

**INFLUENCE OF SELECTED FACTORS ON STUDENTS' ACADEMIC
PERFORMANCE IN KISWAHILI COMPOSITION IN PUBLIC SECONDARY
SCHOOLS IN KISUMU WEST SUB-COUNTY, KENYA**

BY

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DECLARATION

Declaration by the Candidate

This thesis is my own original work and has not been presented in any other university for the conferment of degree.

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DEDICATION

I sincerely dedicate this work to the Almighty God, my husband George and my dear children Branson, Braille and Britney.

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ABSTRACT

Composition writing helps learners to acquire writing skills. However, students' performance in Kiswahili composition at the Kenya Certificate of Secondary Education (KCSE) examination shows that national performance has been fluctuating with a mean of 14.20 in 2008, 15.40 in 2009, 14.32 in 2010, 16.43 in 2011 and 10.43 in 2012 out of 40 marks. From year 2008 to 2012, Kisumu West Sub-County students' performance in the Joint Evaluation Test (JET) shows that performance was lower compared to other sub-counties in Kisumu County with a mean of 11.20 which was below the county mean of 13.49. Although studies have established that teachers, students, and resources are key determinants of performance, students' academic performance in Kiswahili composition has remained below average in public secondary schools in Kisumu West Sub-County. The purpose of the study was to establish the influence of selected factors on students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub County. Objectives of the study were to: establish the influence of teacher related factors; ascertain the influence of student related factors, and determine the influence of resource related factors on students' academic performance in Kiswahili composition. This study was guided by the production function theory of education advanced by Cobb and Douglas (1928), where a school is seen as a firm which receives inputs (teachers, students and resources) and transforms them to educational outputs through a process. This theory measures output (students' academic performance) by standardized achievement test scores. The study also used a conceptual framework showing various factors influencing students' academic performance in Kiswahili composition. The study employed descriptive survey and correlation designs. Target population was 1622 Form 4 students, 54 teachers of Kiswahili Language, 33 Heads of Department (HOD) and 1 Sub-County Curriculum Support Officer (SCCSO). Purposive sampling technique was used to select a sample of 48 teachers, 29 HOD and 1 SCCSO. Krejcie and Morgan's (1970) formula was used to select a sample of 310 Form 4 students. Teacher and student questionnaire, HOD/SCCSO interview schedule and Kiswahili composition test were used for data collection. Face and content validity was established by consulting experts from Maseno University, Department of Educational Communication, Technology and Curriculum Studies. Test-retest technique was used to establish reliability of the questionnaire. Pearson's correlation gave 'r' value of .805, which was above the threshold of 0.7, and this was acceptable. Correlation was used to establish the relationship between the selected factors and students academic performance. The study found a positive strong relationship between teacher related factors ($r=.538^*$, $p\leq.05$; 2-tailed), student related factors ($r=.523^*$, $p\leq.05$; 2-tailed) and resource related factors ($r=.821^*$, $p\leq.05$; 2-tailed) and students' academic performance. Multiple-regression was used to assess the strength of relationship between the selected factors and students' academic performance and found that $R^2=.694$. This implied that improvement in the selected factors would increase students' academic performance in Kiswahili composition. This was supported by HODS' and SCCSO through interview. It is hoped that the findings of this study would provide information that is to be a base for corrective measures to arrest the unexpected dismal performance in Kiswahili composition in public secondary schools in Kisumu West Sub-County. This study will also increase available knowledge in the field of education about the factors influencing students' academic performance Kiswahili composition in Kisumu West Sub-County, thus increasing the literature on factors that influence students' academic performance in Kiswahili composition. Finally, the findings from this study will add to the knowledge on which further research on related issues can be based.

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LIST OF ABBREVIATIONS AND ACRONYMS

BBC	British Broadcasting Co-operation
HOD	Head of Department
JET	Joint Evaluation Test
KBC	Kenya Broadcasting Co-operation
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
M.O.E	Ministry of Education
MS	Maximum Score
NPE	National Policy of Education
R.O.K	Republic of Kenya
RSA	Radio South Africa
RTB	Radio Tanzania Dar-es -Salaam
SCCSO	Sub-County Curriculum Support Officer
SCEO	Sub County Education Officer
SPSS	Statistical Package for Social Sciences

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The importance of language to human beings cannot be gainsaid. Language facilitates expression of thoughts and engagement in the activities that commonly take place in the society (Mosha, 2014). Language can be useful to its users only when one is able to communicate the desired information in a logical and coherent manner. This is extremely critical in the written form since the writer has no opportunity to clarify or explain facts to an inquisitive reader. Therefore, factors that influence students' academic performance in key languages need to be investigated and possible remedies adopted to solve them.

Kiswahili is offered as a subject in various institutions worldwide (Mogere, 2013). He states that by 1977, more than 59 institutions were teaching and conducting research in Kiswahili worldwide. Of these, 24 were in Europe, 18 in the United States of America, Germany had more than 10, two in Asia and five in Africa. He notes that in Britain, the University of London and New York University offer Kiswahili subject to both home and overseas students at both ordinary and advanced levels. Other countries whose universities offer Kiswahili as a foreign language include South Korea, Ghana and Japan. In addition, the language is used in both electronic and print media in British Broadcasting Co-operation (BBC), Deutchewelle, Voice of America, India, Pakistan, Radio Moscow *Idhaa ya Kiswahili* and Beijing China (Mogere, 2013). Moreso, *Urusi*

Leo (Russia), *Sauti ya Urafiki* (Germany), *China-Gazeti la Picha* (China) are examples of international print media.

In Africa, the Swahili language is spoken by various communities inhabiting the African Great Lakes Region including Kenya, Tanzania, Uganda, Rwanda, Burundi Mozambique and Democratic Republic of Congo (Mogere, 2013). He asserts that the Kiswahili Language is also offered as a subject in most East African countries. On the same note, in October 2010, 27 Kenyan Kiswahili teachers left for Libya to introduce Kiswahili as a subject (Siringi, 2010). It is important to note that Kenya Broadcasting Co-operation (KBC), Radio Tanzania Dar-es -Salaam (RTD), Radio Rwanda, Voice of Uganda, Radio South Africa (RSA), and Channel Africa broadcast in either Kiswahili or have Kiswahili programmes.

Although Kiswahili is an important language used for communication in Africa and all over the world today, research on factors that influence academic performance in Kiswahili composition of learners has received minimum focus compared with English and other subject areas. For instance, a study conducted by Khan (2011) to discover the impact of creative writing tests on classroom practice in Pakistan revealed that teachers of English in the area do not teach to develop the creative and communicative abilities of pupils studying the English language. Another study in Saudi Arabia by Endut, Yusoff and Kamarudin (2016) evaluated the level of writing skill among students of Islamic Secondary Schools. It was found out that teacher factor is the most dominant one in determining the level of students' efficiency in writing Arabic. Busolo's (2010) study on

gender differences in students' achievement in secondary school Chemistry found that gender was strongly associated with Chemistry achievement. The study showed that boy schools performed better than girl schools in Chemistry.

On the other hand, research such as that of Musau and Migosi (2015) revealed that there was no significant difference in means between teacher qualification and students' academic performance in science, mathematics and technology subjects. Kang'ahi, Indoshi, Okwach and Osodo's (2012) study on the influence of classroom interaction on students' academic achievement in Kiswahili Language indicate that although there exist several factors that influence students' academic achievement, teacher attitude remains one of the major determinant of students' academic achievement. But whether the same attitude of teachers who teach Kiswahili Language also influences students' academic performance in Kiswahili composition is not presented in the study. Gekonmbe's (2015) study on factors affecting teaching and learning of Kiswahili comprehension in secondary schools found out that students had a positive attitude towards Kiswahili and the main problem was the use of teacher-centered instructional methods and minimal use of instructional resources. It is critical to note that studies (Khan, 2011; Endut, et. al., 2016; Busolo, 2010; Musau & Migosi, 2015; Kang'ahi, et. al., 2012 & Gekonmbe, 2015), concentrated on other areas not Kiswahili composition.

A study by Chomba (2013) on the influence of sheng and non-target structures on performance of Kiswahili composition revealed that the oral and written form three compositions have various Sheng-related morphosyntactic errors that hinder the

attainment of the objectives of the prescribed Kiswahili syllabus. Similarly, Omollo's (2016) study on assessment of the availability of Kiswahili instructional resources, found out that pupils' course books, teachers' reference books, chalkboards and teachers' notes were available and frequently utilized as learning resources in the teaching and learning of Kiswahili composition. However, in as much as these studies focused on Kiswahili composition, their influence on students' academic performance is not known.

According to Kenya National Examination Council report (KNEC, 2012), statistics indicate that despite the importance of Kiswahili language universally, students' academic performance in Kiswahili in Kenya Certificate of Secondary Examination (KCSE) has remained below average compared to English over the years. Table 1.1 that follows summarizes national Kiswahili composition K.C.S.E performance from the year 2008 to 2012.

Table 1.1 Kiswahili Composition KCSE results, 2008-2012

Year	Paper	Maximum Score	Average Score	%
2008	1	40	14.20	35.50
2009	1	40	15.40	38.50
2010	1	40	14.32	35.80
2011	1	40	16.43	41.07
2012	1	40	10.43	26.07

Source: The Kenya National Examination Council (KNEC Report, 2012)

From table 1.1, it is evident that the national performance of students in KCSE Kiswahili composition was below average. There was fluctuation in mean score for the period between 2008-2012 as follows; 14.20 in 2008, 15.40 in 2009, 14.32 in 2010, 16.43 in 2011 and 10.43 in 2012 out of the possible 40 marks. This dismal performance in Kiswahili could be attributed to poor performance in Kiswahili composition which accounts for 20% of the overall score where the trend seems to be getting lower with the year 2012 recording the lowest mean.

Moreover, over the last five years the performance in Kiswahili composition in Joint Evaluation Test (JET) has been on decline in secondary schools in Kisumu County with a mean of 13.49 out of the possible 40 marks. Since Kiswahili subject is compulsory in all

secondary schools, students' performance in the subject has been wanting. Further, in Kisumu West Sub-County the students' performance in Kiswahili composition is lower compared to other sub-counties with a mean of 11.20 which is below the county mean as indicated by JET examination report obtained from Sub-County Curriculum Support Office (SCCSO) in Kisumu County. This study used JET results from 2008-2012 as shown in Table 1.2 that follows, because KNEC's report gives Kiswahili composition results at national level with no breakdown at county or sub- county levels.

Year/Sub-County	MS	2008	%	2009	%	2010	%	2011	%	2012	%	Av. M
Kisumu East	40	14.88	37.20	16.85	42.12	13.44	33.69	15.36	30.72	15.77	39.42	12.16
Kisumu West	40	14.32	35.80	14.09	35.22	12.11	30.27	12.83	32.07	13.41	33.52	11.20
Kisumu Central	40	15.63	39.07	14.51	36.27	13.23	33.32	14.71	36.77	15.63	39.07	14.74
Seme	40	15.25	38.12	14.49	36.27	13.05	32.62	13.89	34.72	14.33	32.82	14.20
Nyando	40	13.28	33.20	14.30	32.50	12.57	31.42	13.07	32.67	14.44	36.10	13.53
Muhoroni	40	14.69	36.72	15.62	39.05	14.10	35.25	13.34	33.65	15.92	39.80	14.73
Nyakach	40	14.01	35.02	14.44	36.10	12.74	31.85	13.12	32.80	14.80	37.00	13.83
County Mean												13.49

Table1.2 Kiswahili Composition JET results, 2008-2012

(Source: Kisumu County JET Panel (Report; 2008, 2009, 2010, 2011 and 2012)

From Table 1.2, all the Sub-Counties within Kisumu County obtained mean scores below the average mean of 20 marks out of the possible 40 marks. From 2008 to 2012, Kisumu Central had the highest mean score of 14.74, Muhoroni 14.73, Seme 14.20, Nyakach 13.83, Nyando 13.53, Kisumu East 12.16 and Kisumu West Sub-County was the lowest with 11.20 which was below the average County mean of 13.49. This implies that the candidates failed to meet the expected mastery of the subject matter and this resulted to dismal academic performance in Kiswahili composition in KCSE examination.

Studies have shown that there are several factors that influence students' academic performance. Rotumoi and Too (2012) observed that teachers' professional status is related to teaching behaviours and interactions they have with children. Asikhia (2010) and Olaleye (2011) argued that teachers' educational qualifications and experience significantly influenced students' academic achievement. When conducting research on factors contributing to under achievement of Zambian female students in O Level Physics examinations, Maguswi (2011) found that lack of qualified teachers of Physics had a significant contribution. In addition, Adaramola and Obomanu (2011) in Nigeria found that lack of qualified teachers led to consistent poor performance of students in Science Mathematics and Technology subjects.

On the contrary, Feng and Sass (2010) found that in service professional development for teachers has little effect on their ability to increase the achievement gains of students. A study by Aaronson, Barrow and Sander (2007) found little or no difference in teacher effectiveness among Chicago Public School teachers with different college majors. Other studies, (Buddin & Zamarro, 2009; Mbugua, Kibet, Muthaa & Reche, 2012; Kimani, 2013; Musau, Migosi & Muola, 2013) also indicated that teachers' professional qualifications and teaching experience are not significantly related to students' academic achievement. Nonetheless, the influence of professional qualification and teaching experience of teachers on academic performance of students in Kiswahili composition remains unknown.

Teacher attitude and method of teaching can greatly influence students' attitude Yara (2009). Wirth and Perkins (2013) posit that teacher's attitude contributed significantly to student attention in classrooms. Mumasi (2013) opined that teacher attitudes which have been found to be influenced by several factors including the teacher workload caused by inadequate teaching staffs, high rate of teacher absenteeism and transfers influence students' performance. Rutere (2012) established that implementation of integrated Kiswahili curriculum was going on in public secondary schools and that its success heavily depended on attitudes of teachers of Kiswahili. Similarly, Mokamba, Mokamba Keraro and Nyagah (2012) study investigated factors affecting implementation of Kiswahili curriculum reforms in public secondary schools in Ngong Division, Kajiado District, Kenya. The study concluded that the negative attitude of Kiswahili teachers towards the reforms and that of students towards learning Kiswahili makes it difficult to implement Kiswahili reforms in the 8.4.4 Kiswahili curriculum. But whether the same attitude in teachers who teach Kiswahili language also influences student's academic performance in Kiswahili composition is not presented in the studies.

Although, there has been no consensus on the specific teacher factors that influence students' academic performance, the important role of the teachers in the learning is unquestionable. Despite the government effort in hiring teachers in secondary schools, there is increased concern over the teacher in-put, hence the introduction of teacher performance contract. This implies that if teachers are not well trained, they will not be able to apply specific abilities hence lack a basic foundation for teaching. Lack of teaching experience will make them more dictatorial in the classroom because they have not mastered the content and acquired classroom management skills to deal with different

types of classroom problems. Finally, if the teachers' attitudes and interests are less favorable, then the student is likely to develop negative attitude toward the teacher or Kiswahili composition. As a result, students' performance in Kiswahili composition is likely to be low. This study investigated the influence of teacher professional qualification, teaching experience and attitude on students' academic performance in Kiswahili composition.

