

**ACADEMIC PERFORMANCE IN KISWAHILI SUBJECT AMONG SECONDARY
SCHOOL STUDENTS IN TIGANIA WEST, MERU COUNTY, KENYA**

DANIEL PRISCILA WAITHERA


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DECLARATION


This research project is my original work and has not been presented in the award of any degree in any other university.

Signature.......... Date.....5/12/2024.....

Daniel Priscila Waithera

EDU-G-1690-21

This research project has been submitted with my approval as university supervisor.

Signature.......... Date.....5/12/2024.....

Dr. Joel Kiambi

Lecturer School of Education

Gretsa University

DEDICATION

I gratefully dedicate this work to my parents, brothers and sisters for moral support they accorded to me during the study. Also, to my mentors Mr. Edwin Muna and dean of students of Gretsia University madam Stella Marete for guidance from first year in campus.

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My sincere gratitude goes to my able supervisor Dr. Joel Kiambi who shared his ideas in this work.

ABSTRACT

Kiswahili is a language used by many people in daily lives. In 1974, President Kenyatta decreed Kiswahili the language of National assembly and that, Parliamentary debates be carried out both in English and Kiswahili (Mazrui and Mazrui 1993). Kenyatta came up with his ideology of Harambee (togetherness) Harambee spirit saw Kenyans fundraise for Construction of Schools and health centers and raise fees for needy students and medical bills. Today, there are many schools categorized as Harambee schools and Polytechnics, which were building via this means. Harambee has also become a political slogan. Kenyatta came up with a slogan uhuru, kazi na Maendeleo (Freedom, work and development). This study focused on factors influencing poor performance of Kiswahili subject among secondary school students in Tigania west sub-county, Meru County, Kenya. Some of challenges facing the Kiswahili as a language of many are; influence of sheng, mother tongue and teaching and learning resources. The study sought to investigate teacher preparation in teaching Sociolinguistics in Kiswahili (Isimu jamii) the methods used and resources available. The objectives of the study were to determine the performance of secondary school students in Kiswahili, to establish the causes of poor academic performance in Kiswahili subject and measures taken by individual to curb poor academic performance in Kiswahili subject among secondary school. Performance in Kiswahili at Kenya Certificate of Secondary Education examination and normal school examinations in both Public secondary schools and private.

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ABBREVIATION AND ACRONYMS

- **KCSE:** Kenya Certificate of Secondary Education
- **Sheng:** Derived from "Swahili" (Sh) and "English" (Eng)
- **Fasihi:** Refers to literature in Kiswahili studies (not an acronym but a specific term related to Kiswahili).
- **Kiswahili:** Although not an acronym, it is the local name for the Swahili language, often treated as a proper noun.
- **Tigania West:** Refers to a sub-county in Meru County, Kenya (not an acronym but a geographical location).
- **Kenya Certificate of Secondary Education (KCSE):** The standardized examination for secondary school students in Kenya.
- **SC:** Secondary County (as part of Cooper and SC hinder reference).
- **Gretsa University (GU):** Mentioned as the authority for research permission.
- **Dlodlo and Dhrub (D&D):** Cited researchers in validity context.
- **Kombo (K):** Research methods contributor.
- **Grewell (GW):** Referenced for data analysis methods.
- **Silverman (SM):** Mentioned regarding analytical approaches.
- **Resnick (RS):** Referenced for ethical considerations.

OPERATIONAL DEFINITION OF TERMS

1. **Academic Performance:** Refers to the quality and quantity of knowledge, skills, techniques, attitudes, and behaviors that students achieve, as evaluated by marks or grades attained in tests or examinations.
2. **Kiswahili Subject:** A subject in the Kenyan secondary school curriculum that encompasses various aspects such as composition (insha), Kiswahili history, sociolinguistics (fasihi), and oral literature.
3. **Mother Tongue Interference:** The influence of a learner's first language (mother tongue) on their acquisition and use of a second language, often resulting in errors in pronunciation, syntax, semantics, or pragmatics.
4. **Sheng:** A slang language in Kenya that blends elements of Kiswahili and English, often leading to incorrect use of grammar, vocabulary, and pronunciation in standard Kiswahili.
5. **Teaching and Learning Resources:** Materials and tools such as textbooks, set books, and revision guides used by teachers and learners to facilitate understanding and knowledge acquisition in a subject.
6. **Teaching Methods:** The approaches and strategies used by teachers to deliver content to learners, including teacher-centered and learner-centered methods.
7. **Skinner's Theory of Motivation:** A theoretical framework emphasizing the importance of motivation in learning, suggesting that teachers should identify methods to inspire and engage learners for improved academic performance.
8. **Tigania West Sub- County:** A region in Meru County, Kenya, which is the focus of the study on poor academic performance in Kiswahili.
9. **Fasihi:** A component of Kiswahili studies focusing on literature, including plays, novels, and oral literature.
10. **Insha:** A Kiswahili term for composition writing, a key aspect of the Kiswahili curriculum in secondary schools.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter introduces subtopics as follows; background of the study, statement of the Problem, purpose of the study, conceptual frame work, objectives of the study, research questions, significance of the study, the delimitations of the study and the limitations of the Study.

