

**LEARNING RESOURCES AND ACADEMIC PERFORMANCE
IN KISWAHILI IN SELECTED SECONDARY SCHOOLS
IN MUTONGUNI DIVISION
KITUI DISTRICT-
KENYA**

BY

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DECLARATION

I **KANOGO TABITHA WANJIKU REG NO.BAE/10006/81/DF**, declare that the dissertation presented to **KAMPALA INTERNATIONAL UNIVERSITY** is my original work and has never been presented to any institution of higher learning/organization for any award.

Signature.....

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Date..26/05/2011.....

APPROVAL FOR SUBMISSION

This is to certify that this work "LEARNING RESOURCES AND ACADEMIC PERFORMANCE IN KISWAHILI IN SELECTED SECONDARY SCHOOLS IN MUTONGUNI DIVISION KITUI DISTRICT- KENYA" has been done under my supervision and submitted for the award of Degree of bachelor of Arts with Education of Kampala international university.

Supervisor's name.....Nabuseeta -D. Paligoola.

Signature.....

Date...26/5/11.....

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May God bless you all.

DEDICATION

This dissertation is dedicated to my beloved parents **Mr. Geoffrey Kanogo Wambui** and **Peninah Wanjiru** whose unconditional love, guidance and mentorship have been the wind beneath my wings. I could think of no greater family than mine to have been honored by God to be a part of it.

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ABSTRACT

This study sought to find out the impact of learning resources on performance of students in Kiswahili subject in Mutonguni division.

The study was guided by research objectives, identifying the relationship between learning resources and academic performance, attitude of teachers, investigating the characteristics of classroom environment and quality of teachers.

The study was expected to be significant to the future researchers, teachers and also parents.

The study reviewed literature on the availability and use of teaching, learning resources, teachers' attitude, and classroom environment as a learning resource, impact of instructional resources, and quality of teachers.

The study used case study design. The sampling technique used was stratified random sampling comprised of six secondary schools, six head teachers and twelve parents. The questionnaire, interview and observation schedule checklist were used as the instruments to collect data. The data was quantitatively and qualitatively analyzed using tables, pie charts, percentages and description.

The study finding indicated that many schools in Mutonguni did not have adequate Kiswahili learning resources and key stake holders like parents were not involved in provision of learning resources. Lack of learning resources had a negative impact on student's performance in Kiswahili subject. The research recommended sensitization and mobilization to be done to teachers, parents and the community about the importance of Kiswahili language learning resources and also in other subjects .the government should also put on campaign on the need of learning Kiswahili since it is one of the official languages in Kenya.

DEFINITION OF TERMS

Learning resources –This refers to those materials, equipments or person that support or aid students in understanding the subject matter presented to them in a better or faster way during the teaching learning process.

Impact –Refers to the effects that are usually experienced after the use of learning resources. They are experienced after the learning process is experienced.

Performance –Is the achievement of something with a particular amount of success. In this research it means the achievement in Kiswahili subject.

Secondary school education – education for young people usually between 11-18 years. Secondary education comes after primary education.

Kiswahili – this is the second official language in Kenya. It developed as a result of intermarriage between Arabs and the Indian coast people.

‘Sheng’-is a form of slang language that developed among Kenyan youth as a result of corruption of Kiswahili with English languages.

ACRONYMS

K.C.S.E – Kenya Certificate of Secondary Education.

K.N.E.C – Kenya National Examination Board.

NACECE –National Centre for Early Childhood Education

D.E.O – Divisional Education Officer

CHAPTER ONE

1.0 INTRODUCTION

It is believed that one of the most important basis for evaluating a learning process is performance or result. This study aims to highlight and explore the impact of learning resources on academic performance in Kiswahili in secondary schools, Mutonguni division Kitui district-kenya. The researcher will also state the problem related to the study and its objectives. The researcher will then summarily state some of the related research questions, hypothesis and the general significance of this study.

1.1 BACKGROUND OF THE STUDY

Kiswahili is the official medium of communication in Kenya after Kiswahili; therefore it is a central language. It is also taught as a compulsory subject from primary through secondary level of learning. Learning Kiswahili is therefore mandatory. However, despite the subject being compulsory its performance is still demanding from the trend of Kenya Certificate of secondary Education (K.C.S.E) results produced by the Kenya National Examination Council (K.N.E.C) in the recent years.

The struggle to have knowledge of Kiswahili language has become the aspiration of most students in Kenyan secondary schools. Kiswahili as a compulsory subject primary level is of great practical utility. This is because apart from the basis of passing exams, it helps one in day to day interactions. The history of Kiswahili language dates back to independence days when the country was still a colony of British. This led to the introduction in the Kenyan colonial because it was found trade interests could only be successful if it was used.