On the other hand, past studies on gender and composition writing reveals that there are significant differences between girls' and boys' performance (Baru, 2012). He notes that the difference in gender exists in the way boys and girls respond to different classroom activities and learning experiences. He however concludes that boys and girls are more similar than different and treatment need not to be varied as each gender is capable to attaining full potential in an ordinary conducive environment. In Kenya, a study by Tella, Indoshi and Othuon (2010) found no significant difference in students' academic achievement in English in KCSE examination between male and female students. In Adeyemi's (2008) study on gender factor in composition writing with the use of cooperative and individualized approaches at a junior secondary school revealed significant differences between boys and girls in composition writing. Moreover, Chase (2011) says that girls tend to write longer essays than boys and that length has a positive association to essay quality. Further, KNEC (2012) indicates that girls do better than boys in Kiswahili in the Kenya Certificate of Secondary Education examinations. The report does not reveal whether the girls' good performance is gender based. However, the

influence of gender on academic performance of students in Kiswahili composition remains unknown.

Further, Ombui (2012) advanced the argument that attitudes of students towards a subject have an implication on their academic achievement. He adds that if students have a positive attitude towards a subject there are high chances of them performing well in the subject. But whether the same predicts performance in Kiswahili composition was not revealed by the researcher. In another study, secondary school students in Igembe South District (Kenya) were found by Kobia and Ndiga (2013) to have negative attitude towards Kiswahili as a subject, which affects its (Kiswahili) implementation. Suter and Busienei (2013) established that Kiswahili teachers do not have a favorable attitude towards the teaching and learning of Kiswahili oral literature in Marakwet District, Kenya. They stated that teachers' negative attitude towards Kiswahili affected students' attitudes towards the subject. They noted that this ultimately resulted to poor performance of students in the subject. However, the influence of negative attitude on students' academic performance in Kiswahili composition has not been established.

In addition, Zezekwa and Mudavanhu (2011) in their study on the relationship between entry qualification and academic performance indicated that students with high entry qualification often perform better than those with low entry qualifications. This is premised on the fact that since learning is a cumulative process, a student admitted with higher entry qualification is expected to be well prepared than one admitted with lower qualification. As a result, in Kenya, students are admitted in the various categories of secondary schools based on their entry qualification. Mutonga's (2011) study found that there was a relationship between students' performance and their entry qualification. He

concluded that the better the O-level grades attained, the higher the licensing examination mean score.

However, Mutonga's (2011) study was conducted in a tertiary institution while the focus of the current study is on secondary schools. Similarly, as much as Zezekwa and Mudavanhu (2011) did their research in secondary schools in Pakistan, their findings cannot be used to draw a general conclusion to the students' academic performance in Kiswahili composition in Kenya. Further, students are the most essential asset for any educational institute. They should therefore be treated with due concern. However, the extent to which gender, attitude and entry qualification marks influence students' academic performance in Kiswahili composition has not been given serious consideration. This was the focus of this study.

In this study, the researcher also focused on resource related factors where frequency of use of teaching and learning materials and textbook ratio were considered. Resource related factors include textbooks, visual, audio visual and web-based resources. Frequency of use of teaching and learning materials is important because it assists teachers to add concreteness to their presentation of subject matter. It also encourage learner involvement, aid learners in conceptualizing abstract ideas and understanding, mastery and retention of the ideas or concepts (Neumann & Hood, 2009; Yara & Otieno, 2010). The study also focused on the textbook because it is the standard resource used by the schools and therefore easy to measure. Further, it is the center piece of a course syllabus and can be used for self-study. In addition, textbooks are written by experts in the pertinent field and are therefore considered reliable sources. According to

Psacharopoulos and Woodhall (1985), the textbook is the single most important resource in determining educational outcome. The government of Kenya introduced free primary education in all public primary schools in 2003. This resulted in increased overall enrolment into primary schools. The increased intake in primary schools meant that with time secondary enrolment would also increase. However, with no funding to improve and increase teaching and learning resources in secondary schools, this implied that resources in secondary schools would be strained. Lack of teaching and learning resources affects performance in examinations because teachers and students are not able to expose themselves to these resources in order to prepare for KCSE Kiswahili composition examinations.

In conclusion, it is clear that there are several factors that could account for the performance (Rotumoi & Too, 2012; Asikhia, 2010; Olaleye, 2011; Maguswi, 2011; Adaramola & Obomanu, 2011; Feng & Sass, 2010; Aaronson et. al.,2007; Buddin & Zamarro, 2009; Mbugua, et. al., 2012; Kimani, 2013; Musau, et. al., 2013; Yara, 2009; Wirth & Perkins, 2013; Mumasi, 2013; Rutere, 2012; Mokamba, et. al., 2012; Baru, 2012, Tella, et. al., 2010, Adeyemi, 2008; Chase, 2011; Ombui, 2012; Kobia & Ndiga, 2013; Mutonga, 2011; Neumann & Hood, 2009 & Psacharopoulos & Woodhall, 1985). However, this study only focused on teacher, student and resource related factors. It is critical to note that effectiveness of any curriculum depends on the quality of teachers that are there to translate the syllabus into practical instruction materials in the classroom (Moseti, 2007). Further, students are the consumers of the curriculum (Levin, Wasanga & Somerset (2011). Therefore, their academic performance is not only a pointer of the effectiveness of schools, but also a major determinant of the well being of youths and the

nation in general. Finally, resources are crucial to any successful teaching and learning process because they aid the teacher to effectively transfer the content to the learner (Were, 2014). If the mentioned factors are improved, then students' academic performance in Kiswahili composition will be high.

Therefore, the current study was carried out to establish the influence of the selected factors on students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub-County, Kenya.

1.2 Statement of the problem

The primary aim of writing is to communicate ideas. However, KCSE results indicate dismal performance in Kiswahili composition from year 2008 to 2012. Further, performance of students in Kiswahili composition in Kisumu West Sub-County in JET examination raised concern because students' performance in Kiswahili composition consistently remained lowest compared to other sub-counties in Kisumu County with a mean of 11.20 which is below the county mean of 13.49. While the debate continues worldwide as to what exactly influences students academic performance, there is little debate as to the influence of teacher, student and resource related factors on students' academic performance in Kiswahili composition. This relationship has not been empirically measured, yet the academic performance of students in public secondary schools has been relatively low. This study attempted to establish the relationship of the selected factors and students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub-County, Kenya.

1.3 Purpose of the study

The purpose of this study was to determine the influence of selected factors on students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub-County, Kenya.

1.4 Objectives of the study

The specific objectives were to:

1. Establish the influence of teacher related factors on students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub County, Kenya.
2. Ascertain the influence of student related factors on students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub County, Kenya.
3. Determine the influence of resource related factors on students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub County, Kenya.

1.5 Research questions

1. What is the influence of teacher related factors on students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub County, Kenya?
2. What is the influence of student related factors on students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub County, Kenya?

3. What is the influence of resource related factors on students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub County, Kenya?

1.6 Assumptions of the study

This study was guided by the following assumptions:

1. Teaching and learning of Kiswahili is uniform in public secondary schools in Kisumu West Sub-County as guided by the curriculum provided by the Ministry of Education.
2. Entry qualification of students admitted to public secondary schools in Kisumu West Sub-County is uniform.
3. School environment in Kisumu West Sub-County public secondary schools is uniform.
4. K.C.S.E. performance in Kiswahili composition of previous group in Kisumu West Sub-County public secondary schools reflects the academic ability of the group under study.

1.7 Scope of the study

This study was conducted among public secondary schools in Kisumu West Sub-County Kenya. The study focused on the influence of selected factors on students' academic performance in Kiswahili composition. The study was limited to a sample population of 310 Form 4 students, 54 teachers of Kiswahili language, 33 HOD and 1 SCCSO. The

students and teachers responses from the questionnaire provided the data used in drawing conclusion and making recommendations for the study.

1.8 Limitations of the study

The use of questionnaires has a floor and ceiling effect in the sense that there is a limitation as to how much data can be collected. For instance, addressing the questions of how and why is difficult when using questionnaires. To control this, interview schedules for Kiswahili HODs and SCCSO were used to triangulate the information provided by teachers and students.

1.9 Significance of the Study

It is hoped that the findings of this study would provide information that is to be a base for corrective measures to arrest the unexpected dismal performance in Kiswahili composition in Kisumu West Sub-County. This study will also increase available knowledge in the field of education about the factors influencing students' academic performance Kiswahili composition in Kisumu West Sub-County, thus increasing the literature on factors that influence students' academic performance in Kiswahili composition.

1.10 Theoretical Framework

This study was guided by input-output theory or the production function theory of education as advanced by Cobb and Douglas (1928). The theory postulates that a school is seen as a firm which receives inputs (teachers, students and resources) and transforms them to educational outputs through a process. In addition, the theory measures output (students' achievement) by standardized achievement test scores. Cobb and Douglas (1928) view education as a service which transforms fixed quantities of input (i.e.

students) into individuals with different quality attributes, to enable them to cope with and perform in society after they have left schooling. As applied to this study, the theory holds that teacher, student and resource related factors would influence the students, academic performance in Kiswahili composition. This is true considering the fact that without teachers, students and resources, teaching and learning cannot take place. Thus, if the government would hire qualified teachers, admit students based on qualification and supply schools with adequate resources, then students' academic performance in Kiswahili composition would improve. Thus, the theory explains how student achievement (outputs) is dependent upon school inputs such as adequacy and qualification of teachers, students and teaching and learning resources. A school receives input, that is, teaching personnel, students and teaching/learning resources. A certain process of transformation that is teaching and learning takes place where skills in Kiswahili language practices such as writing of Kiswahili composition are disseminated to students. The process is guided by teachers who utilize their professional qualifications, teaching experience and teaching and learning resources to influence student's writing skills. This results to high output (student's academic performance) measured through high grades in Kiswahili composition test.

1.11 Conceptual Framework

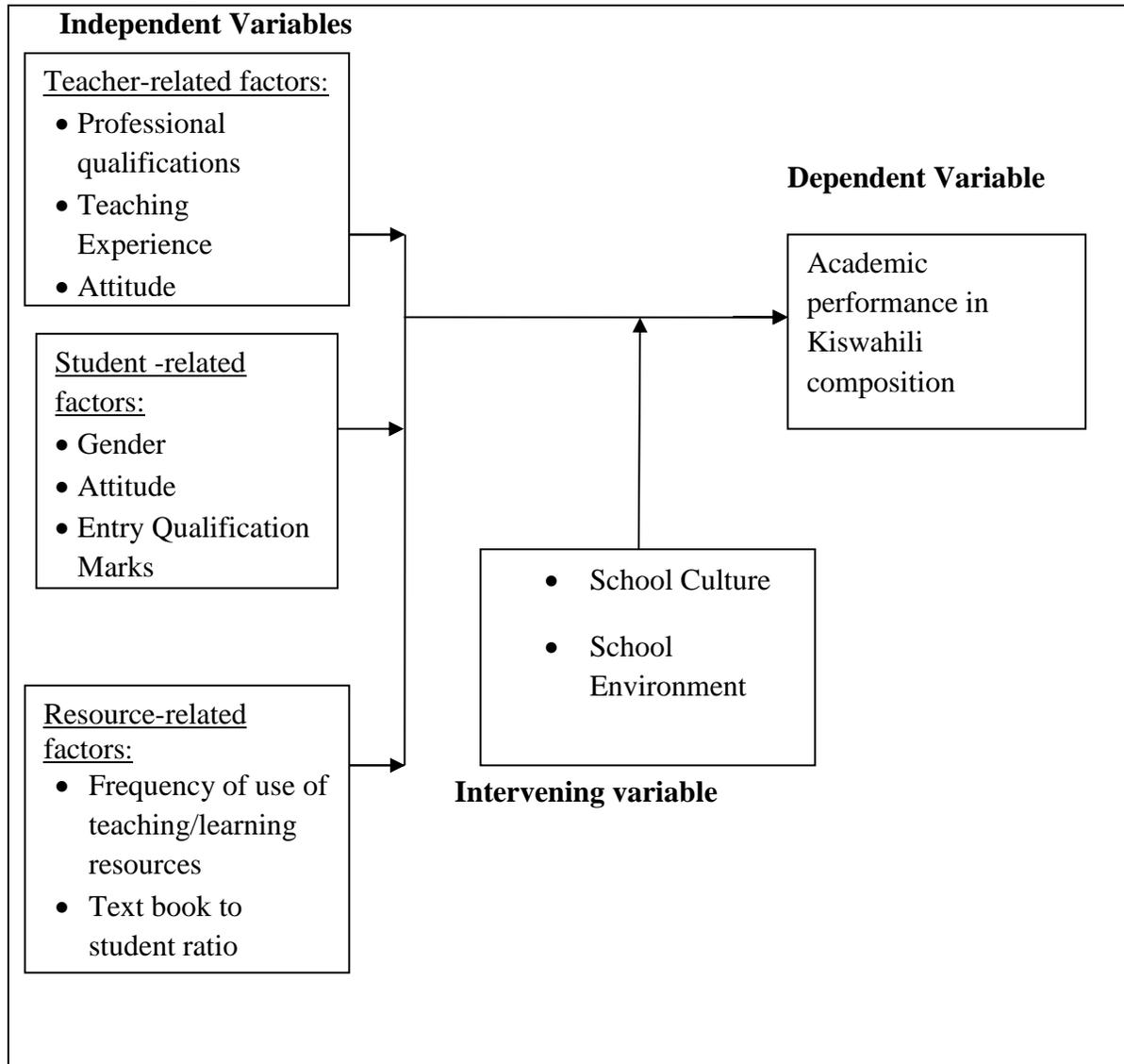


Figure 1.1: A conceptual framework for the relationship between selected factors and students’ academic performance in Kiswahili composition.

In the scheme depicted in Figure 1, the independent variables are conceptualized as teacher related factors, student related factors and resource related factors and dependent variable as academic performance in Kiswahili composition. Intervening variables are identified as school culture and school environment. In this scheme, teacher related factors are defined as teacher professional qualification, teaching experience and teacher

attitude towards Kiswahili composition. Student related factors are defined as students' gender, entry qualification marks and attitude towards Kiswahili composition. Further, resource related factors referred to frequency of use of teaching/learning resources and textbook to student ratio. The scheme indicates that the selected factors can lead to improvement in students' academic performance in Kiswahili composition. This means that the selected factors have a direct influence on the students, academic performance. However, this relationship may be confounded by the school culture and school environment where teaching and learning takes place as discussed in the following paragraphs.

In a study to investigate the influence of school culture on performance at KCSE level in Kikuyu District, Njogu (2012) revealed that the majority of teachers strongly agreed that they were expected to act in conformity to the rules of the school. Studies done on the effect of school environment on academic performance attest to the fact that school environment that is not conducive for learning may lead to under performance (Chimombe, 2011). Therefore, provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners (Lumuli, 2009). Equally, in this study, both the school culture and school environment were considered to have influence on students academic performance in Kiswahili composition. However, Kisumu West Sub-County public schools have similar environment in terms of facilities since they are state controlled schools. Finally, the school culture is the same as guided by the Ministry of education policy.

1.12 Operational Definition of Terms

This study used the following terms as follows:

Attitude: Used to refer to willingness of teachers and students to participate in teaching and learning of Kiswahili composition measured on a likert scale.

Entry Qualification Marks: Students' KCPE marks.

Gender: Used to refer to differentiation of sex of students by either male or female.