1.2 Background to The Study

According to Omondi (2000) Kiswahili is spreading globally as a language. Massamba (1990), says it is rapidly becoming more than just ordinary lingua franca in East Africa. The origin of Swahili language originates in Bantu languages of the coast of East, Kiswahili is known by its local name Swahili which spoken by Swahili people who are found in Kenya, Tanzania and East Africa coast. On realizing the instrumental role of Kiswahili as the only language of Kenyan and East African masses that, President Jomo Kenyatta, decreed its immediate adoption in Parliament 1965. Globally language is very important since it is a means of communication that leads to international development and cohesion. Kiswahili is a compulsory subject in all Kenyan primary and secondary schools. It was made a required subject in 1992 by the government. Swahili Sanifu is used in Kiswahili curriculum in Kenyan schools. The Kiswahili Curriculum has been evolving in Kenya for some time now. The current Kiswahili Curriculum was incepted in 2003 with some setbacks in its development and Implementation. Kiswahili one of the languages used in many parts of the world. According to Mulokozi (2002) Kiswahili is both national and official language. Kiswahili has the following roles, used in spreading Christianity, used in education curriculum and cultural preservation. It also enhances the ability of people expressing themselves effectively and to understand others since it is being as an easy language to communicate. Guiding learners assist in understanding the relevance importance of Kiswahili in their future careers hence improve and see long-term benefits (Canter 2010). They can also set realistic goals and develop action plans to achieve them. Despite Kiswahili being considered as an easy language at an international level, it has been faced with challenges in the field of education such as insufficient learning and teaching materials, limited use of Kiswahili beyond classroom and learners opt to mother tongue and perceived status hence most of learners are really giving up in Kiswahili leading to poor performance. Poor Kiswahili speaking skills may also lead to poor performance if you compare with English taught subjects

1.3 Statement of The Research Problem

The study focused on the factors that influence poor academic performance in Kiswahili among secondary school students in Tigania west sub-county, Meru County, Kenya. Despite Kiswahili being national, official and a compulsory subject in Kenyans curriculum, it is facing a lot of challenges. A subject plays a role in determining whether one proceeds to the next grade since it is compulsory. In Tigania west sub-county, Meru County, Kiswahili as a language, its performance had really been a challenge because of language policy where the mother tongue is mostly spoken by the students and teachers hence forgetting Kiswahili as a language of communication. Most of poor performance was because of lack of motivation and interest. Some students lacked motivation and interest in studying Kiswahili due to preference for other subjects hence lack of effort and engagement leading to weaker performance in the subject. The cultural and linguistic diversity of the students in Tigania west sub-county becomes a challenge in learning Kiswahili. Students who do not have Kiswahili as their first language struggled to grasp the language leading to difficulties in comprehension and expression. Therefore, the research focused on the factors influencing poor academic performance in Kiswahili among the secondary school students in Tigania west sub-county, Meru County, Kenya.

1.4 Purpose of The Study

The aim of the study will be on the factors influencing academic performance in Kiswahili among secondary school students in Tigania west, Meru County, Kenya.

1.5 Conceptual Framework.

The variables were divided into independent and dependent variables

Independent variable

Dependent variable

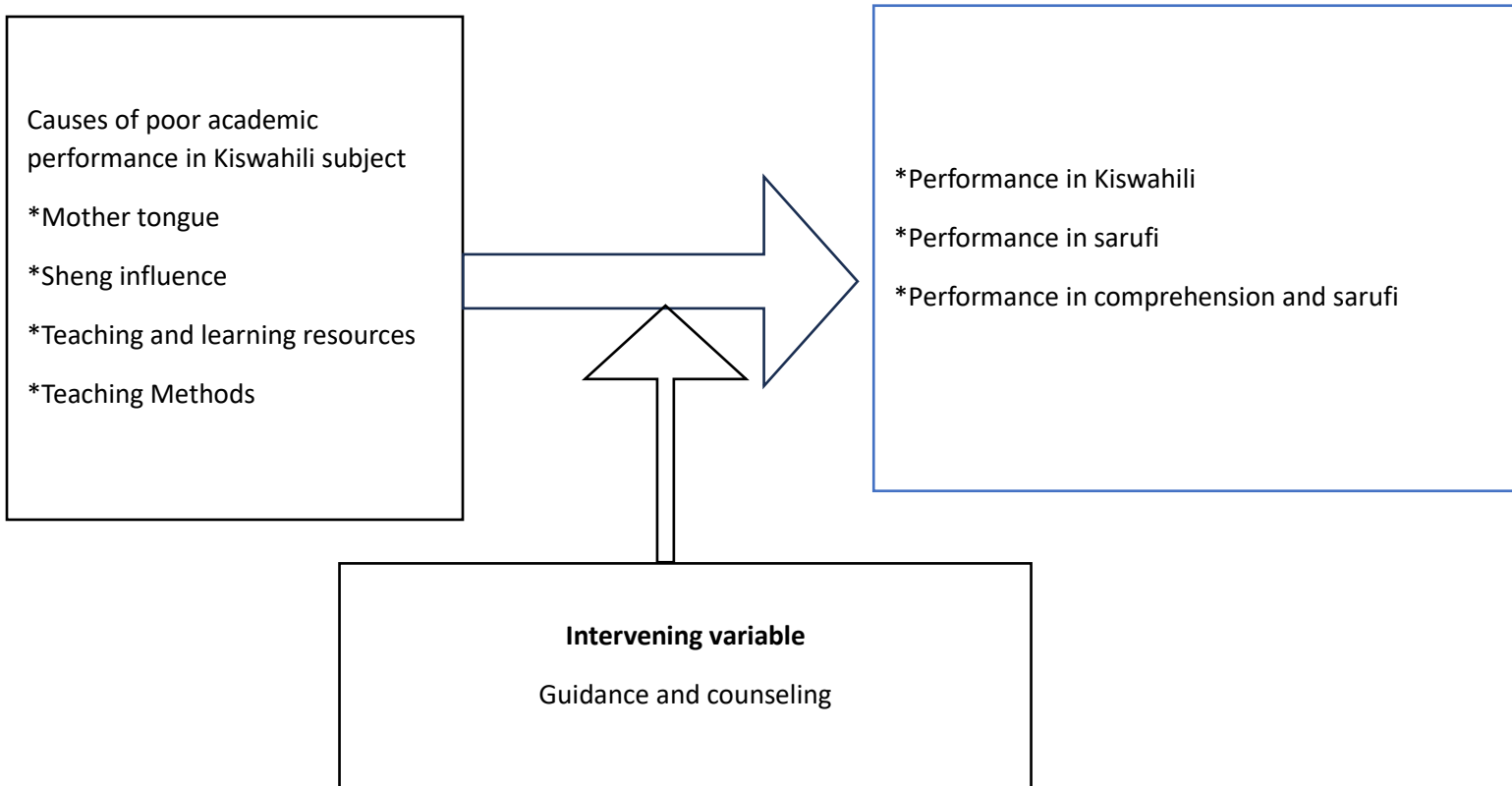


Figure 1 :conceptual framework

1.6 Objectives of The Study

1.6.1 General Objectives

To identify factors that influence poor academic performance in Kiswahili subject among secondary school students in Tigania west sub-county, Meru County, Kenya.