The language therefore became politically super imposed one in Kenyan schools. Kiswahili therefore was taught as a compulsory subject. After independence, drastic changes came regarding the place of Kiswahili in Kenya however, it could not be ignored because of its importance in matters pertaining trade. As a result therefore, it became a compulsory subject in all Kenyan secondary schools. Since then, the performance in Kiswahili in secondary schools has not been good as expected. According to researches that have been carried out by Government to inquire into this problem, several factors have been cited. These factors are; poor attitude of the teacher, learner and the key stakeholders, in appropriate teaching methods and approaches, poor content mastery by the teacher,

poor utilization of the available resources, inadequate supervision and guidance from the people charged with this responsibility including the ministry of education. These have led to poor performance of students in Kiswahili language as evidenced in the results of Kenya Certificate of Secondary Education (K.C.S.E)

Given the impressive range of benefits ascribed to extensive reading, it is surprisingly that so far it has attracted relatively little interest in Kenya. Despite the attempts by the ministry of Education to encourage a more communicative approach, the school system is very much geared to preparing student for the highly demanding university entrance examinations. Teachers don't care much about the use of learning resources instead they just teach using their own knowledge without consulting books.

1.2 PROBLEM STATEMENT.

In Mutonguni division, Kiswahili as an art and compulsory subject has been neglected and learning resources are usually directed or much emphasized on science subjects neglecting Kiswahili.[Daily nation, Januarys 19 2011] , Teachers have discouraged the students instead of motivating them. Some have gone to the extent of saying that it is a common subject since every one can speak it fluently so less emphasis is directed towards it. This makes them to neglect and have negative attitude towards Kiswahili. Kiswahili lessons are not well utilized and teachers are ever dodging classes s the school library lacks enough textbooks for Kiswahili and the few existing ones are out dated there seems to be attention on science subjects like mathematics, chemists, biology and neglect on Kiswahili which has in turn led to poor performance in final examinations which has substantially shoveled off their careers and aspirations in life to the wrong ones , as a result most of the have failed to get meaningful careers due to failure to perform well in Kiswahili. This has now become a societal and governmental menace. This study is therefore bent on devising different ways that should be put into practice so as to improve the on the academic performance in Kiswahili.

1.3 SCOPE OF THE STUDY

The study was intended to expose the effects of learning resources on academic performance in Kiswahili specifically in secondary schools in Mutonguni division Kitui district, to relate the adverse effects of learning resources towards Kiswahili and to come up with possible solutions enabling good performance in Kiswahili. It is also centered on findings

possible ways of providing enough learning resources to secondary schools so that there can be a good performance in Kiswahili.

1.4 OBJECTIVES OF THE STUDY

The study was guided by the following objectives:-

- [1] To determine if there is a significant relationship between learning resources and level of academic performance in Kiswahili.
- [2] To investigate the attitude of teachers towards Kiswahili subject in Mutonguni division.
- [3] To determine relationship between classroom environment and level of academic performance in Kiswahili.
- [4] To establish if there is a significant relationship between teachers quality and performance.

1.5 RESEARCH QUESTIONS

The study was guided by the following research questions

- [1] what is the relationship between learning resources on the academic performance of students in Kiswahili among secondary schools in Mutonguni?
- [2] What is the attitude of teachers towards Kiswahili subject in Mutonguni division?
- [3] What is the relationship between teacher's quality and academic performance of secondary schools in Mutonguni zone?
- [4].What is the relationship between teacher's quality and the performance in Kiswahili?.

1.6 HYPOTHESIS

- [1] There is a significant relationship between availability of leaning resources and academic performance in Kiswahili.
- [2] Teachers attitude has got a significant influence towards students' performance in Kiswahili.
- [2] Environment has got a significant influence towards student's performance in Kiswahili language.

[4] There is significant relationship between teachers' quality and academic performance in Kiswahili.

1.7 SIGNIFICANCE OF THE STUDY

The study will benefit the following disciplines.

The future researcher will compare the research findings with what had been done before in the same area, identify areas that had been left out and set firm foundations for future research in specific areas of study.

The teacher will adjust their methodology to uplift the standards of Kiswahili. The students will understand the place and value of Kiswahili in career choice and put the necessary effort in the subject.

The parents will be able to identify their missing link as stake holders in the learning of Kiswahili in Mutonguni division-Kitui district- Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

Gachinga (2006) states that learning resources are very important in the in the teaching and learning process. Most educational institutions in Kenya are failing to achieve their set standards in education due to failure to incorporate learning resources in their teaching. This calls for the need to provide the learners with enough leaning resources for each particular subject.

This chapter sought to highlight the issues raised in relating to the availability of learning resources in boarding secondary schools in Mutonguni division kitui district Kenya.

2.1 THE IMPORTANCE OF SECONDARY SCHOOL EDUCATION

Individual development and self fulfillment is one of the national goals of education in Kenya NACECE (2007), Kenya institute of education. Thus personal development is very important for every young person in the society. Every individual must be helped to grow in his technical, moral, religious and artistic. The objectives of secondary education in Kenya are;

- To produce education geared towards development of child's mental capabilities and physical growth.
- To enable the student to enjoy living and learning through acquisition of knowledge.
- To enable the student to develop understanding and appreciative of his/her culture and the environment
- To foster the student explanation of skills, creativities, self expression and discovery
- To enable the student build good habits and acquire acceptable values and behavior for effective living as an individual and as a members of group
- To foster spiritual and moral growth of the student

Secondary education should seek to develop the whole student. The growth and development process should include physical, mental, social,

emotional, moral and aesthetic dimensions. The growth and development of the child will therefore call for provision of the instructional resources for the total development. These can not be done without the use of language as the language is the medium of instruction between teachers and students.