Kiswahili Composition: Used to refer to creative writing in Kiswahili insha.

Performance: Used to refer to students' scores obtained by administering Kiswahili composition test.

Resource Related Factors: Used to refer to frequency of use of teaching/learning resources and textbook to student ratio in teaching and learning Kiswahili composition.

Resources: Used to refer to human and teaching/learning materials.

Student Related Factors: Used to refer to students' gender, attitude and entry qualification marks.

Teacher Professional Qualification: Used to refer to the teacher's highest level of professional training.

Teacher Related Factors: Used to refer to teacher professional qualification, teaching experience and teacher attitude towards Kiswahili composition.

Teaching Experience: Used to refer to the number of years a teacher has been teaching Kiswahili Language.

Textbook to student Ratio: Used to refer to the number of students per textbook in a Kiswahili composition lesson.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter attempted to review pertinent literature and research studies related to this investigation. The chapter reviewed issues concerned with the influence of selected factors on students' academic performance in Kiswahili composition under the following sub-headings; teacher related factors, student related factors and resource related factors.

2.2 Influence of Teacher Related Factors on Students' Academic Performance

According to Musau and Migosi (2015) and Ewetan and Ewetan (2015), teachers play an important role in determining the students' academic achievement. However, researchers have never reached a consensus on the specific teacher factors that influence students' academic achievement. Furthermore, there is no information concerning the influence of teacher related factors (qualification, experience and attitude) on students' academic performance in Kiswahili composition. The teacher related factors are discussed in the following paragraphs.

2.2.1 Teacher Professional Qualification and Students' Academic Performance

According to Akinsolu (2010), availability of qualified teachers is an important determinant of academic performance among students in school. Teacher quality, as measured by skills, knowledge and qualifications, remains one of the factors characterizing education in schools that plays a decisive role in students' progress (Hanusheka, 2011). Moseti (2007) contends that the effectiveness of any curriculum depends on the quality of teachers that are there to translate the syllabus into practical

instruction materials in class. Their views are supported by Huang and Moon (2009) who asserts that teacher qualification accounted for approximately 40 to 60 percent of the variance in average of students' achievement in assessment.

Musau and Migosi (2015) carried out a study whose aim was to look into the extent to which teacher qualification influence performance in science, mathematics and technology subjects. The study applied ex-post-facto survey research design. Random sampling was used to select eight secondary schools in Kitui County. It included eight head teachers, 40 teachers of science, mathematics and technology subjects and 600 candidates who sat for the Kenya Certificate of Secondary Education (KCSE) in the year 2012. Data were collected using questionnaire and document analysis. It was analyzed using descriptive and inferential statistical tools. The study found that there was no significant difference in means between teacher qualification and students' performance in science, mathematics and technology subjects at form four level. This study gives insight to the current study especially in looking at influence of teacher qualification on student's academic performance. However, the researchers applied ex-post-facto survey research design where students' academic performance relied on KCSE 2012 results. The current study employed survey research design where Kiswahili composition test scores were used to measure students' performance.

Similarly, Kosgei, Mise, Odera and Ayugi (2013) sought to establish the relationship between teacher characteristics and students' academic achievement. The study was conducted in Nandi District, Kenya and the target population comprised of teachers of all 26 public secondary schools. The study applied a causal comparative research design. A questionnaire was used for data collection. Data was analyzed using descriptive and

inferential statistical techniques. The study findings suggest that there was no significant relationship between teacher qualification and student academic achievement. In as much as their study applied both descriptive and inferential statistical techniques, data was collected using questionnaires only. In the current study the researcher collected data using questionnaires, interview schedule and Kiswahili composition test to establish the influence of teacher qualification on students' performance in Kiswahili composition.

In addition, Kimani, Kara and Njagi (2013) in a study to investigate the teacher factors influencing students' academic achievement in secondary schools in Nyandarua County, concluded that teachers' age, gender, professional qualifications and professional experience did not have significant effect on academic achievement in secondary schools. The study adopted Ex-post facto research design. However, this study employed mixed methodology comprising descriptive survey and correlation designs to establish the influence of teacher professional qualification on students' academic performance in Kiswahili composition.

With reference to the above research findings, it is evident that there is urgent need for further investigation to establish the relationship between the teacher professional qualification and students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub-County, Kenya.

2.2.2 Teaching Experience and Students' Academic Performance

Teaching experience is the number of years a teacher has taught. Teaching experience is a topic of potential concern to policymakers as experienced teachers have more opportunities to teach higher level or advanced classes, and thus have higher achieving

students in their classrooms. Jepsen (2005) posits that teaching experience might be expected to make a difference in being prepared to manage classrooms because this area of expertise may be particularly problematic for beginning teachers. Teachers with fewer years of teaching experience are less likely than more experienced teachers to report being very well prepared to maintain order and discipline in the classroom Jepsen (2005). He also states that the extent to which teachers feel prepared to implement state curriculum also vary by teaching experience, with newer teachers less likely than more experienced teachers to report being very well prepared for this classroom requirement.

In a study, Aaronson, Barrow and Sander (2007) looked at teacher quality and student achievement in Chicago public schools. Their study used a gains score approach with controls for student and teacher fixed effects. The results showed strong effects of teachers on student achievement, but traditional measures of teacher qualifications like education, experience, and credential type have little effect on classroom results. This study was done in a different setting (Chicago public schools), therefore the results cannot be generalized to the Kenyan context. Hence the need for the current study.

On the same note, Ewetan and Ewetan (2015) investigated the influence of teaching experience on the academic performance of public secondary school students in Mathematics and English Language in Ado-Odo/Ota and Ifo Local Government Areas in Ogun State in Nigeria. The study adopted descriptive research design on all the 31 Senior Secondary Schools in the selected two local government areas. A sample of 20 Schools was drawn from the population through the process of simple random sampling technique. An inventory schedule was the instrument used for data collection. 400 questionnaires, 20 questionnaires per school were administered. Findings revealed that

teaching experience significantly influenced students' academic performance in Mathematics and English Language as measured by their performance in the SSC examinations and as perceived by the respondents. Schools having more teachers with above 10 years teaching experience achieved better results than schools having more teachers with 10 years and below teaching experience. Nonetheless, Ewetan and Ewetan's (2015) study only proves that much emphasis has been placed on performance of science subjects as opposed to Kiswahili composition. Secondly, data was collected using questionnaires only. However, this study employed questionnaires, interview schedules and Kiswahili composition test in data collection.

Moreover, Rutere (2012) conducted a study on effects of teacher related factors on implementation of integrated Kiswahili curriculum in public secondary schools in Nkuene Division, Imenti South District, Kenya. He found that there exists a link between implementation of integrated Kiswahili curriculum and the teaching experiences. However, this research does not indicate the relationship between teaching experience and students' academic performance in Kiswahili composition which calls for further probe to establish the link.

2.2.3 Teacher Attitude and Students' Academic Performance

Teachers' attitude plays an important role in the present context. Saidat (2010) mentions that language attitude research has been considered in the previous 50 years because of the growing relation between the importance of the language use and the nature of individuals. An attitude may be defined as a predisposition to respond in a favorable or unfavorable manner with respect to a given attitude object (Oskamp and Schultz 2005).

Attitude is a way of looking at things (Muellerleile, 2005). It is a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment (Baru, 2012). He posits that attitudes can influence the effect and energy with which people respond to a situation. In fact Kirimi and Amukowa (2013) are more succinct by stating that excellent teachers do more than teach the curriculum content: they inspire and enthuses their pupils and serve as role models in terms of attitudes and social relationships.

Rutere's (2012) study investigated the effects of teacher related factors on implementation of integrated Kiswahili curriculum in public secondary schools in Nkuene Division, Imenti South District, Kenya. The study adopted the descriptive survey design. The study established that implementation of integrated Kiswahili curriculum was going on in public secondary schools and that its success heavily depends on attitudes of teachers of Kiswahili. However, whether teacher attitude influences students' academic performance in Kiswahili composition remains unknown. Mokamba, et. al., (2012) in a study to investigate factors affecting implementation of Kiswahili curriculum reforms in public secondary schools in Ngong Division, Kajiado District, concluded that the negative attitude of Kiswahili teachers towards the reforms and that of students towards learning Kiswahili makes it difficult to implement Kiswahili reforms in the 8.4.4 Kiswahili curriculum. They also assert that both teachers and students had difficulties in oral literature, poetry, sociolinguistics and composition. This implies that teacher's negative attitude influence student's attitudes leading to poor performance in Kiswahili subject. However, the study findings were based on the school KCSE scores in the years 2002, 2003, 2004 and 2005 respectively. The current study used Kiswahili composition

test to establish the relationship between teacher attitude towards Kiswahili and students' academic performance.

Mumasi's (2013) study found that teacher attitudes which have been found to be influenced by several factors including the teacher workload caused by inadequate teaching staffs, high rate of teacher absenteeism and transfers influence students performance. The ex-post design was used where the factors which seems to be associated with certain occurrence, conditions or types of behavior were studied. The limitation of this study is that the findings are based on an analysis of what actually happens as the only available means to study causation since it is impracticable to arrange occurrences. Therefore, there is need for further examination to ascertain the influence of teacher attitude on students' academic performance.

The above literature focused on teacher related factors such professional qualification, teaching experience and attitude and their influence on students' academic performance. In the next section, we profile the student related factors that influence students' academic performance.

2.3 Influence of Student Related Factors on Students' Academic Performance

Students are the consumers of the curriculum. Lydia and Nasongo (2009) and Yusuf and Adigun (2010) noted that the performance of students in any academic task has always been of special interest to the government, educators, parents and society at large. Research has shown that academic performance largely depends on, among other factors, students' ability and background (Adeyemi, 2010). Their study identified the causes of mass failure of students in examinations as including students' weak background,

students' low intelligence, lack of aptitude and poor interest for the subject, students' bad habits and poor study skills, students' weakness in comprehension, and inability of the students to express themselves effectively. However, the influence of these factors on students' academic performance in Kiswahili composition has not been given attention. Student related factors in this study will include gender, attitude and entry qualification marks as discussed in the following paragraphs.

2.3.1 Students Gender and Academic Performance

Society's fundamental interest in fairness and equal opportunity continues to motivate highly contentious debates over the root causes of gender differences in educational outcomes. As a result, the relationship between gender and the academic achievement of students has been discussed for decades (Eitle, 2005). Three schools of thought have been advanced to account for gender differences in writing tasks. The first school of thought states that the differences in educational outcomes are caused by nature. According to Moochi, Barasa and Ipara (2013), the differences evident in educational outcomes are caused by biological factors.

The second school of thought indicates that the differences are attributed to socialization (Jha and Kelleher, 2006). The advocates of this school of thought consider environmental factors as the causes of differences in learning outcomes. The third school of thought argues that the differences in learning outcomes are caused by a combination of the nature and environmental (social) factors. Thus, the advocates of this school of thought are interactionist. They accept and consider both biological and environmental factors as the causes of the differences (Basow, 2010). However, the proponents of social factors theory do not show why differences in educational outcomes are not observable until the

age of ten plus. Moreover, the advocates of the social factors do not explain why girls predominantly use their left hemisphere of the brain for language functions which calls for further investigation.

Farooq, Chaudhry, Shafiq and Berhanu (2011) conducted a study to examine different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The respondents for this study were tenth grade students (300 male & 300 female). A survey was conducted by using a questionnaire for information gathering about different factors relating to academic performance of students. The academic performance was gauged by the result of their 9th grade annual examination. Standard t-test and ANOVA were applied to investigate the effect of different factors on students' achievement. The results of the study revealed that socio-economic status (SES) and parents' education have a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English.

Specifically, the high and average socio-economic level affects the performance more than the lower level. They also noted that parents' education means more than their occupation in relation to their children's academic performance at school. They also stated that girls perform better than the male students. Farooq, et al's (2011) study focused on the influence of gender on students' academic performance in general and not on specific subjects like Kiswahili composition. The current study established the influence of gender on students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub County.

Gwarjiko (2015) sought to investigate the effect of mixed-gender streaming on the performance of senior secondary school level students in English language in Niger State. In the course of the work, the researcher compared the performance of male and female students in the mixed-gender streams in English Language. The population of the study was 53,468 from 248 schools of both single and mixed gender streams. Out of this, one mixed-gender class of forty-four students was sampled from senior secondary schools in Minna metropolis. The researcher used quasi-experimental research design. The instruments used for data collection were the NECO 2011 November/December past question papers that served as the test instruments, the curriculum content and prepared lesson notes used during treatment. The t-test statistical technique was used for inferential analysis to test the hypotheses.

The study was anchored on Bandura (1986)'s social learning theory. This emphasizes the importance of biological, social and cultural impacts on human behavioural development and learning especially on gender and genders specific traits and roles. The results revealed that there was no significant difference between the performance of male and female students in mixed gender streaming. The female students, however, performed better than the male ones and the results of the two genders were generally poor. However, there is no evidence to prove that such a study on performance in Kiswahili composition has been carried out, particularly in Kisumu West Sub County. The present study was therefore set to address this using a sample drawn from public secondary schools in Kisumu West Sub County.

In Kenya, Busolo's (2010) study focused on gender differences in students' achievement in Secondary School chemistry. The study was a cross-sectional descriptive survey

employing correlational methods to investigate gender differences in chemistry achievement levels of girls and boys. The population of the study consisted of 386 students. The study comprised twelve stratified selected public secondary schools in Kakamega district. Pearson product–moment for correlation coefficient was used to determine the relationship between attitude and chemistry achievement. The study revealed that gender was strongly associated with Chemistry achievement. This implied that boys had a stronger affinity and interest towards Chemistry. As a result, boys' schools performed better than girls schools. On the same note, it was found out that teacher and school factors were of little effect on Chemistry achievement with respect to gender. However, influence of student gender on academic performance in Kiswahili composition remains unknown.

Studies within the area of gender and composition writing have revealed that there are significant differences between girls' and boys' performance. For instance, Adeyemi (2008) study revealed significant differences between boys and girls in composition writing. The two tailed t-test revealed that female students outscored their male counterparts in composition writing.

Further, Moochi, Barasa, Ipara, (2013) study investigated comparative differences in performance among boys and girls in Kiswahili creative writing in selected secondary schools in Nyamira County in Kenya. Ten secondary schools were used in the study and the sample comprised 180 students (on an equal distribution of boys and girls,). The research instrument was a Kiswahili creative writing task. The Form 4 students were required to perform a task which involved writing an essay in Kiswahili. To reveal the sex differences in Kiswahili creative writing, the two-tailed t-test was used. The sex

differences were considered significant if they were more than the critical value (t-critical: 2.576) at $p < .01$ based on 178 degrees of freedom. The study revealed that girls outperform boys in overall performance in Kiswahili creative writing, style and spelling conventions whereas the two sexes remained at par in content presentation, vocabulary use and use of grammatical elements in Kiswahili creative writing.

Chase (2011) established that there were no significant differences between boys and girls in writing performance yet girls were rated as better writers than boys. It is important to mention that the existing literature on gender and ability in composition writing point to differing results. The revelation of significant differences in performance between girls and boys in some studies and the absence of the same in others militates against drawing a blanket conclusion about the universality of girls' superiority in composition writing. There is need to carry out a study in every region to establish whether or not there are significant differences between boys and girls in creative writing. Therefore, the current study investigated the influence of gender on students' academic performance in Kiswahili composition.

