

Factors Influencing the Performance of Kiswahili in K.C.P.E. in Dagoretti Division, Nairobi Province

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Abstract

The purpose of this study was to identify the factors that influence performance of Kiswahili in K.C.P.E. Research was carried out in Dagoretti Division of Nairobi Province in the sampled public primary schools. The basic assumption of the study was that there were factors that contributed to bad performance of Kiswahili language related to methodology, social background, facilities, attitude of teachers and pupils and pupils' linguistic background. Literature related to the study was reviewed under the following headings; motivation and attitude towards language learning and teaching; language skills and teaching approaches; language testing; instructional materials; school language policy; teacher training and in-servicing and Pupils' linguistic background. The study was carried out in form of a simple descriptive survey. Population of the study consisted of standard eight Kiswahili teachers and standard eight Pupils. Sampling was done through random sampling method. The tools of data collection were, teachers' questionnaire, Pupils' questionnaire, observation schedule, interview schedule for teachers and analysis of scores. The responses to the items of the questionnaires were to be proved or disapproved by the findings of observation and interviews. The responses to the items of the questionnaires were tabulated and data organized through frequency tables and percentages. The findings of the study indicated that there were more factors that influenced performance of Kiswahili negatively compared to those that influenced it positively. Those factors that influenced the performance of Kiswahili 1999 standard 8 classes were likely to influence performance of 2000 standard 8 class. These factors are related to: the attitude of teachers and pupils towards Kiswahili, school language policy, pupils' linguistic background, pupils' social background, instructional materials, teaching methods of the language skills and training and in-servicing of teachers. Measures to counter the negative factors should be made by the City Education Department, K.I.E. teachers and other interested parties according to the recommendations of the study.

Keywords: Swahili language, Study and teaching

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