express certain concepts, ideas when teaching
- iv. Gives us assignments
- v. Administers continuous assessment tests apart from end term exams
- vi. Involves us in English/Kiswahili debate
- vii. Uses lecture method in teaching
- viii. Advices us to read English/Kiswahili news papers and novels
- ix. Verbally praises those students who perform well in English
- x. Drafts for us English/Kiswahili poems to recite

## Teacher's Use of Learning Facilities

---

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

4=Very High, 3=High, 2=Low, 1=Very Low

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

## **Students' Exposure**

---

Select the alternative that best describes your situation

4=Very High, 3=High, 2=Low, 1=Very Low

---

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

## **Student Motivation**

---

Select either of the following for your opinion

4=Very High, 3=High, 2=Low, 1=Very Low

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

**Thanks for your Participation**

## **APPENDIX V**

### **SAMPLE SIZE DETERMINATION**

**(SLOVEN'S FORMULA)**

$$N = \frac{N}{1 + NX^2}$$

X= 0.05 (Allowance for margin error)

N= Total population

## APPENDIX VI

### Checklist for Data Collection

2008 KCSE Results				2009 KCSE results		
SCHOOL	Population	ENGLISH	KISWAHILI	POPULATION	ENGLISH	KISWA
ST. PATRICKS GIRLS						
ST. PATRICKS BOYS						
ENOOMATASIAN						
SERARE						
LAISER HILL						
KISERIAN JUNIOR						
NAKEEL BOYS						
NKAIMURUNYA						
OLE KASASI						
BISHOP MAZZOLDI						
ONGATA COMPLEX						
Total						
Total mean						
Grand mean						

## APPENDIX VII

### TIME FRAME (2011)

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Conceptual Phase												
Chapter 1												
Design&Planning phase												
Chapter 2&3												
Dissertation Proposal												
Empirical Phase												
Data Collection												
Analytic Phase												
Chapter 4&5												
Journal Article												
Dissemination Phase												
Viva Voce												
Revision												
Final Book Bound Copy												
Clearance												
Graduation												

## **RESEARCHER'S CURRICULUM VITAE**

### **PERSONAL DATA**

**Name** : Odongo A. Ouko  
**Sex** : Male  
**Date of Birth** : 1969  
**Nationality** : Kenyan

### **EDUCATIONAL BACKGROUND**

**2009-2011** : **Kampala International University**  
(Masters in Educational Management and Administration)  
**2003-2007** : **Kenyatta University**  
(Bachelor of Education, Arts)  
**1989-1991** : **Kamagambo Teachers Training College**  
(P1)  
**1984-1987** : **Orero High School**  
(Division 2)  
**1976-1983** : **Awendo Primary School**  
(Pass)

### **WORKING EXPERIENCE**

**1991-1995** : **Classroom Teacher**  
**1996-2010** : **Principal, Ruby Kraft School (Nyanza)**



- 2011 : **Principal, Advent Hill School** (Rongai)
- 2000 to date : **KCPE English Composition Examiner**
- 2009-2010 : Chairman, FURJOSONKRAFT Group of Private Schools, Nyanza
- 2006-2010 : Administrative Committee Member, Kendu Adventist Hospital

### **AWARDS**

Awarded Certificates of merit as best English teacher in the district and accomplished KCPE English composition examiner.

### **FUTURE PROSPECTS**

To be able to play a major role in policy making activities in the sphere of education and graduate with PhD.