2.3.2 Students' Attitude and Academic Performance

Tran and Duong (2013) conducted a study to investigate the students' attitudes towards English language learning and use of self-regulated learning strategies at one college in Dak Lak, Vietnam. This study involved 241 non-English majors taking part in answering a questionnaire. The results showed that although the participants had positive attitudes towards English language learning, they were likely to engage in self regulated learning strategies very low. Number of years of learning English did not account for the

participants' change of attitudes towards English language learning. Academic achievements were also found to be significantly related to cognitive learning and environment management strategies. Additionally, academic achievements and attitudes towards English language learning were positively correlated to self regulated learning, yet only attitudes towards English language learning were predictors of self regulated learning. But students' attitude towards Kiswahili language and consequently academic performance in Kiswahili composition was not covered in Tran and Duong's (2013) study.

In another study, Abidin, Pour-Mohammadi and Alzwari (2011) investigated Libyan secondary school students' attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects. It also explored whether there is any significant difference in the students' attitudes towards English language based on their demographic profiles i.e., gender, field and year of study. A total of 180 participants in the three study years from three specializations of Basic Sciences, Life Sciences, and Social Sciences took a questionnaire as a measuring instrument. Regarding the three aspects of attitude i.e., cognitive, behavioral, and emotional, the participants showed negative attitudes towards learning English. On the demographic profile, there were statistically significant attitudinal differences regarding gender and field of study but not year of study. In this study, Abidin, et al.(2011) were not concerned about performance. Yet their findings reveal a general negative attitude towards learning English. Therefore, students' attitudes towards Kiswahili and how that influences academic performance in Kiswahili composition remains unknown.

Kobia and Ndiga (2013) sought to find out the influence of students' attitudes towards implementation of Kiswahili curriculum at secondary level in Igembe South District, Kenya. The study employed descriptive survey design with a target population of 2,400 form 4 secondary school students from all 24 public secondary schools in Igembe South District. Data was collected through questionnaires from thirteen (13) students who were selected using simple random sampling method. The findings revealed that secondary school students in Igembe South District have a negative attitude towards Kiswahili as a subject which affects its implementation. In their survey, Kobia and Ndiga (2013) were not concerned about performance. Yet their findings reveal a general negative attitude of students towards Kiswahili. Therefore, it is not known whether students' negative attitude towards the implementation of Kiswahili curriculum influences their academic performance in Kiswahili composition.

Wabuke (2013) examined the role of student-related factors that influence performance of students in Biology in Kenya Certificate of Secondary Education in Eldoret municipality, Kenya. The study was conducted through an ex-post facto design. A total of ten secondary schools were sampled. Target respondents were Form 3 students and teachers of Biology (those teaching Form 3) within the municipality. The study sample of 200 students and 25 teachers was obtained using stratified sampling. The data was collected using questionnaires, observation schedule and interviews and analyzed using statistical package for social science (SPSS) computer programme. It was established that student-related factors affecting performance of Biology in Eldoret Municipality are: primary school Science which provides a requisite background for Biology at secondary

school level; interest in Biology (theory and practical) provides a force for learners to participate in the learning process; their ability to carry out the practical effectively, and students' ambition and attitudes. However, Wabuke (2013) study does not examined the role of student related factors that influence performance in Biology, the role of the same factors on students' academic performance in Kiswahili composition remains unknown. Therefore, the influence of student related factors on academic performance of students in Kiswahili composition was covered adequately through an empirical survey among public secondary schools in Kisumu West Sub County.

2.3.3 Students Entry Qualification and Academic Performance

Kenya follows an 8-4-4 system of education, where primary school consists of eight years and secondary school and university are each four years. Both primary and secondary school conclude with nationwide standardized exams that are centrally graded and determine which students qualify for the next level of education. Upon completion of primary school pupils take the Kenya Certificate of Primary Education (KCPE) exam. The KCPE comprises 5 compulsory subjects graded from 0 to 500 marks, and is used in the secondary school admissions process. At the conclusion of secondary school, students take KCSE exam.

At all levels, excellent academic performance has always been the aim of all graduates. In addition, when students perform better in educational institutions, governments and parents would be encouraged to invest more on education since an investor always wants returns from his/her investment (Ige, 2011). It is important to note that measures of quality education often consider inputs like the characteristics of students when they enroll and outputs like the characteristics of students when they leave the educational

institution (Chisaka & Mavundutse, 2006). Thus one can find out differences in entry qualifications (inputs) and differences in performance at the end of the course in order to determine quality of teaching and learning.

Various studies have been done on predicting academic performance based on entry qualification of students at various levels of learning (Mutonga, 2011; Momoh-Olie, 2008; Ogbonnaya, Okpurukara, Iheanacho & Ndu, 2014; Adebayo & Dorcas, 2014; Alias & Mohd Zain, 2006). Admission factors and the different entry qualifications, which are the results of previous academic performance, are likely to affect the students' future academic success (Kyoshaba, 2009). The schooling students receive plays a vital role in their future academic success. Although predicting future performance from previous achievement is not an easy task (Momoh-Olie, 2008), many researchers have concluded that entry qualification do predict future success in academics as shown in the following studies.

Mutonga (2011) conducted a comparative study in Kenya of academic performance of students in the Registered Community Health Nurse Upgrading Program under face-to-face and Distance learning modes of instructional delivery. The study found out that there was a statistically significant difference between the performance of distance education and face-to-face students. Face-to-face students had significantly higher scores than distance study students. The study also found that there was a relationship between student's performance and their entry qualification. The better the O-level grades attained, the higher the licensing examination mean score.

Momoh-Olle, (2008) in a study of relationship between student entry grades and academic achievement found that there is a statistical significant relationship between students 'entry grades and their academic achievements in vocational studies. Similarly, Ogbonnaya, et. al., (2014) in the study involving 390 students from two basic nursing schools in Nigeria concluded that entry qualification do have a positive correlation to academic performance. Further, Adebayo and Dorcas (2014) looked at entry criteria as predictor to academic success of students from the faculty of Business at Solusi University. They found that CGPA at the end of pre-university examination predict the academic success of the pre-university entrants. Results from Alias and Mohd Zain (2006) study on the undergraduate entry qualification and graduate CPA were also consistent with above findings with higher undergraduate performance predicting better graduate CPA. However, the mentioned researchers give a general picture of the relationship between student entry grades and academic achievement. The influence of entry qualification marks on academic performance in Kiswahili composition remains unknown. The current study thus sought to establish whether entry qualification marks influence students' academic performance in Kiswahili composition.

On the same note, Yusof and Tamat (2015) conducted a comparative study on the effect of entry qualification toward the achievement of academic performance on diploma students at University of Kuala Lumpur Malaysian Institute of Industrial Technology. Data on entry qualification and academic performance was obtained from student records for September 2008 until January 2011. The data was analyzed using SPSS for descriptive statistic and t- test analysis was also performed to compare performance to entry qualification. The study concluded that there is a significant difference between the

two entry qualifications. Other than using student records to gather information on academic performance as done by Yusof and Tamat (2015), the current study used Kiswahili composition test to evaluate students' academic performance in Kiswahili composition. Moreso, their research focused on achievement of academic performance on diploma students at University of Kuala Lumpur Malaysian Institute of Industrial Technology. The current study investigated students' academic performance in Kiswahili composition in public secondary schools.

From the empirical studies reviewed, the researchers focused on entry qualification on students' academic performance in tertiary institutions (colleges and universities) and in specialized areas of training such as nursing, business and CPA. The current researcher observes that none of them has stressed on how entry qualification influences students' academic performance in Kiswahili composition in secondary schools.

2.4 Influence of Resource Related Factors on Students Academic Performance

Educational resources comprising learning materials as well as physical infrastructure have been found to influence academic achievement of learners to a great extent (Littlejohn, 2012). Teaching and learning materials are crucial to any successful teaching and learning process worldwide because they aid the teacher to effectively transfer the content to the learner (Were, 2014). This study reviewed literature on teaching and learning resources and textbook to students' ratio.

2.4.1 Teaching and Learning resources and Students' Academic Performance

Teaching and Learning resources refers to any tool that teachers use to assist their students in adequately learning the target language; means used to increase students'

access to that language; every instrument that contributes greatly to students' progress; anything which is used by teachers and learners to facilitate the learning; and the keys to have influence on what goes on in the classroom, just to list a few (Jones 2009; Richards, 2010; Littlejohn, 2012; McDonough).

Research proves that teaching and learning materials highly facilitate learning and greatly draw learners' attention to the target language (Littlejohn, 2012; Tomlinson, 2012; McDonough). Tomlinson (2012) classifies the language teaching resources in terms of instructional purposes as follows: informative (informing the learning about the target language); instructional (guiding the learner in practicing the language); experiential (providing the learner with experience of the language in use); eliciting (encouraging the learner to use the language); and exploratory (helping the learner to make discoveries about the language).

According to Çakır (2015), instructional materials can be categorized in three groups: (1) Traditional materials; (2) audio and visual materials; and (3) information communication technologies (ICT) based materials. Traditional materials that can be regarded as classic or old usually include board, course-book, worksheet, chart, realia, flashcard and teacher made materials. As for audio and visual materials, which are regarded as new for many teachers, are video player, audio materials, video camera and computer projection device. The third category for the instructional materials, widely acknowledged as the newest, is ICT based materials such as Interactive White Boards (IWB), materials providing mobile assisted language learning (MALL) such as Web 2.0, tablet computers, the internet, podcasts, Smartphone and Web 3.0.

Instructional materials play a very important role in the teaching and learning process by enhancing the memory level of the students (Effiong, Ekpo, and Igiri, 2015). In this context, Mayer (2009) claims that visual materials play an important role in assisting instruction in order to clarify, define and explain the related teaching point. Therefore, it is safe to say that in order to create a meaningful learning atmosphere and to offer a comprehensible input, word and pictures need to be presented simultaneously. These views are supported by Abebe and Davidson (2012) who posit that the contribution of visual materials to language learning is to assist teachers by giving them time for necessary classroom activities like drills, exercises, instructions and explanation.

Although there seems to be several studies covering the effect of teaching and learning resources on academic performance, research covering performance in Kiswahili composition in Kenya has not been given attention. Yara and Otieno (2010) examined the effect of teaching/learning resources on academic performance in secondary school mathematics in Bondo District of Kenya. The research design for this study was descriptive survey design with a total of 405 Form 4 students as the population of the study. 242 students were randomly selected from nine schools in the three divisions of Bondo districts out of 24 schools. The data collected was analyzed using multiple-regression analysis. There was a positive correlation among the eight independent variables and the dependent measure – mathematics performance. This is just one of the evidences that the relationship between teaching and learning resources and academic performance in Kiswahili composition has not been accorded similar attention as other examinable subjects in secondary education. The current study was therefore set to bridge this gap in research.

In Turkey, Erdogan (2013) explored the effect of the creative drama method on pre-service classroom teachers' writing skills and attitudes towards writing. Additionally, the views of the pre-service teachers concerning the creative drama method were also investigated in the study. The participants of the study were 24 pre-service teachers studying at Karadeniz Technical University of Fatih Faculty of Education. The participants were asked to write activities using creative drama method. The design of the study is mixed in that it included both qualitative and quantitative methods of research. The writings of the participants at the beginning and end of the study were evaluated through "Writing Skill Evaluation Form". Their attitude towards writing was analyzed through "Writing Attitude Scale" again at the beginning and end of the study. Interviews were conducted with the participants to reveal their views on the creative drama method. The findings of the study suggested that the creative drama method improved the participants' writing skills and attitudes towards writing. It was also found that the participants had positive views on the creative drama method. Although this learning approach could be appropriate in improving writing Kiswahili composition, there is no evidence that it has been applied in such a field. The present study was to determine how frequent teachers use teaching/ learning materials in Kiswahili composition classrooms, through a survey among sampled secondary schools.

2.4.2 Textbook Ratio and Students' Academic Performance

Rahimpour and Hashemi (2011) state that of all teaching and learning materials, course-books play a pivotal role in language classrooms in all types of educational institutions – state schools, colleges, language schools – all over the world. Lumuli (2009) adds that teaching and learning resources include classrooms, laboratories, libraries, playing fields,

textbooks among others. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya identifies textbook ratio and school facilities as some yard sticks to be used to gauge the quality of secondary school education. However, shortage of teachers, scarcity of textbooks and inadequate facilities were amongst the problems that faced secondary schools in Kenya (Kwamboka, 2008). It is important to mention that inadequacy of textbooks among secondary schools has attracted attention of many researchers in Kenya, although no focus seems to have been given to how this affects academic performance in Kiswahili composition.

In a study, Ligembe (2014) investigated the relationship between the teaching of reading, availability and accessibility of text books, supplementary books and the acquisition of reading skills in Kiswahili at standard I to IV in primary schools in Musoma and Misungwi districts of Tanzania. The study collected data from Kiswahili teachers, Kiswahili tutors, district and municipal education officers, and primary school head teachers through a questionnaire, observation, interviews, focus group discussions, and documentary reviews. The study found an acute shortage of textbooks, and other reading materials in the public primary schools as well as shortage of supplementary books in both public and private primary schools. However, there is scanty information to prove the same in secondary schools. Secondly, the study does not reveal the influence of shortage of textbooks on students' academic performance.

Gaichu (2015) did a study on factors influencing performance in Kiswahili at KCSE level in Moyale sub-county. The study was based on a sample survey design of 7 schools where 7 principals, 8 Kiswahili teachers and 115 students were involved in the study. Data were collected through questionnaires that were self administered to students,

teachers and principals. The study found that majority of the schools had inadequate teaching/learning resources to a level that learners lacked language course books. His study focused on students' performance in Kiswahili subject in general. He also used questionnaires only to gather information. The current study incorporated interview schedule and Kiswahili composition test which gave a detailed analysis on influence of resource related factors on students' academic performance in Kiswahili composition. It is also critical to note that the aforementioned shortcoming in Gaichu's (2015) study has not been shown to affect academic performance in Kiswahili composition. This is one of the areas that the present study was set to address.

In a similar study, Mbiti (2013) investigated challenges facing Kiswahili teachers and learners in the process of teaching and learning in public secondary schools in Kiambu District, Kenya. The study used simple descriptive design and employed both qualitative and quantitative approaches. The target population comprised all Form 4 students in the sampled Kiambu District secondary schools. The researcher used interview and questionnaire to collect data. From the study, it was revealed that the teaching and learning of Kiswahili was facing some challenges in Kiambu District. Some of these challenges include lack of textbooks, lack of teaching and learning resources, poor attitude of students, influence of sheng and vernacular and lastly overloading Kiswahili teachers with many lessons. The above mentioned study only sought challenges facing Kiswahili teachers and learners in the process of teaching and learning Kiswahili in secondary schools. However, the influence of the stated challenges on academic performance in Kiswahili composition is unknown.

Ogero's (2012) study also investigated institution- based factors influencing students' performance in Kiswahili language at KCSE examinations in public secondary schools in Sameta Division Kisii County. The study adopted a descriptive survey design. The population of the study comprised 1025 Form 4 students, 40 teachers of Kiswahili and 32 principals of schools in Sameta Division. The total population of the study was 1097. Questionnaires and interview schedule were used to collect data. The study found that majority of the schools had inadequate teaching/learning resources to a level that learners lacked language course books. However, how the aforementioned inadequacies influence students' academic performance in Kiswahili composition remains unknown.