According to NACECE, education seeks to develop the whole student physically, mentally, socially, emotionally, moral, spiritually and aesthetically. The education starts from home and is extended to formal education centers or any other institution. It also aims at helping the students to acquire knowledge, skills and attitudes so that they develop to the full potential.

Bandura (1996) indicated that school is very significant because the students establish patterns and expectations of success which help them to create a climate of confidence for the future learning effort. Schools offer opportunities that enable the youngest students to be expressive and creative through the use of language like Kiswahili, physical activity relating with other students and adults;- Singer(1969), Cohen (1985) stated that both secondary and pre-schools forester constructive opportunities for society to work co-operatively with the poor to solve problems.

2.2 AVAILABILITY AND USE OF TEACHING LEARNING RESOURCES AND STUDENTS PERFORMANCE IN KISWAHILI

According to David and Graham Powel ,[1992] students use learning materials as link between themselves and the environment and as a means to express feelings, concern and interests. They also provided children with a channel for social interaction with adult and other students.

Students also develop their imaginative discovery and creative skills through use of learning materials as they explore familiarize and understand the objects. NACECE (1997) asserts that facilities and materials are meant to stimulate the growth and development of the student and safety should be ensured in all learning facilities. The learning environment must be carefully and adequately planned and equipped learning activities should be organized in an interesting manner to meet the needs of students.

Castaldi (1970) supports the view by saying every education stimulates and strengthens the learning student. The materials must be attractive and impressive to students. Nice looking materials encourage students to use them more than those which are not impressive. Learning resources give room for social emotional development, in that students are able to socialize.

They learn to live with others, share, ask for things politely and appreciate each other (National Centre for Early Childhood Education) NACECE (1993).

Mwanchy, (1990), asserts that adequate learning resources are vital because they enable the students to develop confidence while handling them. This leads to development of talents in future and when the talents are identified captured and fully developed the students become inventors of new ideas and contributors to stock useful knowledge. Later, the student becomes communicators with themselves, peers and other members of the public.

2.3 TEACHER'S ATTITUDE AND PERFORMANCE

The teacher's attitude refers to the unconscious feelings they have when they meet or think of each other, or the feeling they have towards the subject they teach. These feelings are important for the good classroom and school relationship which motivates the students towards good performance. There is a way of speech; the friendly voice, the calm deliberate speech, which makes instructions clear; the word of encouragement which demands hard work without bad tempered threats. The bond between the learners and their teachers is strengthened when children feel he is interested in their success and failure. When children are at work individually or in groups, give a helping hand where it is needed. Encourage rather than condemn. Encouragement has been proved to bring better result than punishment. Treat difficulties in learning as problems to be solved by you as experts. A doctor will always look for the symptoms and then decide on the treatment. That is what a good teacher will do. This treatment may be kind or may it may have to be severe and painful. But the culprit is more likely to accept it if he knows that the teacher is on his/her side. The teacher must not be afraid of not knowing the answer to a learner's question. This is no disgrace it is an opportunity for good teaching. We

can not know all the answer to a learner's question. Just say I don't know; but let's find out. And there you have another lesson provided for you. The morale is that children will forgive occasional ignorance but will not forgive a teacher who tries to hide ignorance in many words. He does not say I have the knowledge you wants. Just look at me and listen. His objective is to turn their gaze in the right direction so that together they might make discoveries. This is the attitude of the good teacher towards his pupils and their learning. Successful teachers have what is often referred to as desirable professional attitudes. This means that they have positive attitude towards responsibilities and hard work, that they will conceive of their roles as extending beyond the business of simply teaching children's subjects and beyond the narrow hours of teaching that they have a positive attitude towards subject in which they and towards the place of the teacher in the society [David fontama,1993].

2.4 CLASS ROOM ENVIRONMENTS AS A LEARNING RESOURCE.

According to S.P Chaumbe the classroom environment ought to be tidy and well organized. The learning resources have to be brought to the classroom by the teacher; resources are well stored in the tidy and attractive learning environment. Good use is made of display material, which includes some students work. Flexible furnishing suitably arranged to allow for a variety of approaches to teaching and learning.

The environment for students should be enough and have safe space to facilitate learning.

Bronfen Brenner 1989, 1995 asserts that a healthy and good environment in the school, family and community can help the student to improve their competence in learning. Students need stimulating environment for learning, growth and development. The environment should have concrete materials that are appropriate and stimulating like books to manipulate, explore, experiment with and learn from. Teachers should ensure physical environment of material things and emotional environment are equally important. He/she needs to create an atmosphere of security and make the student feel comfortable in school so as to feel free to participate in activities and respond to situations without apprehension.

