

Effects of Language Policy in the School on the Learning of Kiswahili in Kapseret Division, Uasin Gishu County, Kenya

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Abstract:

Kiswahili is an official and a national language in Kenya, It plays a major communicative role in Kenya but there have been complaints about the poor academic performance both at primary and secondary school levels. This paper is a report of a study that was carried out in 2012 in Kapseret Division of Uasin Gishu County. It established the effects of language policy in schools on the learning of Kiswahili. It was guided by sociocultural theory (SCT) and was descriptive in nature. Simple random sampling was used to select 15 out of 50 schools, it was also used to select 20 %(N=750) of standard six pupils from the selected schools. Purposive sampling was used to select 30 upper primary Kiswahili teachers; one class six Kiswahili teacher and a Kiswahili panel head. Data was collected using questionnaires and observation checklists. It was analyzed using descriptive statistical techniques such as percentages and frequencies. The research found out that Kiswahili language was rarely used as a medium of communication in school. However, teachers motivated the learners by congratulating them for doing well in it.

Key Words: Language policy, School environment

Full text: <https://pdfs.semanticscholar.org/5c8d/4e94d65f052f5d75c4e190f80baa2ab96fe4.pdf>