

Effects of Pedagogical Methodologies on Learners' Achievement in Kiswahili Composition in Secondary Schools in Garissa County, Kenya.

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Abstract

Effective teaching that produces demonstrable learning achievement in Kiswahili composition writing is anchored on either explicit or implicit pedagogical methodologies. Achievement in Kiswahili compositions in secondary schools in Kenya experience myriad of challenges. These range from inability by learners to systematically express themselves logically in writing and teachers' failure to adopt teaching to the learning styles of the learners. In Garissa County, perennial exam irregularities worsen the situation. This, together with the phonological distance between Somali language and Kiswahili formed suitable basis for the study. Thus, the study sought to establish effects of pedagogical methodologies on learners' achievement in Kiswahili composition writing in the County. Quasi-experimental design was used for the study. The target population comprised 27 Kiswahili teachers and 11861 Form One students distributed in 17 public secondary schools. Two schools were sampled for the study. A sample size of 254 students was used. Data were collected through testing, questionnaires, lesson observation schedule, and document analysis. Data analysis was carried out by use of Excel and STATA. Descriptive and inferential statistics were used for quantitative data while qualitative data was analysed and interpreted thematically. T-test was used to test the significance difference between means of pre-test and post-test learners' achievement in Kiswahili composition writing. The test revealed significant difference was established between methodologies and performance within schools ($p=0.0001$) and between the schools ($p= 0.000$). The linear regressions were further used to generate models for various variables. The study revealed no significant relationship between teachers rating of appropriateness of explicit ($p= 0.069$) and implicit ($p=0.919$) pedagogical methodologies and learners' achievement in Kiswahili composition writing. For the rating effectiveness of methodologies and mean scores the t-test revealed significant between the means within the groups ($p=0.008$) and between the schools ($p= 0.000$). The regression test revealed no significant relationship ($p= 0.179$) for explicit methodologies and no significant relationship with implicit methodologies ($p= 0.889$). The study further established low rating of learners on the methodologies applied by the teachers ($m=2.68$) for explicit school and ($m=2.80$) for implicit school. Based on the findings the study concluded learner achievement was influenced by methodology used but not the teachers rating of methodologies. However, the study found that implicit methodologies were rated to be superior in teaching Kiswahili composition writing. It was therefore recommended that KICD conducts in-service training for Kiswahili teachers to gain more skills in optimizing use of both methodologies in all examinable areas of Kiswahili. This would meet the learning styles of the learners in the subject. The study suggested for further research on effectiveness of methodologies with other variables that were not captured in the

study. It also suggested further research on the relationship with individual compositions as well as other examinable areas in Kiswahili.

Key words: Effects of Pedagogical Methodologies, Learners' Achievement, Kiswahili Composition, Secondary Schools ,Garissa County, Kenya

Full text:

http://erepository.uonbi.ac.ke/bitstream/handle/11295/97480/Ndwiga_Effects%20of%20Pedagogical%20Methodologies%20on%20Learners%E2%80%99%20Achievement%20in%20Kiswahili%20Composition%20in%20Secondary%20Schools%20in%20Garissa%20County,%20Kenya.pdf?sequence=1&isAllowed=y