He also says materials and equipment should be arranged in such a way that students will be interested to use them wherever they like. They should be easily accessible to them to explore, manipulate them maximally. There should be reward in environment and recycling of raw materials for use in different situations. The atmosphere should be an aesthetic, safe and stimulating to impact on student's performance in learning process

2.5 IMPACT OF INSTRUCTIONAL RESOURCES ON STUDENTS PERFORMANCE

The impact can be both negative and positive depending on how the resources are used in the learning process of the learners. Environment which is what is surrounding them like the type of language used correctly or wrongly has a major impact on them. Healthy and good environment like where there is proper use of language like Kiswahili both grammatically and comprehensively with adequate learning resources at school, home and community can help the students improve their competence in use of language and learning

Bronfen Brenner (1989, 1995), says that the buildings in schools may be stimulating, conducive or inhibiting to the development of students. The basic requirement is a clean pleasant and well maintained building. The surrounding spreading influences a students health, attitudes and development of personality. The surrounding designed to be comfortable, safe and stimulating for students serve as a catalyst in enhancing contact between students and the school personnel.

An ugly and unclean surroundings acts directly on the subconscious mind like improper use of language like Kiswahili and bring about adverse effects on character formation. Researchers have found out that there is a world of difference between the outlook of a person raised in a clean healthy and adequate surrounding and one who had spent his childhood in a crowded, dirty, and unclean surrounding hence present beautiful and enriching school surrounding is desirable for students all round development, Storage space such as an open and closed shelves and cupboards which have high impact on students negatively. The one which are low in height enable students take and keep back the materials. This enables students to take care and manage all things independently.

Well spoken and used language like Kiswahili both grammatically and comprehensively provides exposure to the desired language stimulates imagination and allows students develop the proper language. All these contribute towards the performance of the students in both the languages and the other subjects.

2.6 QUALITIES OF A GOOD TEACHER

Fuster ,(1988), states that success in academics depends on the quality of the person who is teaching. If the teacher has a high level of qualification, then he will be able to help a learner to rise to a level higher than the one he has acquired. But if the teacher has low level of academic qualification then the students will deteriorate and may not be able to rise up in higher level.

Every teacher is supposed to be emotionally mature capable of exercising self control, accepting responsibility in society or in school. The students problems are many and may even affect members of staff but the teacher should not chase the students away because their problems involve other teachers.

He/she should be a person who appreciates personal differences and understands that everybody is not the same ,should not compare students otherwise this may make them not to open up but should give hope because the students welfare is the main concern.

A teacher should be able to recognize when to engage external help in helping the students or learners when the question appears difficult and complicated that may go beyond school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter presents various methods and techniques which the researcher used in getting the required information. These included research design, areas of the study sample size and sampling technique, data collection techniques, questionnaire, the oral interview, data collection procedures, data analysis procedures, ethical considerations.

3.1 RESEARCH DESIGN

This section describes the nature of the pattern the research followed. Qualitative and Quantitative design was used. Qualitative research helped to identify themes and concepts and define them to get a deeper meaning of the study while quantitative research helped to analyze the numbers involved in the study.

The researcher selected a few schools in the zone and individual secondary school teachers, parents and head teachers to undertake the investigation on the impact of learning resources to student's performance in Kiswahili. This becomes the design that can be used as an illustration of a general condition as a background set up to plan for a future investigation and also a basis from which to sort out hypothesis which will further be investigated.

3.2 AREAS OF THE STUDY

The study sought to assess the availability of learning resources in secondary schools in Mutonguni division that bears eight administrative locations of ; kakeani, Musengo, usiani, mutonguni, katuutu, kauwi, kivaani, mutanda .The area has about 15 public boarding secondary schools each with a population of about 500 students giving a population of 7500 and an average of 28 teachers in every school giving a total of 420 teachers in the division. The area also had two private schools in some locations as shown in the table below

		Public	Private
Kakeani	Location	3	1
Katutu	Location	2	-
Musengo	Location	3	-
Mutonguni	Location	3	-
Usiani	Location	4	1

Each school had one head teacher totalizing to 15 head teachers all from public schools. The total number of parents was 680 in total.

3.3 SAMPLE SIZE AND SAMPLING TECHNIQUES

The study focused on a sample size of 10 schools out of existing 17 secondary schools the schools picked were sampled according to their category—public or private

The researcher used stratified random sampling. The method was used because each item stood a equal chance of being included in the sample. The schools were picked from every sub location picking more schools from a sub location which had many schools. From each school 2 teachers were picked, which will make 20 teachers as our sample size. The other private schools were not complete to full secondary schools therefore the researcher did not consider them to have head teachers or principles

The total number of parents was 17; 2 from each public school and 1 from each private school. This was because the public secondary day schools had more students compared to private schools. All the students from sampled schools were both boys and girls totaling to 230 students. Later, 6 secondary schools, 8 teachers, 6 head teachers and 12 parents were used as the sample after 4 schools failed to hand over their questionnaires.

3.4 DATA COLLECTION TECHNIQUES

The required data was collected through questionnaires, interviews and observation

3.4.1 QUESTIONNAIRES.

This was directed to school teachers and the head teachers who gave detailed information about performance of Kiswahili in secondary schools and also the availability and provision of learning resources. They also suggested solutions on what could be done to curb the problem of low performance in Kiswahili subject.