1.6.2 Specific Objectives

1. To determine the performance of secondary school students in Kiswahili in Tigania west sub-county, Meru County, Kenya
2. To establish academic performance of Kiswahili among secondary school students in Tigania west sub-county, Meru County, Kenya

3. To establish the measures taken by individual of secondary school to curb poor academic performance of Kiswahili subject among secondary school students in Tigania west sub-county, Meru County, Kenya.

1.7 Research Questions

To address the above problems the study sought to answer the following questions:

1. What is the current performance level of secondary school students in Kiswahili in Tigania West Sub- County, Meru County, Kenya?
2. What factors influence the academic performance of Kiswahili among secondary school students in Tigania West Sub- County, Meru County, Kenya?
3. What measures are taken by secondary schools in Tigania West Sub- County, Meru County, Kenya, to address poor academic performance in Kiswahili?

Significant of The Study

The study findings can have a practical implication for educators, policymakers and curriculum developers for educators the study can provide insights into effective teaching approaches and strategies and hence provide enough and required materials for learning Kiswahili if found insufficient. This study may help the student in understanding what they need in enhancing speaking in Kiswahili and therefore follow strictly language policy in their schools.

1.9 Delimitation of The Study.

The study was conducted in Tigania west sub-county, Meru County, Kenya where the researcher only focused on determining factors influencing poor academic performance in Kiswahili subject among secondary school students. It involved students, teachers and school principal.

1.10 Limitation of The Study

It is time limit. The research being in Tigania west sub-county, Meru, it was limited to that area only. The researcher organized with some respondents to give back questionnaires after filling.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter entails of related literature review on the factors influencing poor academic performance in Kiswahili subject among secondary school students in Tigania west sub-county, Meru County, Kenya, such as determining the performance of secondary school students, causes of poor academic performance in Kiswahili subject and measures taken by individual of secondary school to curb poor academic performance in Kiswahili subject.

2.2 Performance of Secondary School Students in Kiswahili in Tigania West Sub-County, Meru County, Kenya.

In Meru County according to data from Kenya Certificate of Secondary Education in the year 2021-2022 Tigania west sub-county had registered the lowest mean grade in Kiswahili as a subject. From the previous year's Kenya certificate of Secondary Education results, Kiswahili has been performing lowest in comparison to other subjects. This is a concern considering Kiswahili as a national language. There has been a continuous drop in Kiswahili performance every year and this trend has seen reflecting in Tigania west sub-county, Meru County, Kenya.

2.3 Academic Performance in Kiswahili Subject in Tigania West Sub-County, Meru County, Kenya.

According to Sifuna (2006) the person first language is mother tongue and second language is acquired through learning. The first language is spoken by parents especially the mother hence the word 'mother tongue'. Second language is any learnt in addition to person's first language (mother tongue). It is evidenced that mother tongue influences some errors that exists in second language acquisition. However, human beings combine syllables that another human being can understand form language and this language. In addition, the effect of mother tongue in learning Kiswahili attributes to the fact that learners are likely to transfer phonetic inventory told their mother tongue into learning Kiswahili. The problem is that done human beings lack a certain letters or syllables in their mother tongue and this makes them write and speak the second language with a lot of mother tongue interference. For instance, some Meru people especially from Tigania west sub-county always add letter "m" to Kiswahili words for example "basi" ('mbasi'). This is one of the problem facing learners in Tigania west, which has been resulting to poor performance in Kiswahili subject. The learners in Tigania west sub-county, they cannot differentiate between "r" and "l" in

Kiswahili. Some words like lala (sleep) they pronounce it as “rara” and “kula” (eat) as “kura” due to influence of mother tongue and they write the same error in examinations. This problem of syntax, semantics and pragmatics eventually result into poor performance in Kiswahili. According to Watt (1978) lasting mistakes of errors occur due to some inborn issues in the new language transmission from mother tongue and exposure in the environment.

Sheng is a combination of two words derived from Kiswahili and English (Mbaabu and Nzuga, 2003). It is a code created by young people as a way to identify them and exclude adults from their story hence keeping them in dark. It originated from slums area of Nairobi (Ogechi, 2005). It has a negative performance in both Kiswahili and English since it influences use of correct spelling and pronunciation of words due to it shortcut. Kiswahili contributes “sh” while English contribute “eng” to form the word “Sheng”. One wonder where this new language ‘sheng’ came from and the question remained answered while youths from Nairobi urging it to be made official language. Today it has become a characteristic language of many multiethnic urban areas in Kenya for instance Thika and Nairobi though the degree of competence differs from individual to individual among different speakers. Sheng affects Kiswahili language mostly for example a term like “budake alishikwa na makarao” sheng and Swahili “babake alikamatwa na polisi”. This becomes a habit hence forgetting Grammar and correct words for Kiswahili language.

They are the tools used to convey information in the classroom. Tamakloe, Amedahe and Atta (2005) also defined teaching- learning resources as a material, which the teacher uses to facilitate the learning, understanding and acquisition of knowledge, concepts, principles or skills by his students. These tools include textbooks, set books, and Kiswahili revision materials. Resources offer students more opportunities to participate in class and make teaching and learning more learner centered. Books for instance are the main important resource for students before, during and after lesson. In Kiswahili, some aspects such as comprehension (ufahamu) cannot be taught without passage found in textbooks hence need for textbooks as a resource (Gekombe, 2015). The performance of learners had always been affected negatively by the shortage of learning materials in most Schools. Tomlinson (1998) says a teacher rely on course books for content and order of the content. Where books are inadequate the teachers arrive with a copy or few copies and requires few students to read aloud as others listen or himself read to them and require them to answer

questions from what has been read and this denies students a direct experience with the book and opportunities to improve reading skills.