In a study most related to the present one, Kemboi, Andiemba and M'mbone (2014) investigated the challenges in teaching composition writing in Kenyan secondary schools. The study employed descriptive survey research design. The research was undertaken in Pokot County. The researcher used stratified random sampling to select the three categories of schools; 3 boys, 2 girls and 3 mixed schools. Systematic random sampling was used to select 20 Form 3 students from each of the selected schools. Data was collected through student and teacher questionnaires and a writing task for the students. The study revealed that both teachers and students face challenges which include inadequate resources among other factors such as, heavy work load for teachers, lack of motivation, mother tongue influence and limited use of English both in school and at home. Nonetheless, Kemboi's (2014) study focused on teaching of English composition. However, the current study investigated the influence of resources on students' academic performance in Kiswahili composition.

In conclusion, although research has shown that there are several factors that influence students' academic performance in secondary schools, the empirical evidence has thus far failed to identify specific factors that are linked to higher students' academic performance in Kiswahili composition. This research examined the influence of the selected factors on students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub-County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology used in this study. It explains the following topics; research design, description of the area of study, the study population, sample and sampling techniques, research instruments, validity and reliability of research instruments, data collection procedures, ethical considerations and data analysis.

3.2 Research design

The study employed mixed methodology comprising descriptive survey and correlation designs. Descriptive survey is used to investigate populations by selecting samples to analyze and discover occurrences. Kumar (2005) argues that the goal of descriptive research is to describe the characteristics of a selected phenomenon and involves the collection of data without manipulation of variables. Questionnaires, mail and face to face (interviews and observations) are the methods used in collecting data in descriptive survey designs (Saunders, 2009). Correlation is used to determine whether or not, and to what extent an association exists between two or more paired variables and quantifiable variables. Correlation was used to show the relationship between the selected factors and students' academic performance in Kiswahili composition. The designs were appropriate because they enabled the researcher to obtain pertinent and precise information concerning the status of Kiswahili composition performance in public secondary schools in Kisumu West Sub-County and draw conclusions on facts discovered.

3.3 Study area

This is the place where the research is to be carried out (Orodho, 2006). This study was carried out in public secondary schools in Kisumu West Sub County. It is one of the seven Sub Counties in Kisumu County. It has a geographical area of 565 Km² on land and 410 Km² under water of Lake Victoria. It lies between Latitude 0° 0' 0" South and 0° 10' 0" South and Longitude 34° 30' 0" East and 34° 50' 0" East. It is inhabited by mainly Luo speakers. This research focused on Kisumu West Sub-County because the students' academic performance in Kiswahili composition was dismal compared to the seven sub-counties in Kisumu-County. This raised concern as it affected the performance of students in Kiswahili Language yet it is a core subject in the secondary school curriculum. It is in the light of this that this paper examined the selected factors influencing students' academic performance in Kiswahili composition in public secondary schools in Kisumu West Sub- County, Kenya. A map showing the location of Kisumu West Sub-County is attached as Appendix H.

3.4 Study population

According to Mbesa (2006), population is the entire group of people, events or things of interest the researcher wishes to investigate. Kisumu West Sub-County has approximately 6840 students in 33 secondary schools (Kisumu West Sub-County Education Office, 2017). The study population included 1622 form 4 students, 54 teachers of Kiswahili Language, 33 HOD from 33 secondary schools and 1 SCCSO from Kisumu West Sub-County. Form 4 students were selected in the study because it is them whose academic performance in Kiswahili composition was being focused upon.

3.5 Sample size and sampling techniques

Sampling is the process of selecting people or objects from a population in order to test the population or something (Kombo and Tromp, 2006). The study population consisted of 1622 Form 4 students and 54 teachers of Kiswahili Language, 33 HOD in 33 secondary schools and 1 SCCSO. To sample students, Krejcie and Morgan's (1970) table was used which is applicable to any defined population. The table is attached as appendix I. According to the table, to obtain the required sample size at $N=1622$, the representative is $n=310$. Therefore, out of 1622 students, 310 respondents were selected. This number was divided by the number of schools ($310/33$) to yield 9. Therefore, nine (9) students were selected per school using simple random sampling technique. This was to ensure that each student from the target population had an equal chance of being included in the sample. In addition, researchers can obtain a representative sample using a sound judgment (Black, 2010). For that reason, teachers of Kiswahili were selected using saturated sampling technique because they are in charge of delivering Kiswahili lessons to students. HODS were selected saturated sampling technique because they are better placed to understand the genesis of the problems bedeviling the students with regard to Kiswahili composition and have information on available resources for teaching and learning of Kiswahili in their departments as well as behavior and attitude of the learners regarding Kiswahili composition. Finally, the SCCSO was selected using saturated sampling technique given that there was only one and his responsibility is to monitor implementation of the school curriculum (comprising Kiswahili composition and other subjects). Therefore, 48 teachers of Kiswahili Language, 29 HOD and 1 SCCSO were selected after excluding 10% used for pilot study as shown in table 3.1

Table 3.1 Sample Frame

Subject	Population Size	Sample Size	% of sample size to population size
Form 4 students	1622	310	19
Kiswahili Teachers	54	48	88
HOD	33	29	87
SCCSO	1	1	100
TOTAL	1710	388	

Source: Sub County Education Office (Kisumu West)

3.6 Research Instruments

Research instruments are tools used to collect data from respondents. Instruments for the study included teacher's questionnaire, student's questionnaire, interview schedule for HOD, interview schedule for SCCSO and Kiswahili Composition Test. The selection of the tools was guided by the nature of data that was collected, the available time as well as the objectives of this study. Each of the instruments is represented in the pages that follow.

3.6.1 Teacher's Questionnaire

Questionnaires are advantageous because they save time on the part of the researcher and heighten the independence and accuracy of responses from respondents (Jwan, 2010). Questionnaire was used because the study was concerned with variables that cannot be directly observed such as views, opinion and feelings of respondents. The teachers' questionnaire was administered to Form 4 teachers of Kiswahili Language. The first section assessed the background information of the respondents as well as establishing the textbook to students ratio; the second sought to determine the frequency of use of

teaching and learning resources in Kiswahili composition lessons. The third section assessed the teacher attitude towards Kiswahili composition. Teacher questionnaire is attached as Appendix A.

3.6.2 Student's Questionnaire

Student questionnaire was administered to Form 4 students. In this case, other than seeking student's views, opinion and feelings, the sample size was also quite large (310) given the time constraints, questionnaire was the ideal tool for collecting data. The first section assessed the background information of the respondents and investigated textbook to students ratio; the second sought to establish the frequency of use of teaching and learning resources in Kiswahili composition lessons. The third section assessed the student attitude towards Kiswahili composition. Appendix B presents the study questionnaire for students.

3.6.3 Interview schedules for HOD

Interview schedule for the HOD was used to verify the information obtained through questionnaire relating to the teacher, student and resource related factors on students' academic performance in Kiswahili composition. HOD interview schedule was used because HODs' are in charge of monitoring the implementation of the curriculum in schools. The instrument is attached as appendix C.

3.6.4 Interview schedules for SCCSO

Interview schedule for SCCSO was used to verify the information obtained through questionnaire relating to the teacher, student and resource related factors on students' academic performance in Kiswahili composition. SCCSO interview schedule was used because the officer is in charge of ensuring that government education policies are implemented in Sub-County schools. The instrument is attached as appendix D.

3.6.5 Kiswahili Composition Test

The students wrote Kiswahili composition test that was essential in establishing the relationship between the selected factors and students' academic performance in Kiswahili composition. To maintain KNEC examination testing standards, the researcher used 2008 KCSE Kiswahili composition past paper. Marking was done by the researcher with the assistance of teachers of Kiswahili Language from the schools under study. Marking was done using KNEC 2008 Kiswahili composition marking scheme. The test was marked and marks awarded depending on students' creativity which was established at different levels of intelligibility, correctness, accuracy, fluency, pleasantness, originality, format and length. Students' grading was determined by the scores on the above variables. Grading was done on a scale where 16 and above out of 20 marks was considered good performance; 11 to 15 marks as average score; 6 to 10 marks as fair and 0 to 5 marks as poor performance. Kiswahili composition test, the marking scheme and a sample of marked compositions are attached as Appendix E, F, G 1 and G 2 respectively.

3.7 Validity and Reliability of Research instruments

According to Gall, Borg and Gall (2007), a researcher should carry out a thorough pilot test of the research instruments before using them in a study. The manner in which a

question is formulated can result in inaccurate responses (Kombo & Tromp 2006); thus wrong data can be collected. It is therefore important to carry out validity and reliability test for the researcher to measure what is meant to be measured by gaining consistent results if retested. Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Golafsheni, 2005).

3.7.1 Validity

To ensure that the information that was collected from the field is accurate and reliable, there was need to determine face and content validity of the instruments. Face and content validity were tested by subjecting the questionnaires and interview schedule to two experts in the Department of Educational Communication, Technology and Curriculum Studies of Maseno University who scrutinized the instruments questions in each of the sub sections and judged their relevance to the objectives of the study. The feedback obtained was incorporated in the final instruments before the actual study.

3.7.2 Reliability

According to Kombo and Tromp (2006) reliability is a measure of how consistent the results from a test are. To ensure reliability of the instrument, the researcher used the test-retest technique. This involved administering the same instrument to the same respondents twice. This was administered at an interval of two weeks. A comparison between the responses obtained was made using Pearson's correlation coefficient. If the reliability of the instrument is above 0.8, it is considered to have a good reliability. The test-retest exercise obtained a coefficient correlation of 0.805. This means that the

research instruments for the study were reliable. Table 3.2 presents reliability test results in Pearson's correlation coefficient.

Table 3.2 Reliability Test

Variables	Pearson's correlation coefficient
Student related factors	0.832
Teacher related factors	0.816
Resource related factors	0.768

Table 3.2 illustrates that the study instrument yielded reliability of the instruments as follows; student related factors ($\alpha = 0.832$); teacher related factors ($\alpha = 0.816$); and resource related factors ($\alpha = 0.768$). Reliability coefficients of above 0.70 is the threshold accepted by Nunnally (1978).

3.8 Data Collection Procedures

The researcher first developed a proposal under the guidance of supervisors. She sought permission from the Maseno University Ethics and Review Committee, before proceeding to Kisumu West Sub-County office to obtain permission to visit the sampled schools for study. Once permission was granted, the researcher visited each of the sampled schools and sought permission from the Principals and the teachers of Kiswahili Language. Then arrangements were made on the time and date of the study to avoid disrupting lessons. The researcher administered the instruments in person, that is, questionnaires to teachers and students and interview schedule to HOD. Arrangements were also made with the help of teachers of Kiswahili Language to administer the test to students. Marking was done by the researcher with the help of teachers of Kiswahili Language. This gave a clear picture of the students' academic performance in Kiswahili

composition. Finally, the researcher visited the SCCSO to administer the interview schedule.

3.9 Ethical Considerations

Research ethics refers to the moral principles guiding research from its inception through to completion and publication of results, according to The British Psychological Society (2010). In this regard, the researcher observed the following: Sought ethical clearance from MUERC after being authorized by Maseno University. Observed respect for the autonomy and dignity of persons, by administering the data collection instruments to the respondents who were assured that information provided was confidential and was to be used only for the purpose of the study. To maximize benefit while minimizing harm, the researcher maintained social responsibility by ensuring that the respondents were not coerced to provide information, but did so voluntarily. Moral rights, rights to privacy, self-determination and personal liberty were observed to fulfill the autonomy and dignity of human rights by requesting the respondents to sign a consent form. Review and good conduct ensured scientific value; while unwarranted disruptions was intended to ensure social responsibility is met. This study adopted all the stated research procedures. MUERC clearance Forms is attached.

3.10 Data Analysis

Collected data was analyzed by applying descriptive and inferential statistical measure. Quantitative data was analyzed by use of frequency counts, percentages and means. Data was presented in tables. The process of data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) version was used. The dependent variable was the students' performance in Kiswahili

composition measured by the score of each student in the test. Inferential statistics: Pearson's product moment correlation (r) was used to analyze the direction of the relationship between teacher, student and resource related factors and students' performance in Kiswahili composition. Data was analyzed at .05 level significance. The value was chosen at the discretion of the researcher and because it is usually the most commonly used value. In this level of significance, the researcher was 95% confident that any variation noticed was due to the selected factors and not as a result of chance. Finally, multiple-regression analysis technique was used to determine the strength of relationship between the selected factors and students' academic performance in Kiswahili composition.

CHAPTER FOUR

FINDINGS, PRESENTATIONS AND DISCUSSIONS

4.1 Introduction

This chapter presents findings, presentations and discussions of the study. The data shows the extent to which teacher related factors, student related factors and resource related factors influence students' academic performance in Kiswahili composition in secondary schools. Descriptive and inferential statistics were used to analyze the data. Table 4.1 presents questionnaire return rate.

Table 4.1 Questionnaire Return Rate

Subject	Sample Size	Returned Questionnaires	Percent
Form 4 students	310	307	99.03
Kiswahili Teachers	48	43	89.58
Total	358	350	97.77

Table 4.1 illustrates that the questionnaire return rate was 97.77%, being 99.03% for students and 89.58% for Kiswahili teachers. Out of the sampled 358 respondents (48 form four Kiswahili teachers and 310 form four students) the researcher was able to collect 350 questionnaires (43 questionnaires from the teachers and 307 questionnaires from students). This was an acceptable questionnaire return rate given that it surpasses 20% for surveys involving small population and 50% recommended by Mugenda and Mugenda (2003).

4.2 Demographic Characteristics of Respondents

The demographic characteristics of the sampled Kiswahili teachers assessed were distribution by professional qualification, years of experience, and the student text book ratio. Table 4.2 presents professional qualification of the teachers.

Table 4.2 Professional Qualification of Teachers

Qualification	Frequency	Percent
Diploma	12	27.91
B.Ed	21	48.84
M. Ed	8	18.60
PhD	2	4.65
Total	43	100

Table 4.2 illustrates that majority (48.84%) of the respondents had degree level of education; (27.91%) had diploma level; (18.60%) held Masters level of education, while (4.65%) had PhD level of education. With over 53% of the sampled teachers having bachelor degree and above qualifications, it was expected that professionalism is adequately observed in as far as Kiswahili teaching is concerned.

Similarly, part of the background information sought from the sampled teachers was years of experience. Table 4.3 presents the distribution of teachers by years of experience.

Table 4.3 Distribution of Teachers by Years of Experience

Years of Experience	Frequency	Percent
0 – 3 years	4	9.30
4 – 6 Years	7	16.27
7 – 10 Years	24	55.81
11 Years and Above	9	20.92
Total	43	100

Table 4.3 indicates that majority (55.81%) of the respondents had between seven and 10 years of teaching experience; 20.92% had 11 years and above of teaching experience; 16.27% had between four and six years of experience, while 9.30% had between zero and

3 years experience. It is illustrated in Table 4.3 that over 76% of the teachers have more than seven years of teaching experience. This may suggest that the teachers are averse with factors that may influence performance of Kiswahili composition among the students in the study area.

The last part of background information sought from the teachers covered text book to student ratio. Table 4.4 presents the distribution of teachers with regard to their responses on text book to student ratio.