3.4.2 ORAL INTERVIEW

This was for the parents in both public and private schools within Mutonguni division on matters pertaining to availability of learning resources in Kiswahili subject. The method involved the use of open ended questions by the researcher who read the questions out to the respondents, explain and write down the answers.

3.4.3 OBSERVATION

The researcher observed the resources which were available in the secondary schools and whether the teachers used them. This method provided first hand information that was used to prove whether the information given by respondents is correct

3.5 DATA COLLECTION PROCEDURE

Permission to carry out the research was obtained from Kampala international university where a letter of introduction was issued to the researcher .also permission was obtained from the local divisional education officer [DEO]. The questionnaires for the head teachers and secondary school teachers which were near were handed over by the researcher to the correspondents. Others were delivered to the correspondents by Posta (posting them to schools) to the respondents who were far away. My fellow teachers from the area of respondents also

helped in collecting the questionnaires and brought them to the researcher.

The researcher visited secondary schools in order to observe the available resources and whether they were being used when teaching. In the schools the researcher asked the school teacher to call parents to the school to make it easy for the researcher to interview them. It was unfortunate that 4 schools did not hand over their questionnaires. The researcher also was not able to visit the particular schools due to shortage of time, so the researcher ended up studying 6 schools.

3.6 DATA ANALYSIS PROCEDURE

Data analysis was done using both qualitative and quantitative methods. After collecting the questioners and conducting interviews, data was analyzed using various ways of representing statistical information.

3.7 ETHICAL CONSIDERATION

During the assessment of learning resources in Mutonguni division, the researcher observed ethical or ethics such as;

Asked permission to conduct the study in the faculty of education so that people may not suspect and misjudge to be a spy in the given offices.

Questionnaires were administered to the people and respondents were assured of confidentiality.

The researcher stated the purpose of the study to avoid suspension and misunderstanding.

The researcher avoided proposing answers to the respondents during the interview.

Questions were clear and avoided combining many questions that could cause confusion to the respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the research on learning resources and academic performance in Kiswahili in selected secondary schools in Mutonguni division, significance learning resources, teachers' attitude towards Kiswahili subject, classroom environment as a learning resource and the impact of learning resources. The data collected was analyzed and the results presented in subsection below.

4.1 Availability and use of teaching learning resources and students performance in Kiswahili

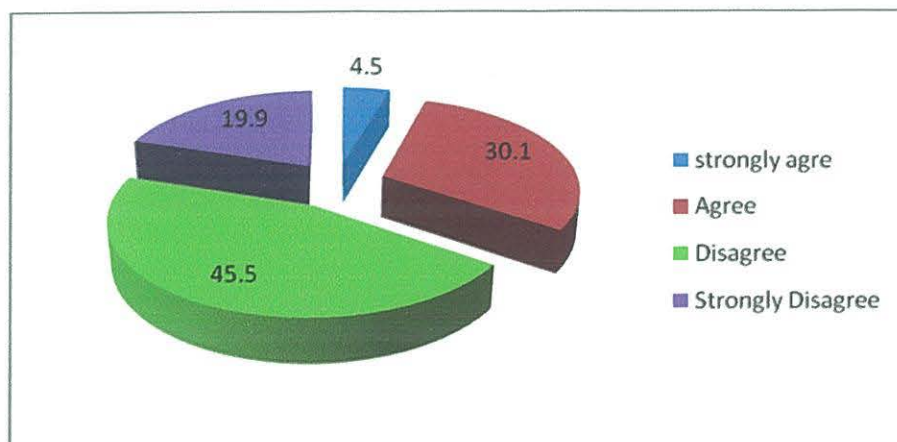
It was necessary to establish the availability of learning resources because they are the pillar to any successful academic performance. The students, head teachers and parents were requested to rate the availability of learning resources in school for teaching and learning Kiswahili. The results were summarized and presented in the Table 1 below.

Table 1 Rating of availability of leaning resources for Kiswahili in schools

Rating	frequency	Percentage
Strongly agree	7	4.5
Agree	47	30.1
Disagree	71	45.5
Strongly disagree	31	19.9
Total	156	100%

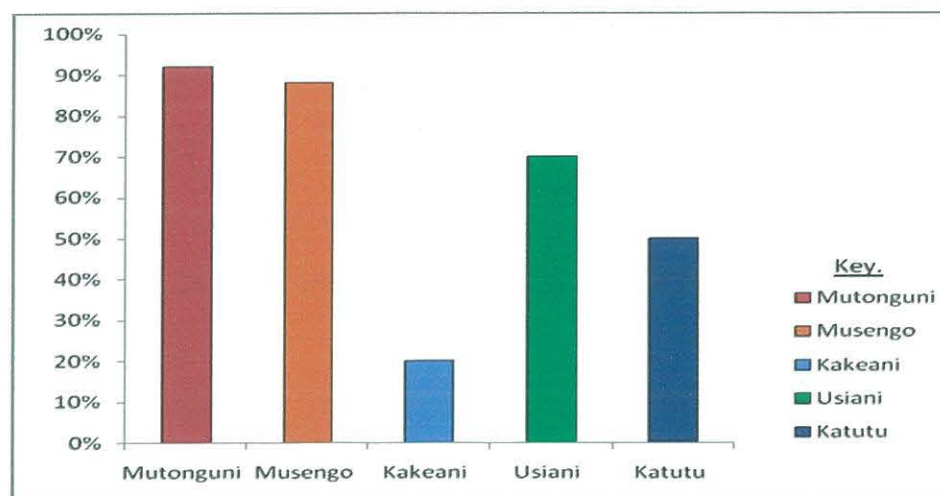
Source: Field Data 2011

Pie chart 1 Rating of availability of learning resources for Kiswahili in schools