Classroom instruction is the most important factor that affects student's achievement. The purpose of teaching at any level of education is to bring a fundamental change the learner through various teaching and learning methods (Oigara, 2011). There are two types of teaching methods, teacher-centered approach and learner -centered approach. Oketch (2005) argues that integration is a practical that every lesson requires enough learner involvement and teachers strives to make learning interesting and meaningful to the learners as possible. Teachers are encouraged to use methods that are appropriate for the age and abilities of the learners. The teachers are the competent planners who understand all the curricular content area and deliver it to learners effectively for them to perform well. Lack of effective teaching method leads to poor performance in Kiswahili.

2.4 Measures Taken by Individual to Curb Poor Academic Performance in Kiswahili Subject in Tigania West Sub-County, Meru County, Kenya.

Kagea (2003) explained academic performance as the quality and quantity of knowledge, skills, techniques and positive attitude, behavior and philosophy that students achieve. The World Bank (2002) observes that this achievement is evaluated by the mark or grade that students attain in the tests or examination done at the end of the topic, term, or a year of education cycle. Hence, the quality of grades and the number of students that pass in a various grades determine the level of academic performance. Every student has a potential to learn and become a responsible citizen if given a conducive environment. The following are some of the measures to improve academic performance of Kiswahili.

The principals of the schools should organize with the teachers of Kiswahili department, discuss the issues resulting to poor performance, and arrange on how to solve them. Introduce a motivation program to the students and teachers. Involve students in coming up with solutions and ideas. Encourage Kiswahili speaking in school and discourage use of mother tongue. Understand the reason for the failure.

2.5 Summary of Identified Gaps in The Literature Review

The review assessed factors influencing poor academic performance in Kiswahili. Most of poor performance was because the subject had ceased to be students friendly. This was because Kiswahili is much wide where it is categorized into composition (insha), Kiswahili history, social

linguistic (fasihi) which comprises of play, novel and oral literature. Use of mother tongue also leads to poor performance in Kiswahili.

2.6 Theoretical Framework

A theory is a systematically constructed idea or set of ideas intended to explain certain phenomena, events, or behaviors, shedding light on why they occur or exist in a particular way. In this study, the research was guided by Skinner's theory of motivation (2018), which emphasizes the importance of understanding the factors that drive individuals to take specific actions or exhibit particular behaviors. For a teacher, it is crucial to recognize and implement strategies that can effectively motivate learners, as motivation plays a significant role in enhancing academic performance and fostering a positive learning environment.

Through the process of education, learners are equipped with essential knowledge, skills, values, attitudes, and morals that enable them to integrate and contribute meaningfully to society. This transformative process is facilitated by dedicated teachers who not only impart academic content but also share their experiences and insights. By doing so, they inspire and empower learners to overcome challenges, achieve their educational objectives, and realize their long-term goals, ultimately preparing them to thrive in their future endeavors.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the locale of the study research design, target population, sample size, and sampling procedures. The chapter will present description of the research instruments, validity and reliability of the research instruments. Tigania west sub-county, Meru County, Kenya. There has been consistent poor performance in Kiswahili compared to other regions

3.3 Research Design

According Patten (1990) research design is the arrangement of conditions for collection and analysis of data in a manner that aims at getting relevant data for research.

Kothari and Garg (2019) define research design as the arrangement of situations for collection and analysis of data. Milan and Schumacher (2001) refer to research design as a plan for selecting subjects, research sites and data collection procedures to answer the research question. The research will embrace the entire definition of the study to encompass the total blue-print of the process in this chapter

3.4 Target Population

Target population is the population of interest from which participants are drawn. According to Cooper and SC hinder (2006), target population entails individuals or cases that are fit as sources of data that will address this research. The target population will be 10 schools in Tigania west, Meru County, 9500 students, 400 teachers and 10 principals.

3.5 Sample Size and Sampling Techniques

A sample is a sub-category of the target population that the researcher intends to study with the aim of generalizing study results to target population (Fischer, 2017). Sampling entails selecting number of individuals from the target group population (Gall and Brag, 2006). The study will adopt simple random sampling to determine the sample size

3-5.1 Sampling of The Schools

(Kotare 2003) assets that a sample of 10 percent to 30 percent is appropriate for descriptive studies. There are 10 schools in Tigania West sub-county, 4 schools representing 10 percent will be selected using simple random sampling.

| Target Population | Sample size |
|--------------------------------|------------------------------|
| 10 schools | 4 schools |
| 9500 students | 380 students |
| 400 teachers and 10 principles | 56 teachers and 4 principles |

Table 1: Sampling of the Schools

3.6 Description of The Research Instrument

The research will utilize both questionnaires, interviews to collect data. Questionnaires will be administered to students, teachers and principals of the sampled schools. According to Mugenda and Mugenda (2003) a questionnaire is a research instrument consisting of series of questions and other prompts for gathering information from respondents. It allows the research to generate data specific to their own research and offers insight that would otherwise be unavailable. A questionnaire enables researcher reach a large number of respondents in short time. Both structured and open- ended questions will be used to obtain information from teacher principals and students

3.7 Validity and Reliability of The Research Instruments

This section will present the validity of the research instruments reliability and creditability of the data.

3.7.1 Validity of The Research Instruments

Validity is the degree to which results collected from the analysis collected from the analysis of a given data really represents the phenomena under study (Dlodlo and Dhruv, 2013). In this study to determine validity of the questionnaire and interviews guides the researcher will develop tools with content -related details to measure the degree to which the instrument measures what it’s supposed to measure out.