Table 4.4 Distribution of Teachers by TextBook: Student Ratio

Textbook-student Ratio	Frequency	Percent
1:1	2	4.65
1:2	4	9.31
1:3	29	67.44
1:4	8	18.60
Total	43	100

Table 4.4 illustrates that majority (67.44%) of the sampled respondents indicated that there is 1:3 ratio of text book to students, implying that one book is shared among three students. Additionally, 18.60% of the teachers indicated that there is 1:4 ratio of text book to students; 9.31% indicated a ratio of 1:2, while 4.65% indicated a ratio of 1:1. Findings in Table 4.4 suggest a high text book to student ratio, a factor that may undermine sufficient utilization of such resource leading to impaired performance.

Regarding students, the background information assessed included gender, entry qualification marks and textbook to student ratio. Table 4.5 presents distribution of students by gender.

Table 4.5 Distribution of Students by Gender

Gender	Frequency	Percent
Male	164	53.42
Female	143	46.58
Total	307	100

It is illustrated in Table 4.5 that majority (53.42%) of the sampled students were males, while 46.58% of them were females. The finding implies that although more males are enrolled for Kiswahili among the schools than females, the gap is rather small: a near balance in gender is almost being achieved among secondary schools.

In addition, part of the background information sought from the sampled respondents focused on students' entry qualification marks. Table 4.6 presents the distribution of students based on their KCPE marks.

Table 4.6 Students' Entry Qualification Marks

Entry Qualification marks	Frequency	Percent
401-450	00	0.00
351-400	07	2.28
301-350	39	12.70
251-300	126	41.04
201-250	92	29.97
151-200	25	8.14
Below 150	18	5.86
Total	307	100

Table 4.6 reveals that most of the students sampled for the study (41.04%) scored between the brackets of 251-300 marks followed by those between 201-250 marks

(26.96%). The brackets that had the least percentage were 351-400 marks, 301-350 marks, 151-200 marks and below 150 marks having 2.28%, 12.70%, 8.14%) and 5.86% respectively. This indicates that most of the students (56.02%) scored above 250 marks.

The other part under background information of students focused on textbook to student ratio. Table 4.7 presents the distribution of students based on their responses on text book to students' ratio.

Table 4.7 Distribution of Students by TextBook: Student Ratio

Text Book-Student Ratio	Frequency	Percent
1:1	36	11.73
1:2	32	10.42
1:3	178	57.98
1:4	61	19.87
Total	307	100

Table 4.7 illustrates that majority (57.98%) of the sampled students indicate that there is a textbook to student ratio of 1:3; 19.87% of them indicate that there is a ratio of 1:4; 11.73% of them indicate that the ratio is 1:1, while 10.42% of them indicate that there is a 1:2 ratio of text book to students. Findings in the table tend to suggest that a high text book to student ratio exist among the secondary schools in the area, a factor that may impede students' performance in Kiswahili composition.

4.3 Academic Performance in Kiswahili Composition

The study sought to determine the measure of the dependent variable, which is students' academic achievement in Kiswahili composition. The findings are presented as shown in table 4.8 using frequency counts and percentages.

Table 4.8 Students performance in Kiswahili composition

Score	Grade	Frequency	Percent
16-17	A-	17	5.54
14-15	B+	23	7.49
13	B	37	12.05
11-12	B-	32	10.42
09-10	C+	40	13.03
08	C	47	15.31
06-07	C-	37	12.05
04-05	D+	33	10.75
03	D	21	6.84
00-02	D-	20	6.51
Total		307	100.0

Table 4.8 illustrates that 15.31% of the students scored C (plain) while 13.03% of them scored C+ in Kiswahili composition. It is worth noting that 48.53% of the students scored C+ and above, with the remaining 49.19% scoring C- and below. This somehow points out the fact that academic performance in Kiswahili composition among the students is below average.

4.4 Descriptive analysis

Descriptive statistics represents the calculated means and standard deviations for the independent variables; teachers, students and resource related factors as shown in the following paragraphs.

4.41 Teacher related factors

Descriptive statistics represents the calculated means and standard deviations for the teacher related factors; teacher professional qualification, teaching experience and teacher attitude. Table 4.9 presents the results.

Table 4.9 Descriptive analysis of teacher related factors

Factor	Respondents	N	Mean	SD
Teacher professional qualification	Teacher	43	3.84	1.126
Teaching experience	Teacher	43	2.53	1.517
Teacher attitude	Teacher	43	3.95	1.174
Mean			3.44	1.272

Table 4.9 shows that the teacher attitude had the highest (M=3.95; SD= 1.174) followed by teacher professional qualification with (M=3.84; SD=1.126), while teaching experience had (Mean= 2.53; SD=1.517). The overall mean and standard deviation was 3.44 and 1.272 respectively.

4.42 Student related factors

Descriptive statistics represents the calculated means and standard deviations for the student related factors; gender of students, attitude and entry qualification marks. Table 4.10 presents the results.

Table 4.10 Descriptive analysis of student related factors

Factor	Respondents	N	Mean	SD
Gender of students	Student	307	2.54	1.227
Student attitude	Student	307	2.66	1.425
Student entry qualification marks	Student	307	4.02	1.214
Mean			3.07	1.289

Table 4.10 shows that mean of gender of students, attitude and entry qualification marks are 2.54, 2.66 and 4.02 respectively. The standard deviations for these variables are 1.227, 1.425 and 1.214 respectively. The overall mean and standard deviation was 3.07 and 1.289 respectively.

4.43 Resource related factors

Descriptive statistics represents the calculated means and standard deviations for the resource related factors; frequency of use of teaching and learning resources and textbook to students ratio. Table 4.11 presents the results.

Table 4.11 Descriptive analysis of resource related factors

Factor	Respondents	N	Mean	SD
Frequency of use of teaching and learning materials	Teachers	43	3.84	1.356
	Students	307	3.59	1.252
Textbook to students ratio	Teachers	43	3.97	0.899
	Students	307	4.02	1.214
Mean			3.85	1.180

Table 4.11 illustrates that the mean and standard deviation of frequency of use of teaching and learning materials for teachers and students was (M=3.84; SD=1.356) and (M=3.59; SD=1.252) respectively. The mean for textbook ratio for teachers and students was (M=3.97; SD=0.899) and (M=4.02; SD=1.214) respectively. The overall mean was (M=3.85; SD=1.180).

4.5 Correlation Analysis

Pearson's Product Moment Correlations test was run to establish the influence of teacher, student and resource related factors on students' academic performance in Kiswahili composition. The relationship between each independent and dependent variable was measured separately in such a way that the effects of other related variables are eliminated. To obtain it, it was first necessary to compute the simple coefficients of correlation between each set of pairs of variables. Table 4.12 presents the results.

Table: 4.12 Pearson's Correlations analysis between selected factors and

	Performance in Kiswahili composition	Teacher related factors	Student related factors	Resource related factors
Performance in				
1 Kiswahili composition	1			
2 Teacher related factors	.538** (0.05)	1		
3 Student related factors	.523** (0.05)	.224 (0.05)	1	
Resource related				
4 factors	.821** (0.05)	.138 (0.05)	.414 (0.05)	1

student performance in Kiswahili composition

*Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2- tailed)

Source: Survey (2016)

Table 4.12 shows the relationships between the dependent (performance in Kiswahili composition) and all the independent (selected factors) variables to be positively correlated. There is significant and strong relationships found with three of the independent variables; resource related factors (.821^{**}, p<0.05; 2-tailed); teacher related factors (.538^{**}, p<0.05; 2-tailed); and student related factors (.523^{**}, p<0.05; 2-tailed). The findings imply that with improvement in the selected factors (teacher related; student related; resource related), there will be improvement in student performance in Kiswahili composition.

4.6 Regression Analysis

The direction of the relationship (whether negative or positive) between selected factors and students' performance in Kiswahili composition as denoted by test scores was also analyzed. Table 4.13 presents the coefficients and model summary.

Table 4.13 Model of predictions using multiple regressions

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	231.218	.166		7.354	.000
	Teacher related factors	34.428	.102	.538	4.179	.000
	Student related factors	21.188	.093	.523	12.790	.000
	Resource related factors	42.601	.048	.821	12.414	.000

a. **Dependent variable: Students academic performance in Kiswahili composition.**

On the basis of beta coefficients (Table 4.13) indicates that the unstandardized beta for teacher related factors is 34.428. This means that for every increase in teacher related factors, there were 34.428 unit increase in students' performance in Kiswahili composition. Table 4.13 also indicates that the unstandardised beta for student related factors is 21.188, implying that for every increase in student related factors; there were 21.188 increase in students' performance in Kiswahili composition. In addition, the table indicates that resources related factors has 42.601 unstandardised beta, implying that every improvement in resource related factors result into 42.601 increases in students' performance in Kiswahili composition.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimates	R Square change	Change F Change	df1	df2	Sig. F Change
1	.791 ^a	.694	.692	.60088	.694	360.831	3	308	.000

Model Summary

a. Predictors: (Constant), Teacher related factors, student related factors, resources related factors

With $R^2 = 0.694$ in the model summary (Table 4.13), the coefficient of determination reveals that 1 unit change in the selected factors under this study results in 69.4% change in students' performance in Kiswahili composition. Thus, the selected factors: teacher related factors, student related factors as well as resources related factors all account for 69.4% change in students' performance in Kiswahili composition. The stability of this result is reflected by the minimum adjustment in the adjusted R^2 value of 0.692; only showing a decrease of 0.002. Hence, the three selected factors all explain 69.4% variance

in students' performance in Kiswahili composition, with a significant model fitting ($F=360.83$; $p=0.000$). This implies that 30.6% of students' performance in Kiswahili composition is attributed to other factors outside this study.

Findings that teacher, student, and resource related factors explain big changes in students' performance including in Kiswahili composition concurs interview findings, as interviewees emphasized that professional qualification of a teacher influences academic performance of learners to a large extent. This was highlighted in a statement by one interviewee (HOD 4) that:

Ability of a teacher to offer sufficient instructions to learners lay in professionalism of the teacher. This determines the teacher's mastery of the subject matter, enables a teacher to prepare adequately and to monitor learning progress in students in proper manner. Therefore, teachers with stronger Kiswahili knowledge produce better student achievement in Kiswahili composition compared with less knowledgeable teachers.

Study findings suggesting that professional qualification of a teacher has high influence on students' performance in Kiswahili composition concurs with findings by Huang and Moon (2009) who documents that teacher qualification accounted for approximately 40 to 60 percent of the variance in average of students' achievement in assessment. However, findings in Musau and Migosi (2015), which assessed the extent to which teacher qualification influences students' academic performance in science, Mathematics and Technology subjects tend to contradict these findings. They (Musau & Migosi, 2015) found that there was no significant difference in means between teacher qualification and students' performance in science, mathematics and technology subjects at form four level. It can therefore be concluded that as much as professional qualification may not

influence performance of students in sciences, the same has significant influence in performance in Kiswahili composition.

It was also revealed during interviews with HODs that experience held by teachers is a vital tool for enhancing lesson delivery and assessment of learning progress. This was captured in a statement by one interviewee (HOD 10) who stated that:

Teacher gains skills through experience and the more experience a teacher has, the more successful he/she will be in his or her work. Experienced teachers give the schools stability and serve as mentors to the new teachers. Teaching experience enables a teacher to adequately handle successfully both slow and fast learners in one classroom. In addition, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds. Given that learning takes place inside classroom, setting up of suitable environment is an essential step in ensuring better performance. Experience in teaching therefore enables setting up of such environments

It is therefore evident that understanding the needs of individual learners forms a strong base for designing methods of instruction for any teacher. Therefore, experienced teachers understand the needs of different learners. This findings support what Rutere (2012) established, that there exists a link between implementation of integrated Kiswahili curriculum and the teaching experiences. Moreover, Ewetan and Ewetan (2015) also found that teaching experience has significant influence on students' academic performance in Mathematics and English Language in Nigeria. Similarly, teacher experience seems to be a vital quality for the enhancement of students' performance in Kiswahili composition.

Further, it was noted during the interviews with HODs that teacher attitude had influence on students' academic performance in Kiswahili composition as was highlighted in a statement by one interviewee (HOD 7) that:

Teacher's attitude directly affect students' attitude. What teachers do is a reflection of what they know and believe, and that teacher knowledge and 'teacher thinking' provide the underlying framework which guides the teacher classroom actions. Some Kiswahili teachers display poor attitude towards Kiswahili subject, reasoning that the language is not used for official written communication in Kenya. Others use English language to give illustration or communicate with students in the classroom during Kiswahili lessons. These in turn make the students to develop a negative attitude toward the subject.

This implies that poor attitude of some teachers towards Kiswahili as a subject tends to spillover to students who then exhibit the same in poor performance in composition writing. Poor attitude of teachers towards Kiswahili composition has also been confirmed by Mokamba, et al (2012) in an investigation on factors affecting implementation of Kiswahili curriculum. They concluded that the negative attitude of Kiswahili teachers towards the reforms and that of students towards learning Kiswahili makes it difficult to implement Kiswahili reforms in the 8.4.4 Kiswahili curriculum. In addition, Mumasi (2013) also found that teacher attitudes which have been found to be influenced by several factors including the teacher workload caused by inadequate teaching staffs, high rate of teacher absenteeism and transfers influence students performance in Kiswahili.

The second objective; influence of student related factors on academic performance in Kiswahili composition, interview findings emphasized that students who are girls perform better than boys in most languages including Kiswahili composition. This was highlighted in a statement by one interviewee (HOD 18) that:

Girl students outperform boy students in overall performance in Kiswahili composition. This is due to the fact that girl perform better than boys in terms of content, organization

and grammar. In addition, girls write more and this has a positive association to the quality of composition. Boys however, tend to perform better in science subjects like Mathematics and technology.

Study findings suggesting that gender of students has high influence on students performance in Kiswahili composition agrees with findings by Moochi, et al, (2013) who investigated comparative differences in performance among boys and girls in Kiswahili creative writing. They found that girls outperform boys in overall performance in Kiswahili creative writing, style and spelling conventions. However, Chase (2011) revealed that males and females do not differ in their writing performance, and that there were no significant differences between boys and girls in writing performance yet girls were rated as better writers than boys.

Interview findings also tended to be supportive of the fact that attitude of student towards Kiswahili negatively influence their performance in Kiswahili composition. This was captured in a statement during the interviews (HOD 15) that:

Learners' attitudes towards learning another language like Kiswahili play a key role in enhancing and motivating them to learn that language. Most learners do not have the interest and tendency in acquiring the Kiswahili language to communicate with others. Therefore, they possess a negative attitude hence are not motivated and enthusiastic in learning the language. This, in turn, affects their performance in Kiswahili composition. (HOD 15)

Negative attitude towards Kiswahili and consequently poor performance in Kiswahili has also been established in other studies. Kobia and Ndiga (2013), in a study on the influence of students' attitudes towards implementation of Kiswahili curriculum, found that students in Igembe South District have a negative attitude towards Kiswahili as a subject. Abidin, et al (2011) also established that students in Libya showed negative attitudes towards learning English. However, Pathan and Shiakh (2012) found that

students attitude did not influence implementation of English and vernacular language as a medium of instruction in secondary schools in India. It therefore appears that with regards to performance in subjects like Kiswahili composition writing, attitude of the student matters a great deal.