The responses were from 230 students, 8 teachers, 6 head teachers and 12 parents. From Table 1, the respondents who were of the view that the schools had adequate facilities for teaching and learning Kiswahili were 34.6% while those who were of the view that Kiswahili facilities were not adequate were 65.5%

Bar graph 1. Bar graph showing usage of learning resources



Source: field Data 2011

Among the 6 secondary schools studied, only five of them used the available learning resources learning resources.

The information gathered showed that some schools used learning resources well and these were Mutonguni and Musengo with 92% and 88% usage of the available resources, Kakeani had 20% utilization of their resources, Usiani tried to utilize their resources well and they had 70%, katutu had 50% utilization.

4.1.1 Impact of use of learning resources on academic performance

Table 2: Impact of use of learning resources on performance by teacher

School	Available resources (%)	Performance when resources are available		
		Very good	Good	Fair
Mutonguni	90	1		
Musengo	51	1		
Katutu	49	1		
kakeani	45	1		
Usiani	60	1		
Total		5		
	100	100%		

Source: Field Data 2011s

According to teachers, excellent performances in Kiswahili language and other subjects was achieved when resources available were used. In

order to achieve high performance an improvement in provision of resources has to take place for students usually learn very well when there are adequate resources. When the resources are not available they cannot be used. Failure to use a variety of resources when teaching students impacts on their performance in learning and hence poor foundation for future learning is laid.

4.2 Teachers attitude towards Kiswahili and academic performance

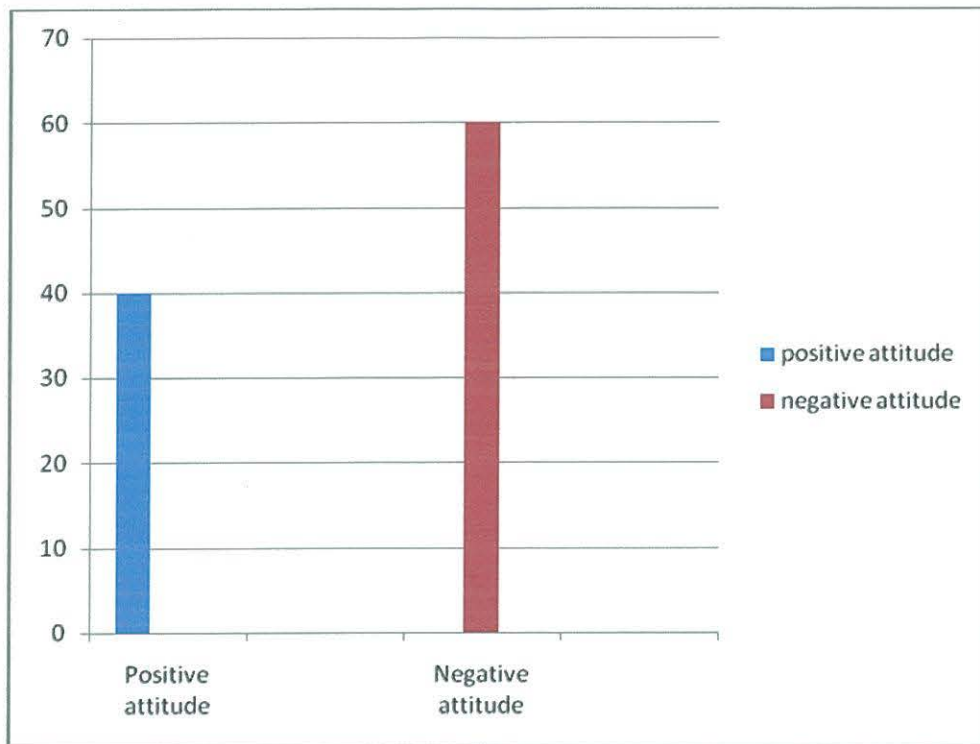
According to the data collected, it was evident that most of the teachers had negative attitude. Learners complained that majority of the teachers do not utter any word of encouragement towards them. Teachers are always ignorant of students' questions claiming that they should go ahead and research on their own since Kiswahili is subject which even an illiterate person can speak fluently. The attitude of teachers towards a particular subject usually affects the performance of learners both positively and negatively. If the teacher if the teacher is biased towards the subject, it is no doubt that he/she will demotivate the learners who ends up hating the subject and the end of it all is poor performance

Table 3 showing the attitude of teachers towards Kiswahili subject

Category	Frequency	Percentage (%)
Negative attitude	12	60
Positive attitude	8	40
Total	20	100

Source: Field data 2011

Bar graph 2; Bar graph showing the attitude of teachers towards Kiswahili subject



According to the table above 60% of the teachers had a negative attitude towards Kiswahili subject. Majority of them said that Kiswahili is a common language which even villagers can speak fluently so they did not see the need of it being taught in school. On the contrary 40% of the teachers had a positive attitude and they said that Kiswahili is just like any other subject and it ought to be treated equally.