3.7.2 Reliability of The Instrument

Reliability is defined as to level to which an inquiry test, observation of a measurement process is able to give similar outcome repeatedly. An instrument is said to be reliable when it can measure a variable accurately and by the ability to give similar results over and over again. Reliability is the consistence and dependability of data gathered through repeated application of scientific instruments of data collection, procedure under similar conditions.

3.8 Data Collection Procedures

According to Kombo (2006) says it is the gathering of fact information, questionnaires and interviews are used. The research will obtain authority to conduct research from Grets University before proceeding to seek permission from all the secondary school's authorities to conduct the research.

3.9 Data Analysis Procedures

Data analysis is the process of understanding and making sense of the information collected in the field. According to Grewell (2014) data analysis, is dynamic process, which involves the ordering, structuring giving meaning to the bulky data collected and generated from the field? Analyzing data involves (taking data apart) to make sense of the information by grouping corresponding responses together in order to make meaningful summary. Grewell (2012) and Silverman (2015) state that the procedure chosen to describe how the development of analysis and conclusion are formulated may vary but the researcher is required to provide a satisfactory explanation to aid a reader perceive the entire process to conclusion. This study will involve qualitative and quantitative data analysis

3.10 Ethical Consideration

According to Resnick (2011), ethics refers to norms for conduct that distinguish between accepted and unaccepted behavior. The reason for conducting the study will also be disclosed to the respondents and will advocate for free and voluntary participation and all information obtained will be confidential and for academic purpose. The participants will answer the questionnaire willingly.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter focuses on the factors influencing poor academic performance in Kiswahili subject among secondary school students in Tigania West, Meru County, Kenya. The answers to the questions asked are found here.

4.1 Demographic Data

4.1.1 Age

The table below shows the ages of the respondents that participated in the research.

| Age | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| 12-14 | 83 | 18.9 | 18.9 | 18.9 |
| 15-17 | 187 | 42.5 | 42.5 | 61.4 |
| 18-20 | 110 | 25.0 | 25.0 | 86.4 |
| 21 and above | 60 | 13.6 | 13.6 | 100.0 |
| Total | 440 | 100.0 | 100.0 | |

Table 2: Age

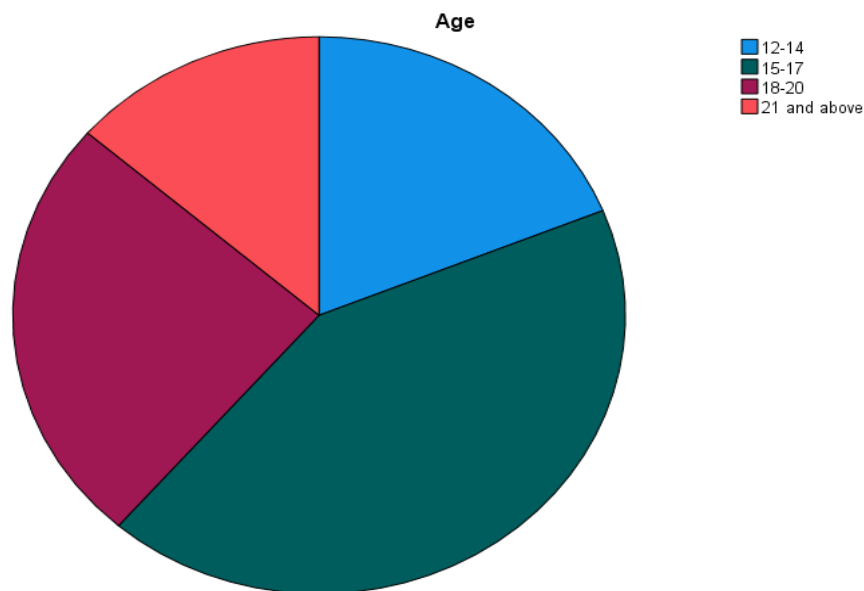


Figure 2: Age

4.1.2 Gender

Male gender was 56.8% while the female gender was 43.2% this is because boys' schools were the main focus to get accurate results.

| Gender | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| Male | 250 | 56.8 | 56.8 | 56.8 |
| Female | 190 | 43.2 | 43.2 | 100.0 |
| Total | 440 | 100.0 | 100.0 | |

Table 3: Gender

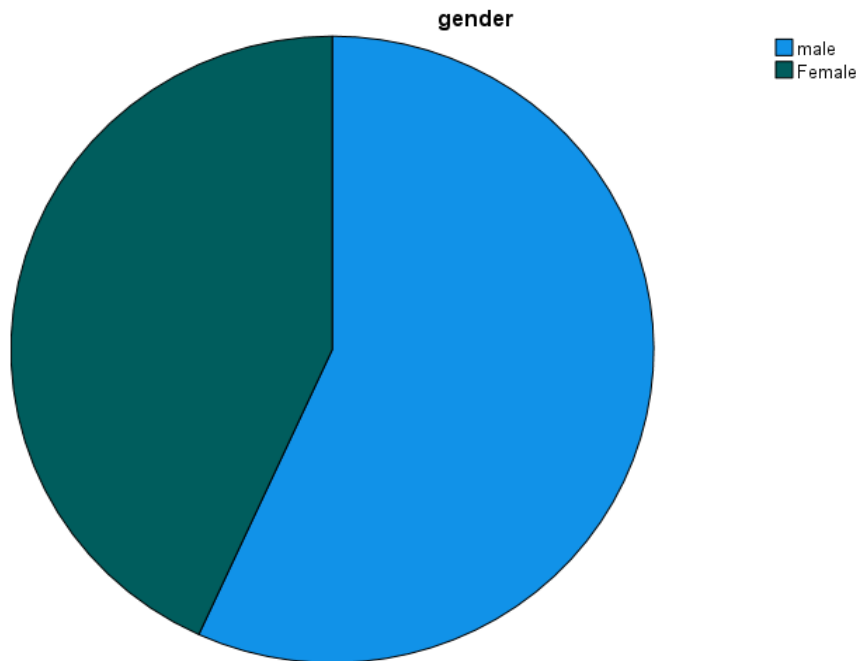


Figure 3: Gender

4.1.3 Profession

Both teachers and students responded to the questionnaire. We had 380 students and 60 teachers as respondents.