Interview findings also agreed that entry qualification has high influence on students' performance in Kiswahili composition. Interviewees reasoned that entry behaviour has influence on the performance of students as asserted in a statement by one interviewee (SCCSO) that:

Entry marks predicts the ability of a student to perform in a given manner. Students with higher entry marks tend to have ability to perform better, because learning is a cumulative process. Thus a student recruited with higher entry requirements will be well prepared for the course material including Kiswahili composition writing, compared to a student admitted based on the bare minimum qualifications.

Several studies have also revealed that entry behaviour predicts academic performance among students. Ogonnaya, et. al., (2014) in the study involving 390 students from two basic nursing schools in Nigeria concluded that entry qualification do have a positive correlation to academic performance. Yusof and Tamat (2015) also established that students in Malaysian Institute of Industrial Technology with good entry qualifications performed better than their counterparts with low entry qualification. It can be concluded that students' entry qualification marks has a high influence on performance in Kiswahili composition.

The third objective of the study assessed the influence of resource related factors on academic performance in Kiswahili composition. Interview findings highlighted in a statement by one interviewee (HOD 1) that:

Teaching/learning resources sufficiently support lesson delivery in all subjects taught in school by teachers. The absence of such resources can hamper academic performance of students to a great degree. The use of a variety of teaching aids/resources is necessary because the chances of greater perception, understanding, reinforcement and retention of the subject matter may be improved.

This indicates that students who have access to adequate teaching resources perform better than the ones with limited access to the same, including performance in Kiswahili composition. Yara and Otieno (2010), while examining the effect of teaching/learning resources on academic performance in secondary school mathematics, found a positive correlation between the variables. Equally, Abebe and Davidson (2012) established that visual materials assist teachers by giving them time for necessary classroom activities like drills, exercises, instructions and explanation.

It also emerged from the interviews conducted by the researcher that textbooks to students ratio is high and tends to inhibit reference practices by both students and teachers, as stated by one interviewee (SCCSO) that:

Text books enhance the quality and relevance of imparted skills of learners. In a situation where learners are forced to share textbooks, the pace at which reference and revision are done among learners is slowed down. This becomes more adverse in situations where more than three learners are forced to share one textbook.

Textbooks have been identified by among other researchers, Nambuya (2013); Rahimpour and Hashemi (2011); and Ligembe (2014) as a yard stick to be used to gauge the quality of secondary school education. Similar findings were also obtained by Mbitio (2013) in a study that investigated the challenges facing Kiswahili teachers and learners. Lack of text books was found as a major challenge.

High textbook to students' ratio such as the one revealed in this study (1:3) could be a contributing factor in decline of student performance in Kiswahili composition.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents the summary of the study findings, conclusions as well as recommendations for improvement in students' performance in Kiswahili composition and areas for further research.

5.2 Summary of Findings

The purpose of this study was to establish the influence of selected factors on students' performance in Kiswahili composition among public secondary schools in Kisumu West Sub County. Selected factors were measured with regard to teacher factors, student factors, and resource related factors. The following is the summary of the study findings:

5.2.1 Teacher related factors and students' academic performance

The study analyzed the influence of teacher related factors (professional qualification, teaching experience and teacher attitude) on students' academic performance in Kiswahili composition. Significant and strong relationships was found with teacher related factors (.538**, $p < 0.05$; 2-tailed) and students' performance in Kiswahili composition. It was also revealed that for every increase in teacher related factors, there were 34.428 unit increase in students' academic performance in Kiswahili composition.

5.2.2 Student related factors and students' academic Performance

The study also analyzed the influence of student related factors (gender, attitude and entry qualification marks) on students' academic performance in Kiswahili composition.

Significant and positive relationship was found between student related factors (.523^{**}, $p < 0.05$; 2-tailed) and students' performance in Kiswahili composition. The study also found out that for every increase in student related factors, there was 21.188 unit increase in students' academic performance in Kiswahili composition.

5.2.3 Resource related factors and Students' Performance

Finally, the study analyzed the influence of resource related factors (frequency of use of teaching and learning materials and textbook ratio) on students' academic performance in Kiswahili composition. Significant and positive relationship was found between resource related factors (.821^{**}, $p < 0.05$; 2-tailed) and students' performance in Kiswahili composition. The study revealed that for every increase in student related factors, there was 42.60 unit increase in students' academic performance in Kiswahili composition.

5.3 Conclusions

The academic performance of the student depends on a number of factors, only 3(three) of which have been identified by this study. They can explain at least 69% change in students' performance in Kiswahili composition as shown in the model summary. There may be other factors which may have direct effect on the students' academic performance in Kiswahili composition. This requires an elaborate study of the performance of the student in Kiswahili composition with multiple factors by the application of multiple regression analysis as suggested by Bickel (2007).

5.4 Recommendations

In view of the findings the study makes the following recommendations:-

- i. Teachers should be constantly engaged in refresher courses, seminars and symposia to update their skills on Kiswahili language pedagogy.
- ii. The study recommends that attitude change towards Kiswahili composition should be inculcated into the students. This should be done through sensitization as well as peer counseling using high achievers in Kiswahili composition as role models.
- iii. To improve on students' performance in Kiswahili composition, it is recommended that teachers and students increase the frequency of use of teaching/ learning resources.
- iv. The government, through the Ministry of Education, should urgently provide adequate textbooks to all public schools to reflect the government recommendation of 1:1.

5.4.1 Recommendations for further Research

From the findings of the study, the following are recommendations for further research:

- i. Since the study investigated influence of selected factors on students' academic performance in Kiswahili composition in public secondary schools, there is need

to investigate the same factors on students' academic performance in Kiswahili composition in private secondary schools.

- ii. There is need to carry out an elaborate study of the performance of the student in Kiswahili composition with other factors not covered in the current study.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Introduction

Dear Sir/Madam,

I am a postgraduate student of Maseno University undertaking a research on teaching of Kiswahili composition in secondary schools in Kisumu West Sub-County. You have been identified as one of the respondents in the research. If you agree, kindly sign in the space below. Please note that the information you give will be taken and used in confidence for the research purposes only.

Respondent sign.....Date.....School.....

Researcher sign.....Date.....

Section A: Background Information

1. What is your highest professional qualification?
(a) Diploma in Ed. (b) B.Ed./ PGDE (c) M.Ed. (d) PHD in Ed.
2. Please indicate the number of years you have taught Kiswahili composition in secondary school.
(a) 0- 3 years (b) 4-5 years (c) 6-10 (d) Above 10 years
3. What is the student textbook ratio in Kiswahili composition in your school?
(a) 1:1 () (b) 1:2 () (c) 1:3 () (d) 1.:4 ()
4. How often do you use the following resources in teaching Kiswahili composition in your school?

Kindly tick (√) the correct responses in the space(s) provided.

	Resources	Always	Often	Rarely	Seldom	Never
1	Pictures					
2	Cartoons					
3	Photographs					
4	Drawings					

5	Charts					
6	Newspaper articles					
7	Textbooks					
8	School magazines					
9	Mind maps					
10	Models					
11	Oral narratives					
12	Novels/class readers					
13	Poems					
14	Plays					
15	Debates					
16	Radio					
17	Television					
18	Movies/Video shows					
19	Computer					
20	Field trips/excursions					

Teacher Attitude towards Kiswahili composition

Do you agree with the following statements?

Kindly tick (√) or write the correct responses in the space(s) provided.

KEY: SA-Strongly Agree, A- Agree, U- Uncertain, D-Disagree, SD-Strongly Disagree.

NO	STATEMENT	SA	A	U	D	SD
1	Students best understand when pictures are used in a creative writing lessons.					
2	Cartoons improve students' creativity and critical thinking in creative writing.					
3	Photographs make creative writing lesson interesting.					
4	Use of drawings in a creative writing lesson is boring.					
5	Charts enhance students' critical thinking in					

	creative writing lessons.					
6	Newspapers do not improve students' understanding in creative writing.					
8	Textbooks are boring in teaching creative writing.					
9	Magazines improve students' critical thinking in creative writing.					
10	Mind maps make creative writing lesson lively.					
11	Models are unnecessary in teaching creative writing.					
12	Oral narratives improve students' imagination in creative writing lessons.					
13	Novels/class readers are a waste of time when teaching creative writing.					
14	Students best understand when poems are used in creative writing lessons.					
15	Plays do not enhance students 'critical thinking in creative writing.					
16	Debates make teaching of creative writing enjoyable.					
17	Radio lessons make creative writing lessons interesting.					
18	Television is useless in teaching creative writing.					
19	Computers enhance students' creativity in creative writing lessons.					
20	Use of field trips to teach creative writing is a waste of time.					

APPENDIX B: STUDENT'S QUESTIONNAIRE

INTRODUCTION

Dear Student,

I am a postgraduate student of Maseno University undertaking a research on teaching of Kiswahili composition in secondary schools in Kisumu West Sub-County. You have been identified as one of the respondents in the research. If you agree, kindly sign in the space below. Please note that the information you give will be taken and used in confidence for the research purposes only.

Respondent sign.....Date.....School.....

Researcher sign.....Date.....

Section A: Background Information

1. What is your gender?
(a) Male () (b) Female ()
2. What marks did you score in your KCPE examination?.....
3. What is the student textbook ratio in Kiswahili composition in your school?
(a) 1:1 () (b) 1:2 () (c) 1:3 () (d) 1.:4 ()
4. How often do you use the following resources in learning Kiswahili composition in your school?

Kindly tick (√) the correct responses in the space(s) provided.

	Resources	Always	Often	Rarely	Seldom	Never
1	Pictures					
2	Cartoons					
3	Photographs					
4	Drawings					
5	Charts					
6	Newspaper articles					

7	Textbooks					
8	School magazines					
9	Mind maps					
10	Models					
11	Oral narratives					
12	Novels/class readers					
13	Poems					
14	Plays					
15	Debates					
16	Radio					
17	Television					
18	Movies/Video shows					
19	Computer					
20	Field trips					

Student Attitude towards Kiswahili composition

Do you agree with the following statements?

Kindly tick (√) or write the correct responses in the space(s) provided.

KEY: SA-Strongly Agree, A- Agree, U- Uncertain, D-Disagree, SD-Strongly Disagree.

NO	STATEMENT	SA	A	U	D	SD
1	I best understand when pictures are used in creative writing lessons.					
2	Cartoons improve my creativity and critical thinking in creative writing.					
3	Photographs make creative writing lesson interesting.					
4	Use of drawings in a creative writing lesson is boring.					
5	Charts enhance my critical thinking in creative writing lessons.					
6	Newspapers do not improve my understanding in					

	creative writing.					
8	Textbooks are boring in teaching creative writing.					
9	Magazines improve my critical thinking in creative writing.					
10	Mind maps make creative writing lesson lively.					
11	Models are unnecessary in teaching creative writing.					
12	Oral narratives improve my imagination in creative writing lessons.					
13	Novels/class readers are a waste of time when teaching creative writing.					
14	I best understand when poems are used in creative writing lessons.					
15	Plays do not enhance my critical thinking in creative writing.					
16	Debates make learning of creative writing enjoyable.					
17	Radio lessons make creative writing lessons interesting.					
18	Television is useless in learning creative writing.					
19	Computers enhance creativity in creative writing lessons.					
20	Use of field trips to learn creative writing is a waste of time.					

APPENDIX C: HOD’S INTERVIEW SCHEDULE

INTRODUCTION

Dear HOD,

I am a postgraduate student of Maseno University undertaking a research on teaching of Kiswahili composition in secondary schools in Kisumu West Sub-County. You have been identified as one of the respondents in the research. If you agree, kindly sign in the space below. Please note that the information you give will be taken and used in confidence for the research purposes only.

Respondent sign.....Date.....School.....

Researcher sign.....Date.....

1. Are all the teachers of Kiswahili in your school professionally qualified?.....
2. Please state the professional qualification level of Kiswahili teachers in your school.....
3. What is the link between teacher professional qualification and students’ academic performance in Kiswahili composition in your school?.....
4. How long have the Form 4 teachers of Kiswahili been teaching Kiswahili composition in your school?.....
5. Do you think teaching experience influences students’ academic performance in Kiswahili composition in your school?.....
6. Do you have adequate Kiswahili composition teaching/learning resources?.....
7. Which teaching and learning resources do Form 4 teachers of Kiswahili use in teaching Kiswahili composition in your school?.....
8. Indicate the frequency of use of the above mentioned resources in teaching Kiswahili composition in your school.....

9. In your opinion, do you think use of teaching and learning resources influence students' academic performance in Kiswahili composition in your school?.....
10. (a) What is the Form 4 students' textbook ratio in Kiswahili composition in your school?.....
(b) Give reasons for your response.....
11. What is the attitude of students towards Kiswahili composition your school?.....
12. Is there a link between students' attitude and their academic performance in Kiswahili composition in your school?.....
- 13 (a) In your opinion, does students gender influence their academic performance in Kiswahili composition in your school?.....
(b) Give reasons for your response.....

APPENDIX D: SCCSO’S INTERVIEW SCHEDULE

INTRODUCTION

Dear SCCSO,

I am a postgraduate student of Maseno University undertaking a research on teaching of Kiswahili composition in secondary schools in Kisumu West Sub-County. You have been identified as one of the respondents in the research. If you agree, kindly sign in the space below. Please note that the information you give will be taken and used in confidence for the research purposes only.

Respondent sign.....Date.....Sub-County.....

Researcher sign.....Date.....

1. Are all the teachers of Kiswahili in your Sub-County schools professionally qualified?.....
2. Please indicate the professional qualification level of Kiswahili teachers in your Sub-County schools.....
3. What is the link between teacher professional qualification and students’ academic performance in Kiswahili composition in your Sub-County schools?.....
4. Do you think teaching experience influences students’ academic performance in Kiswahili composition in your Sub-County schools?.....
5. Do you have adequate Kiswahili composition teaching/learning resources in your Sub-County schools?.....
6. Which teaching and learning resources do Form 4 teachers of Kiswahili use in teaching Kiswahili composition in your Sub-County schools?.....
7. In your opinion, do you think use of teaching and learning resources influence students’ academic performance in Kiswahili composition in your Sub-County schools?.....

8. (a) What is the Form 4 students' textbook ratio in Kiswahili composition in your Sub-County schools?.....
(b) Give reasons for your response.....
9. What is the attitude of students towards Kiswahili composition in your Sub-County schools?.....
10. Is there a link between students' attitude and their academic performance in Kiswahili composition in your Sub-County schools?.....
11. (a) In your opinion, does students' gender influence their academic performance in Kiswahili composition in your Sub-County schools?.....
(b) Give reasons for your response.....

APPENDIX E: KISWAHILI COMPOSITION TEST

Tunga kisa kinachoanza kwa maneno yafuatayo:

Nilipomtazama machoni, alitabasamu na kunipa mkono wa heri....

APPENDIX F: KISWAHILI COMPOSITION MARKING SCHEME

(Source: KNEC, 2008)

Maudhui: -Insha idhihirishe hafla fulani iliyoleta furaha kwake na jamaa zake.

KIWANGO CHA D

Kiwango hiki kina makosa yafuatayo.

1. Insha haina mpangilio maalum na haiieleweki kwa vyovyote vile, kwa mfano, kunakili swali au kujitungia swali tofauti na kulijibu.
2. Mtahiniwa hana uwezo wa kutumia maneno ya Kiswahili kwa njia inayofaa.
3. Lugha imevurugika, uakifishaji haufai na insha ina makosa ya kila aina; kisarufi, kimaendelezo, kintindo, n.k.