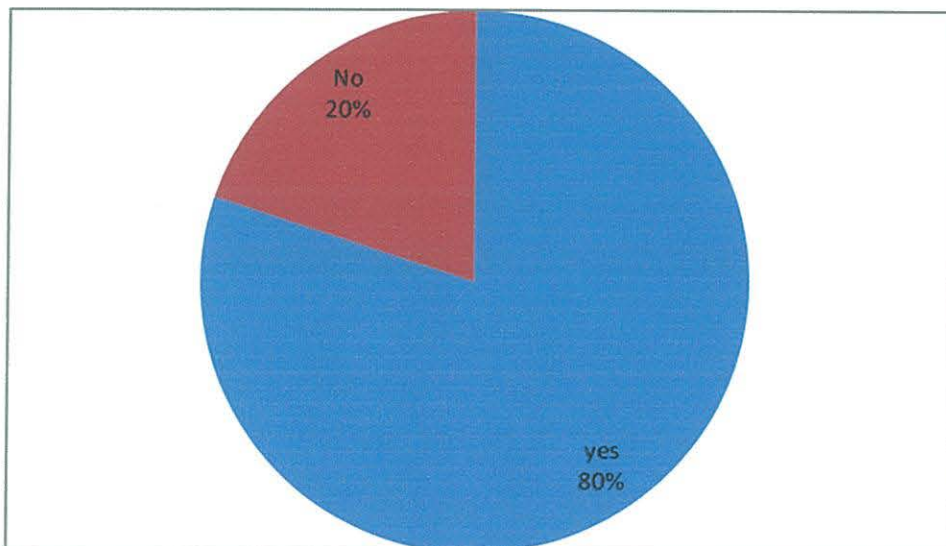
4.3 Classroom environment

Table 4 showing availability of classroom environment as learning resource.

Category	Frequency	Percentage (%)	Accumulative Percentage(%)
Do you have enough classes in your school?			
Yes	16	80	80
No	4	20	100
Total	20	100	100

Source: Field data 2011

Pie chart 2: pie chart showing availability of classroom environment as the learning resources



As shown in the table above 80% of the sampled schools have required classroom environment. However it was revealed that some schools have got tidy and organized classroom environment, good display material which includes some students work flexible furnishing suitably arranged to allow a variety of approaches to teaching and learning. It was also observed that some schools have access to outside materials like the national library where they were referred to while others access these materials through discussion and symposiums.

Nevertheless 20% of the sampled schools lacked the necessary classroom environment. This was because some of the schools had just begun and the progress was very minimal. Others were private schools and the lacked government support in order to construct more classes and more so improve the few existing. This meant that learners were not comfortable while in class hence the poor performance.

4.4 Quality of teachers and academic performance in Kiswahili

To establish the effect of quality of teacher on academic performance in Kiswahili in the schools, a number of items were included in the questionnaire that required head teachers to state the teachers in each school and their qualification.

To establish whether the limited experience has any effect on quality of teaching, questionnaire were administered to head of departments and students. A number of observations were also made to asses the performance of teachers during the teaching learning process. The questionnaires for head of departments required them to assess their teachers in as far as quality of teaching is concerned. The responses were as below,

Table 5 Rating of heads of departments about Kiswahili teachers

Item	Strongly agree	Agree	Disagree	Strongly disagree	Total
Preparation of schemes of work	11	30	2	1	44
Giving exercises	12	28	2	2	44
Marking exercise	9	14	21		0
Making corrections with students	9	33	2	0	44
Completion of the syllabus	5	32	5	2	44
TOTAL	46	137	32	5	120

Source: Field Data 2011

The table 5 shows the responses of heads of departments about the performance of Kiswahili teachers in the six schools. 93.2% of the heads of departments were of the view that Kiswahili teachers make preparations for teaching while 6.8% commented that teachers don't make adequate preparation for teaching.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

This section presents the findings, conclusions that were drawn and implementations made with suggestion for research

5.1 SUMMARY OF FINDINGS AND DISCUSSIONS

5.1.1 Significance of learning resources

It was found that among the secondary schools studied, only a few of them knew the importance of learning resources towards students' academic performance. The school that highly utilized the available Kiswahili resources was Mutonguni secondary school with 90% and was a government school. All the private schools lacked adequate learning resources except one with 49%. Majority of the people in the area were poor and illiterate and thus lacked awareness on the importance of learning resources.

5.1.2 Teachers attitude towards Kiswahili subject

60% of the teachers had a negative attitude towards Kiswahili subject, they said that Kiswahili was a common language which even villagers can speak fluently hence they saw no need of it being taught in school. On the other hand 40% of the teachers had a positive attitude towards Kiswahili and emphasized on the need of it being taught in all institution of higher learning. These teachers were from schools which had the highest percentage of learning resources which were fully utilized.