| Profession | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Student | 380 | 86.4 | 86.4 | 86.4 |
| Teacher | 60 | 13.6 | 13.6 | 100.0 |
| Total | 440 | 100.0 | 100.0 | |

Table 4:Profession

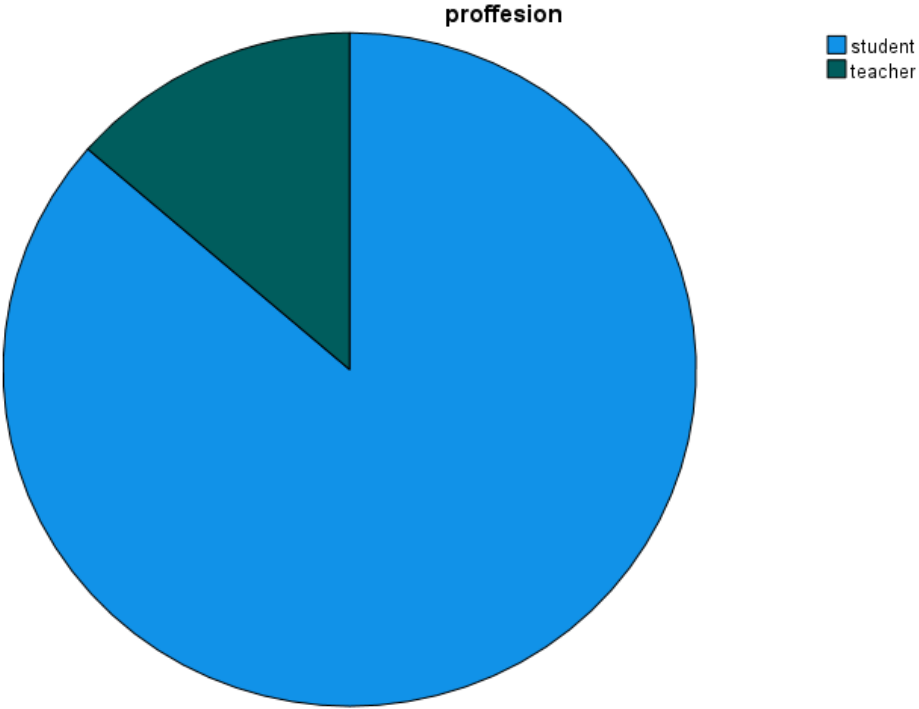


Figure 4:Profession

4.2 Performance of Secondary School Students in Kiswahili in Tigania West Sub-County, Meru County, Kenya

Here the question that was asked was how would you rate performance in Kiswahili?

The table below shows the findings:

| Performance | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Excellent | 50 | 11.4 | 11.4 | 11.4 |
| Good | 100 | 22.7 | 22.7 | 34.1 |
| Average | 150 | 34.1 | 34.1 | 68.2 |
| Poor | 140 | 31.8 | 31.8 | 100.0 |
| Total | 440 | 100.0 | 100.0 | |

Table 5:performance

50 of the respondents came into agreement that Kiswahili performance was excellent.100 people said the performance was good and 150 respondents said that performance was averagely performed.140 people came to a conclusion that in their institution Kiswahili was the poorly performed subject.

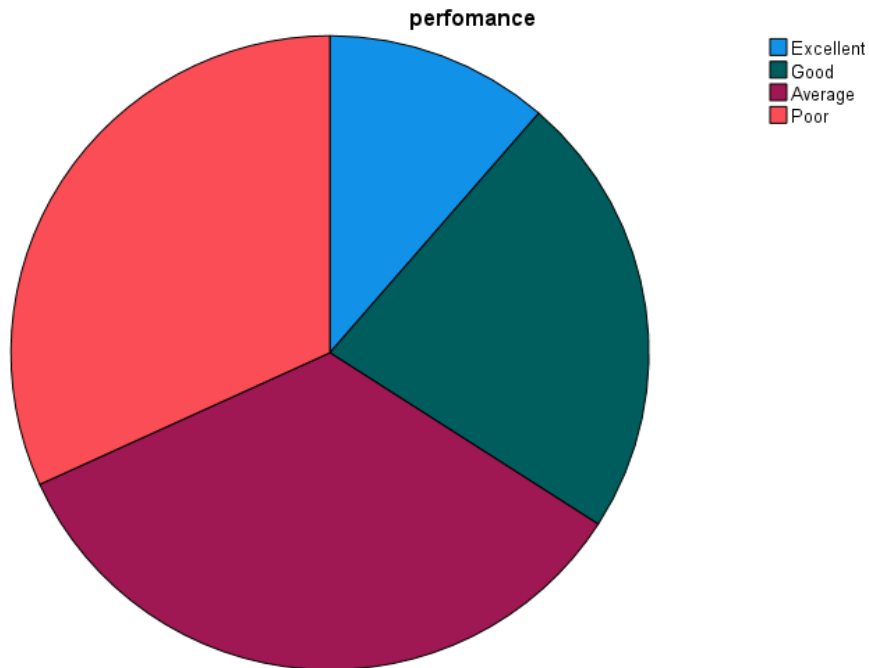


Figure 5:performance

4.3 Academic Performance in Kiswahili Subject in Tigania West Sub-County, Meru County, Kenya.

To find the cause of poor academic performance in Kiswahili, this is the question that was posed what factors contribute to your difficulties in learning Kiswahili. The respondents gave their response as stated in the table below;

| Poor academic Performance | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------------|-----------|---------|---------------|--------------------|
| Lack of Interest | 150 | 34.1 | 34.1 | 34.1 |
| Poor Teaching methods | 100 | 22.7 | 22.7 | 56.8 |
| Inadequate Study Material | 80 | 18.2 | 18.2 | 75.0 |
| Language Barrier | 90 | 20.5 | 20.5 | 95.5 |
| Lack Of parental Support | 20 | 4.5 | 4.5 | 100.0 |
| Total | 440 | 100.0 | 100.0 | |

Table 6:Poor academic Performance

34.1% of the respondents said that lack of interest in Kiswahili was a factor to poor performance in the subject. 22.7% said that poor teaching methods was a factor. 18.2% came to a conclusion saying that inadequate study materials were a major factor to the poor performance of Kiswahili. 20.5% came to a conclusion that language barrier was a problem to students' performance. 4.5% of the people said that lack of parental support led to decline in performance of students.