KIWANGO CHA C

Kiwango hiki kina makosa yafuatayo.

1. Mada haijakuzwa na kuendelezwa.
2. Anawasilisha ujumbe kwa njia isiyovutia.
3. Hana ubunifu wa kutosha.
4. Uakifishaji mbaya wa sentensi.
5. Hakuna msamiati wa kuvutia wala msamiati mwafaka.
6. Kuna makosa mengi ya sarufi, msamiati na hijai.

KIWANGO CHA B

1. Mtahiniwa aonyeshe kuimudu lugha ipasavyo kwa kuitumia katika kujieleza.
2. Atumie miundo tofauti ya sentensi vizuri.
3. Mada iwe imekuzwa na pawe na mtiririko wa mawazo.

KIWANGO CHA A

1. Mtahiniwa anadhihirisha ujuzi wa lugha yenye mnato. Ana ubunifu wa mawazo yanayodhihirika na kutiririka.
2. Ana uwezo wa tamathali za lugha ili kutoa hisia zake kwa njia bora na kwa urahisi.
3. Anadhihirisha ukakamavu wake wa kimawazo na mpangilio mzuri na hali ya kumvutia msomaji wake.
4. Kazi ya mtahiniwa ni nadhifu na hati ni nzuri.
5. Insha hii imezingatia urefu unaotakikana.

KIWANGO CHA JUU CHA A+

1. Mtahiniwa huwasilisha ujumbe kulingana na mada.
2. Anadhihirisha mawazo yake vizuri zaidi.
3. Anajieleza kikamilifu bila shida.
4. Anatoa hoja zilizo komaa.
5. Msamiati wake ni wa hali ya juu.
6. Makosa yote yasizidi matano.

JINSI YA KUTUZA INSHA MBALIMBALI

1. mtahiniwa asipozingatia sura ya insha aondolewe maki nne baada ya kutuzwa.
2. Insha isiyotosheleza idadi ya maneno iondolewe maki 2.
3. Sarufi isahihishwe kwa makini sana ukionyeaha makosa yote yanayotokeo; kuakifisha vibaya, kutumia herufi ndogo au kubwa mahali si pake, matumizi mabaya ya ngeli, viambishi, nyakati, mnyambuliko wa vitenzi na majina na kuacha au kuongeza neno kastika sentensi.

4. Makosa ya hijai yasahihishwe na kuonyeshwa yanapotokea, hususan, kutenganisha neon, kuunganisha maneno, kuandika herufi isiyofaa katika neno, kukata silabi vibaya, kuacha herufi katika neno, kuacha alama inayotarajiwa kuwepo katika herufi, kutoandika kistari cha kuunganisha neno ufikiapo pambizo au mwisho au kuandika mahali si pake, kuacha ritifaa pasipofaa na kuandika maneno kwa kifupi.
5. Mambo yafuatayo yachunguzwe katika mtindo; mpangilio wa kazi kiaya, utiririko wa mawazo, unadhifu wa kazi na sura ya insha.
6. Zingatia maudhui na msamiati uliomo kwa ujumla.

ALAMA ZA KUSAHIHISHA

- = Hupigwa chini ya sehemu ambayo kosa la sarufi limetokeza mara ya kwanza.
- Hupigwa chini ya sehemu au neon amalo kosa la hijai limetokeza mara ya kwanza.
- ∧ Hutumiwa kuonyesha kuachwa kwa neno.
- √ Hutumiwa kuonyesha msamiati bora. Alama hii huwa juu ya neno lenyewe.
- × Hutumiwa kuonyesha msamiati usiofaa. Alama hii hutumiwa juu ya neno lenyewe.

UTUZAJI KWA KUZINGATIA UREFU

Idadi ya maneno	Urefu	Upeo wa alama
375-400	kamili	20/20
275-374	Robo tatu ($\frac{3}{4}$)	15/20
175-274	Nusu ($\frac{1}{2}$)	10/20
01-174	Robo ($\frac{1}{4}$)	05/20

KUTUZA

Kiwango	Alama	Maki
	A+	19-20
	A	18
A	A-	16-17
	B+	14-15
	B	13
B	B-	11-12
	C+	9-10
	C	08
C	C-	06-07
	D+	04-05
	D	03
D	D-	00-02

APPENDIX G 1: SAMPLE OF KISWAHILI COMPOSITION

Anwani?

Nilipomlasama machoni, aliniritabasamu na kunipa mkono wa heri. kwa hakika alikuwa amebadilika ikilinganishwa na niliyompata siku ya kwanza # nilipomkuta.

"Shikamo mwanangu? ninajawa na furaha tele kukuona tena wewe mkombosi wangu. Ulinitoa te katika tundu la shindano mwanangu, karibu ndani." Mama yule alinambiar karibu nikupe kifu kabla huenda bila njua una haraka."

Kabla ya kupanua midomo ~~nikulinda~~ kwa juyumba ingawa nilikuwa kabla midomo yangu ya chini na ya juu kuambatana. Mama yule alileta chai ya mkanda kwa madaai. "karibu chai mwanangu." Ingawa nilikuwa nimeshika nilikula tu hili hasa kumpaka huse uso matope. Hapo ndipo alianza kunisimulia hadithi yake ya wakati huo kulinganishwa na wakati wa kabla tungekutana.

"Asanti sana mwanangu umefanya siku hizi nitembelewe na waja ambao waliwacha kunitembelea miaka kumi zilicopita kabla ya kupotea mme na watoto wangu katika jalali ya barabara. Tangu uniletee chakula ~~na~~ msaidiaji yule kutoka ng'ambo, nimefanikiwa si ning kila maitaji wangu, si mavazi, si chakula, si malazi, si maji. Sina budi ila tu kukupa mkono taarifa." mama yule alinambia.

Wakati wangu wa kuende ilikuwa umefika sasa, kilimpa mkono wa taarifa. kisha kumpa maneno
"Mama baki salama # # njua Mola atakupa msaidiaji kadha. Na msaidiaji hule niliyemleta kwako ataendele kupa msada, nitaathirishwa # nimekumbusha bila masa ili atilie manani suala lake. nilimuaambia

12
20
B-

Kilipotaka kuondoka mama huyo halitirika machosi ingawa sikujua kilichokuwa taabu. "Fika salama mwanangu nitaathirika kwa mwenyezi arenda kukufanibia uendapo kwaheri." mama huyo alinajaa.

Kilichapa mgua adi barabara na kupata gasi ambale ningefaa kuabisi limeenda. t. ilinibidi ningaje gasi kila lingine ambale lingekuwa saa nane life labini kwa babati nauti ambato niliamini na kuwa ni kwa sababu ya yule mama, gasi lilikuja na kumpeleka nilikooleka bila kuombwa nauti. Hapo ndipo niliamini msemu ambayo muhukisi wetu alikuwa akisema bila masa kanisani kuwa ukitondoa mtu mema utatondewa mema pia.

APPENDIX G 2: SAMPLE OF KISWAHILI COMPOSITION

SIKU NJEMA KWAMGU ✓

Nilipomtarazama machoni, alitabasamu na kunipa mkono wa heri tulipokuwa kwao kulingana na vile ambavyo nilimsaidia. Tulikowa maradini wa chianda na pete na Mwanafunzi kutoka shute ya urili ya kisan. Tulikowa kama tunajadiliana kuhusu vile ambavyo tujawaza kupita mtihani wa kidaifa mwaka uliopita. Kwa siku kuanzia Januari mwaka wa elfu mbili na kumi na nane tulikuwa kama na sama pamoja hadi mwenzi wa kumi na moja ambapo mtihani wa kidada alikuwa kama inaanzishwa rasmi.

Siku ya kuanza tulipokuwa tukienda kuanza mtihani huo tucandaa kwa vile itakavyo. Tulipokuwa tukijadiliana usiku kwa vile mwanafunzi anawaza kupambana shida kutoka kwa somo la Chemia na hisabati kwa kuwa hizo ndizo zilikuwa mtihani wa kuanza tarehe na mwaka wa kumi na moja mwaka wa elfu mbili na kumi na nane nilimsaidia kudurusu chemia na kupambana na shida zote ambazo alikuwa naye.

Baada ya mtihani wa siku hizo tulipokutana tena usiku kama kawaida alinambia kuwa vitu ambao tulifanya usiku zilikuwa kwa mtihani. Siku ya pili tulijadiliana kwa vile tunawaza kufanya vema katika mtihani wa kirehabili. Tulipoanza kuduru nilinambia kuwa katika inshe tuangalie vifisadi, Chansamoto zinazo changia ajali barabarani na jinsi ya kuandika kumbukumbu. Hatiraye treshowe tulipokuwa tukianza tu mtihani hui kuwahiri koratasi ya kuanza tulidurahi kuona kumbukumbu katika huo mtihani.

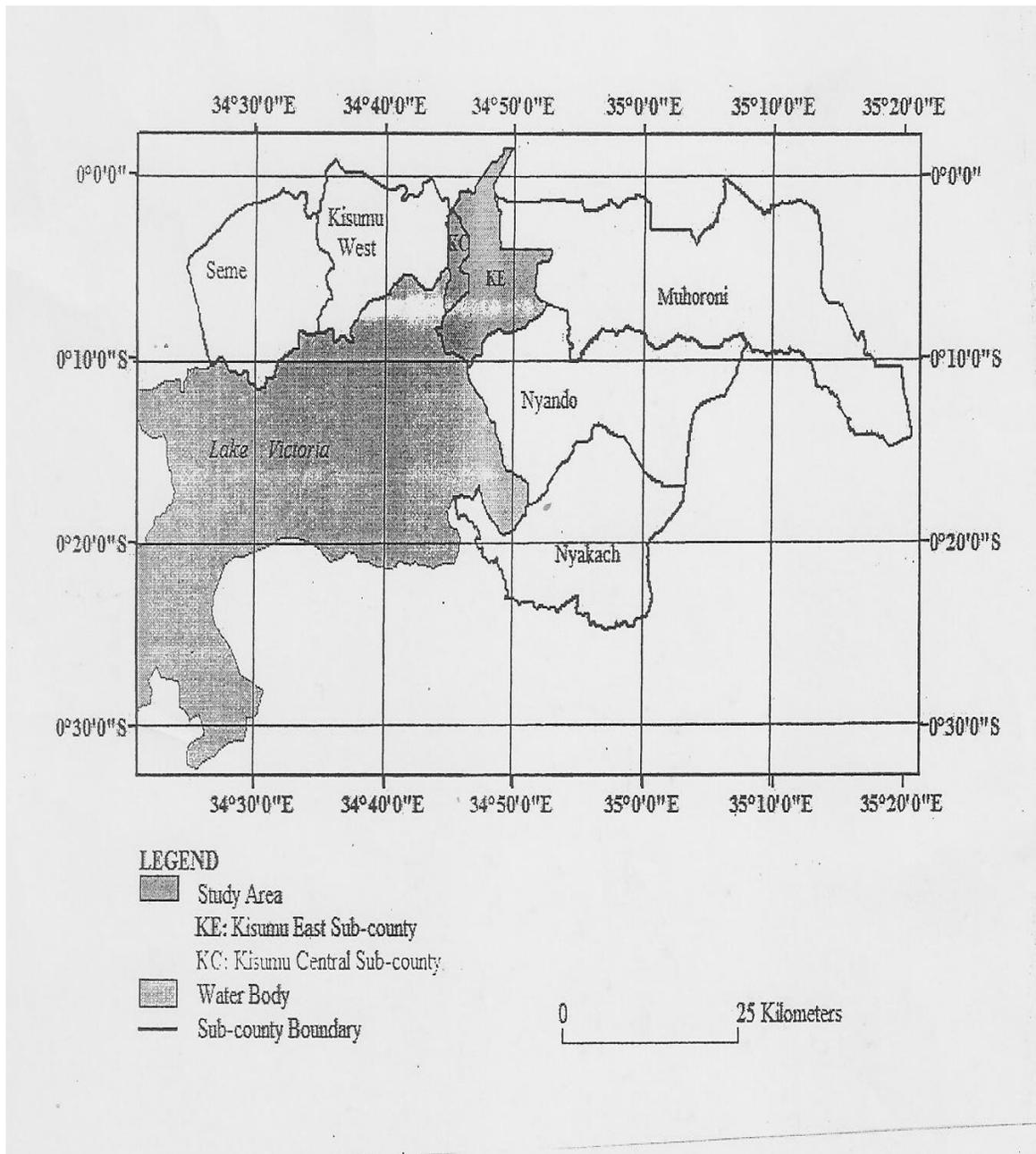
Hyo siku tulipokutana tena huo rafiki yangu alikuwa kama amefurahi na nami kulingana vile vile ambavyo nilikuwa nikifanya vitu kimaufiza. Tulipokuwa kama tunafanya kudurusu kila siku tulikuwa kama tuamini kuwa tucenda kutanga vizuru katika mtihani huo. Hata nilikuwa nikiwambia huo rafiki yangu kuwa atatarata alama ya bab- kulingana na vile alikuwa na matumai ni na kuomba Mungu kila siku itaamini ilimsaidie kurita mtihani.

Baada ya matokeo kutoka alipata kuwa amepata alama yeye nilikuwa nikiwambia atatarata. Rafiki yangu alinishukuru kwa vile ambavyo nilimsaidia kupita mtihani taye ya kutaita. Aliniletwa vitu vingi kulinga na uadiri wangu kwake. Baadhi ya vitu ambayo aliniletwa ni kama nabo na vinywaji kama sado. Rafiki yangu alinipeteka hadi kwao hadi tukasoga na wazazi wake na kuieleza wazazi wake kila mtu nilimsaidia wazazi wake walitambua walitambua na kunitakia kilala heri.

05/20

= 10
= 02
= 01

APPENDIX H: KISUMU WEST MAP



APPENDIX I: KREJCIE AND MORGAN'S

SAMPLE SIZE ESTIMATION TABLE

N-----n	N-----n	N-----n	N-----n	N-----n
10-----10	100-----80	280-----162	800-----260	2800-----338
15-----14	110-----86	290-----165	850-----265	3000-----341
20-----19	120-----92	300-----169	900-----269	3500-----346
25-----24	130-----97	320-----175	950-----274	4000-----351
30-----28	140-----103	340-----181	1000-----278	4500-----354
35-----32	150-----108	360-----186	1100-----285	5000-----357
40-----36	160-----113	380-----191	1200-----291	6000-----361
45-----40	170-----118	400-----196	1300-----297	7000-----364
50-----44	180-----123	420-----201	1400-----302	8000-----367
55-----48	190-----127	440-----205	1500-----306	9000-----368
60-----52	200-----132	460-----210	1600-----310	10000-----370
65-----56	210-----136	480-----214	1700-----313	15000-----375
70-----59	220-----140	500-----217	1800-----317	20000-----377
75-----63	230-----144	550-----226	1900-----320	30000-----379
80-----66	240-----148	600-----234	2000-----322	40000-----380
85-----70	250-----152	650-----242	2200-----327	50000-----381
90-----73	260-----155	700-----248	2400-----331	75000-----382
95-----76	270-----159	750-----254	2600-----335	100000-----384

(Source: KREJCIE & Morgan, 1970).