5.1.3 Classroom environment as a learning resource

It was also found that 80% of the schools had enough classrooms which were spacious, tidy, well organized and furnished. This is because the government played a key role in funding these schools and they were all public schools. They also had access to outside materials from the national public library. 20% of the schools lacked the necessary

classrooms and few existing ones were in pathetic condition. These were mainly private schools and had very little government intervention. They were held by private individuals who lacked the necessary entrepreneur skills.

5.1.4 Quality of teachers

It was found that the schools that had enough qualified teachers performed very well. This was due to adequate preparation of the teachers before going to class.

5.2 CONCLUSION

According to the information from the tables the researcher noted the following as far as learning resources are concerned

Lack of learning resources leads to poor performance in Kiswahili subject. This is caused by lack of awareness on the importance of learning resources to the teachers and the community. The parents, teachers and community ought to be sensitized on the importance of learning resources to the secondary education so that they can take part in provision of the resources.

Lack of the motivation to the teachers by the parents and the government in their work also lead to the poor performance in Kiswahili and lack of learning resources. Teachers usually develop a negative attitude towards Kiswahili. This is usually caused by lack of parent's participation in the provision of learning resources for their students and even low levels of training. Science teachers usually see themselves as better off compared to teachers who usually teach Kiswahili subject. Despite the fact that Kiswahili is the national language, Government failure to put up campaigns on the importance of it towards nation building also makes learners, teachers and community to hate it. Most of the teachers end resigning from teaching. It was also found that some schools lacked the necessary resources and the few existing ones were outdated making it hard for the need of provision of learning resources. All the school that had learning resources really performed very well.

Lack of commitment and competent teachers was also cited as the cause of poor performance. From the findings the respondent argued that schools like Usiani do not have enough Kiswahili language teachers and therefore students are taught by non qualified teachers (form four learners). Such teachers lack confidence and mastering of subject matter.

The schools in Mutonguni Din\vision have limited facilities for Kiswahili and this contributes to the poor performance. The schools with better facilities obtain better quality results than those with fewer facilities.

5.3 RECOMMENDATIONS OF THE STUDY

If performance of learners was to be achieved then the following should be done.

Motivating Kiswahili teachers by both the government and the parents in their work by encouraging parents to participate fully in the education of their students and government paying the teachers well to satisfy their needs.

Sensitizing of the importance of learning resources to teachers and the learners that they should be provided by both that parents and teachers and the available ones used maximally for students to pass well the subject.

NGO's to be requested to sponsor the learning and educating of Kiswahili subject in secondary schools by buying the required Kiswahili learning resources and encourage all other stake holders to put more effort in the provision of the resources.

Ministry of education to have awareness meetings with parents and communities about the importance of Kiswahili in their country and also put strategies on how to eliminate 'sheng' from the students which is a threat to Kiswahili language

Sensitizing the students on the importance of Kiswahili language to them and the community as it is one of the official language used in Kenya followed by English.

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

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

5.4 AREAS FOR FURTHER RESEARCH

The researcher intends to carry further research 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

INDIVIDUAL QUESTIONNAIRE

INTRODUCTION

My name is TABITHA WANJIKU KANOGO. a student of KAMPALA INTERNATIONAL UNIVERSITY faculty of Education, pursuing a degree award in Bachelor of Arts with Education. I am carrying a research on Learning resources and academic performance in Kiswahili in selected secondary schools in Mutonguni division, Kitui District. The information given will be with uttermost confidentiality and will be used only for research purpose.

APPENDIX A. TECHNICAL EXPERTISE

1. Age a) 18-25

b) 26-33

c) 34-41

d) 42-49

e) 50 and above

2. Sex a) female

b) Female

3. The qualification of the teacher

a) degree

b) Diploma

c) Certificate

d) Non of the above

4. Experience in the field.

a] Above ten years

b] 5-10 years

c] 0-5 years

d] months

5. What other qualifications do you hold in your school?

a] head teacher

b] Discipline master

c] Class teacher

d] Head of department

6. Any other training opportunities
taken.....

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7. What forms of motivations that keep you
going.....

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APPENDIX B.

HEADTEACHERS QUESTIONNAIRE

1.As the head of the school comment on the performance of students in Kiswahili subject.....

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2.Who usually provides the learning resources in your school.....

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3.what problems do you face in administering the school.....

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4.do you think the attitude of teachers usually affect the performance both in Art and Science subject

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APPENDIX C

TEACHERS ORAL INTERVIEW

1.What challenges do you encounter while teaching Kiswahili subject.....
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2.Do you think your school has enough teaching and learning resources.....
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3. do you think your school has enough Kiswahili teachers.....
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4.What other factors affect the performance apart from learning resources.....
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APPENDIX D

STUDENTS INTERVIEW

1.How many Kiswahili lessons do you have per week.....

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2.What language for communication do you usually use in your school.....

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3. How many subjects are examined using Kiswahili.....

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4. Do your teachers encourage you while teaching Kiswahili.....

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