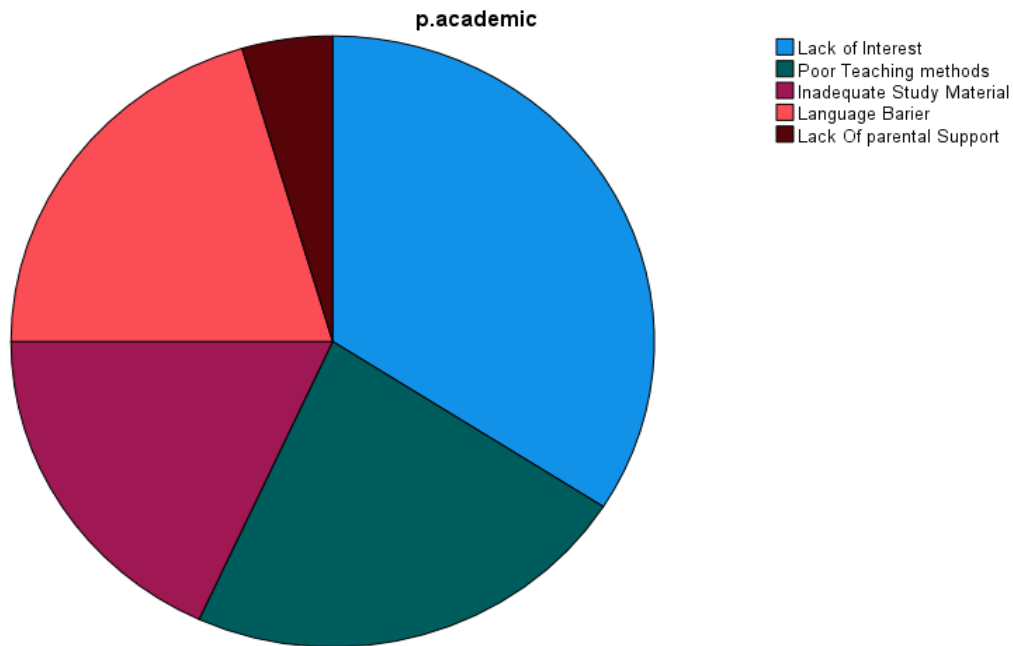


Figure 6: Poor academic Performance

4.4 Measures Taken by Individual to Curb Poor Academic Performance in Kiswahili Subject

For the measures to be taken the respondents were asked what measures has their school taken to improve Kiswahili performance, the results are on the table below;

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------------|-----------|---------|---------------|--------------------|
| Kiswahili Clubs | 150 | 34.1 | 34.1 | 34.1 |
| Motivational talks | 120 | 27.3 | 27.3 | 61.4 |
| Providing More learning Materials | 30 | 6.8 | 6.8 | 68.2 |
| Involving Parents | 100 | 22.7 | 22.7 | 90.9 |
| | 40 | 9.1 | 9.1 | 100.0 |
| Total | 440 | 100.0 | 100.0 | |

Table 7: measures

150 respondents said that extra tutoring was introduced as a measure of curbing poor performance in Kiswahili. 120 said that Kiswahili clubs were introduced as a measure. 30 people said that motivation talks were a way of curbing poor results in Kiswahili. 100 people came to a conclusion that providing more learning materials of Kiswahili could help curb the situation. 40 respondents concluded that involving parents could be a very useful measure.

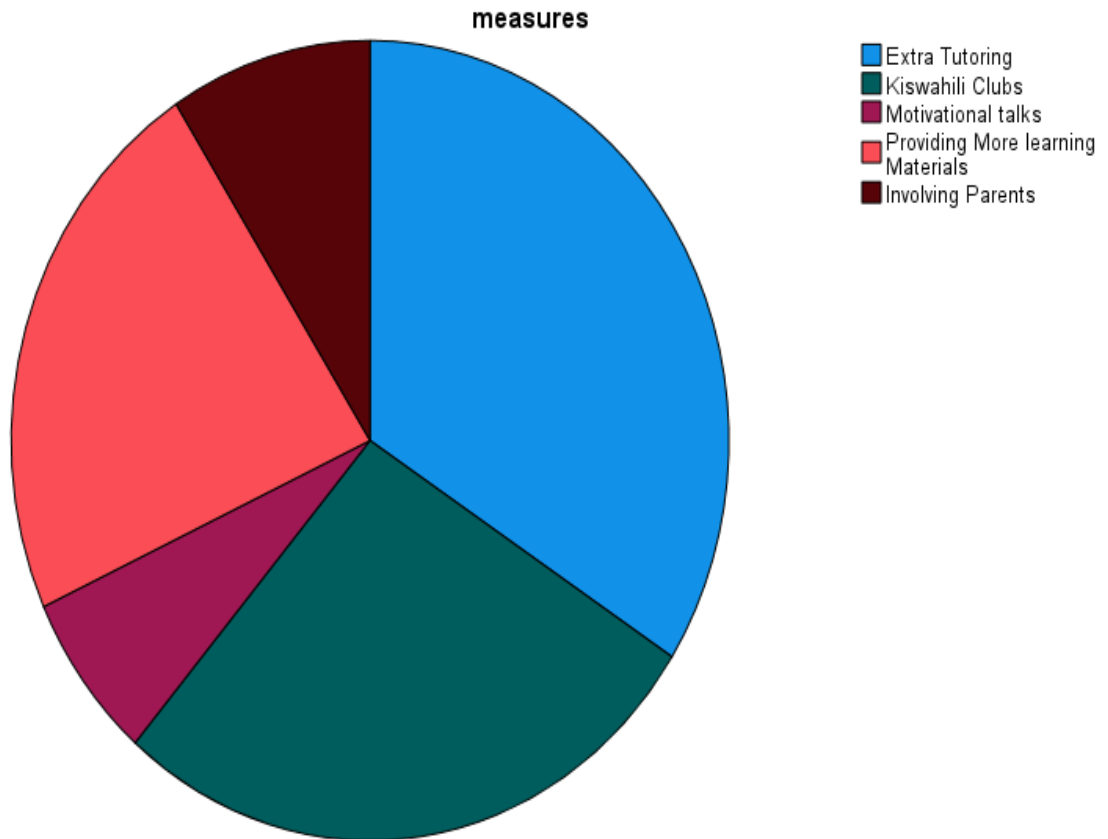


Figure 7: measures

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter entails all the recommendations that are needed to be implemented over time to ensure improvement in Kiswahili performances.

5.1 Summary of The Findings

The general objective of the study was to evaluate the factors influencing poor academic performance in Kiswahili subject among secondary school students in Tigania West Meru County, Kenya .440 respondents participated in the study comprising of 4 schools, 380 students, 56 teachers and 4 principles. Given below is a summary of the key study findings. The study revealed that failing in comprehensive has contributed to the increase in poor academic performance in Kiswahili subject among secondary school students in Tigania West Meru County Kenya. This was a concern considering Kiswahili as a national language. The causes of poor academic performance in Kiswahili subject among secondary school students was due to continuous use of mother tongue while in school and use of sheng resulting to poor performance in the subject. The measures taken by individual to curb poor academic performance in Kiswahili subject in Tigania West Meru County was for instance introducing a motivation program to the students and teachers, involving students in coming up with solutions and ideas and encouraging Kiswahili speaking in school and discourage use of mother tongue.

5.2 Conclusion of The Study

The study aimed to investigate the factors influencing poor academic performance in the Kiswahili subject among secondary school students in Tigania West, Meru County, Kenya. The findings reveal that a significant portion of students struggle with Kiswahili, with the majority rating their performance as average or poor. Key factors contributing to poor performance include lack of interest in the subject, poor teaching methods, inadequate teaching materials, and limited parental support. Additionally, a substantial number of students face difficulties in understanding Kiswahili concepts, further exacerbating their academic challenges. The measures currently implemented by schools, such as extra tutoring, Kiswahili clubs, and motivational talks, have had a moderate impact on improving performance. However, there is a clear need for more effective strategies to address the underlying issues identified in the study.

5.3 Recommendations of The Study

The study on factors influencing poor academic performance in the Kiswahili subject among secondary school students in Tigania West, Meru County, identified several areas for improvement. To enhance Kiswahili performance, it is recommended that teachers adopt more interactive and engaging teaching methods. This can be achieved through training programs that equip educators with modern pedagogical skills. Additionally, schools should ensure that adequate and up-to-date Kiswahili teaching materials, including textbooks and supplementary resources, are readily available to students. Increasing parental involvement is also crucial. Schools should organize workshops and meetings to engage parents more actively in their children's education, emphasizing the importance of Kiswahili and providing strategies for supporting learning at home. Moreover, schools should offer remedial classes and personalized tutoring for students struggling with Kiswahili, which can help address individual learning gaps and improve overall performance. Fostering a positive attitude towards Kiswahili is another key recommendation. Schools can organize Kiswahili cultural events, competitions, and clubs to generate greater interest and a positive outlook on the subject among students. Furthermore, regular assessments and feedback mechanisms should be established to monitor students' progress and identify areas where they need more help. This will enable timely interventions to support struggling students. By implementing these recommendations, schools in Tigania West, Meru County, can create a more conducive learning environment for Kiswahili, ultimately improving students' academic performance in the subject.

5.4 Recommendations for Further Research

The study recommends further studies on the performance of secondary school students in Kiswahili, causes of poor academic performance in Kiswahili subject and measures taken by individual to curb poor academic performance in Kiswahili subject in Tigania West Meru County Kenya.

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APPENDIX

Appendix I: Questionnaires

I am student at Greta University pursuing degree in Education Arts. I am conducting research on the factors influencing poor academic performance in kiswahili subject among secondary school students in Tigania West Meru County Kenya. Your school has been selected to participate. I am requesting for your cooperation in responding to this question which will enable me accomplish the study. I will treat your responses with confidentiality and anonymity to ensure privacy. please do not write your name or your institution on this paper. Kindly respond to each question by ticking (√) where appropriate.

Section A: Demographic Information

1. Name of the School

2. Gender:

Male

Female

3. Age:

12-14

15-17

18-20

21 and above

4. Form:

Form 1

Form 2

Form 3

Form 4

Section B: Performance in Kiswahili

5. How would you rate performance in Kiswahili?

Excellent

Good

Average

Poor

Section C: Causes of Poor Academic Performance in Kiswahili

6. What factors contribute to your difficulties in learning Kiswahili?

Lack of interest

Poor teaching methods

Inadequate study materials

Language barrier

Lack of parental support

Section D: Measures to Improve Kiswahili Performance

7. What measures has your school taken to improve Kiswahili performance?

Extra tutoring

Kiswahili clubs

Motivational talks

Providing more learning materials

Involving parents

Thank you for taking the time to complete this questionnaire. Your responses are valuable and will contribute to understanding and improving Kiswahili academic performance in Tigania West Sub-County, Meru County, Kenya.

Appendix II: Work Plan

| Time activity | October | November |
|------------------------------------|---------|----------|
| Problem identification | | |
| Writing and submission of proposal | | |

Appendix III: Budget

| Item | Cost |
|-----------------|------|
| Printing | 1700 |
| Stationery | 500 |
| Transport | 4800 |
| Airtime/bundles | 500 |
| Total cost | 7000 |