

**EFFECTIVENESS OF TEACHING METHODS ON STUDENTS' ACADEMIC
PERFORMANCE IN KISWAHILI SUBJECT IN PUBLIC AND PRIVATE
SECONDARY SCHOOLS IN LANG'ATA SUB-COUNTY, NAIROBI - KENYA**

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Fulfillment of the Requirement for the Award of Master's Degree in Research and
Evaluation**

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

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DECLARATION

I declare that this thesis is my original work and has not been presented to any other university/institution for academic credit.

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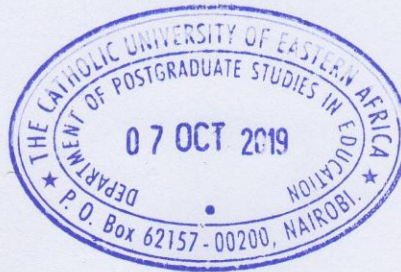
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DEDICATION

I dedicate this Thesis to my dear husband Gabriel, son Ethan, parents and siblings. Thank you for your support, encouragement and prayers.

ABSTRACT

A student's performance is measured after a specified period of teaching and learning in the classroom under the guidance of a teacher who decides the teaching methodology to employ in the teaching and learning process. This is measured through grades and marks arrived at using standardized assessments. Teaching methods are broadly categorized into two. One is the teacher-centered approach that has the teacher as the sole dispenser of knowledge while the other one is learner-centered approach, which is done in an interactive manner, and the teacher is a co-learner. The existence of these two broad categories of teaching-learning methods simplifies differential academic performance by the students. The purpose of this study was to assess the effectiveness of teaching methods on academic achievement of students in Kiswahili subject in public and private secondary schools in Lang'ata Sub-County, Nairobi Kenya. The study was guided by five research questions namely: what teaching methods are used, what influences choice of a teaching method, how do teaching methods influence students' academic performance, what challenges are faced in the choice of teaching methodologies and what strategies can be used to enhance Kiswahili teaching methods in secondary schools in Lang'ata sub-county. The study was anchored on Experiential Learning Theory, which advocates for learning through experience. The study used convergent parallel mixed methods approach that promotes use of both stratified probability and purposive non-probability sampling technique in selecting study participants. Data was collected using questionnaires for students and Kiswahili teachers, and interview guide for principals. Inferential statistics were used to analyze data where quantitative data were analyzed using descriptive statistics in SPSS V20 and summarized data presented in tables, bar graphs and pie charts while qualitative data were analyzed thematically and presented in narrative form and direct quotations. Findings revealed that Kiswahili teachers employed a blend of lecture, question and answer, guided learning and group discussions to teach their learners. These methods had both a positive and negative influence on students' academic performance but they could not entirely be responsible for students' academic performance in Kiswahili subject. Huge work load, inadequate number of teachers, lack of management support and laxity among teachers are some of the challenges that teachers faced in choosing a teaching method but the teachers can help improve their students' academic performance by incorporating multimodal methods of teaching, grouping students according to their capabilities and exposing learners to as many questions as possible. On recommendations, KICD should organize regular in service training for Kiswahili teachers to guide them on contemporary issues, new set books and dynamics of teaching Kiswahili. KICD should also revise Kiswahili syllabus to remove. Teachers Service Commission should also employ and deploy many Kiswahili teachers to cater for the 100% transition. The study also recommends that Ministry of Education, parents and school administration to ensure that there are adequate teaching and learning resources in schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

KICD: Kenya Institute of Curriculum Development

KNEC: Kenya National Examination Council

MoE: Ministry of Education

EFA: Education For All

SMASSE: Strengthening of Mathematics and Science in Secondary Education

MDG: Millennium Development Goal

CEMASTE: Centre for Mathematics, Science and Technology Education in Africa

INSET: In-Service Education and Training

KCSE: Kenya Certificate of Secondary Education

ELT: Experiential Learning Theory

PTA: Parents Teachers Association

KIE: Kenya Institute of Education

CS: Cabinet Secretary

YPLA: Young Peoples Learning Agency

L2: Second Language

HOD - Head of Department

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the most effective agent of social and personal transformation that leaves a relatively formative effect on learners. Basic education was declared a universal human need in the Jomtien world Conference on Education For All (EFA) in 1990 which led to the development and adoption of The World Declaration on EFA in 1998, whereby all people in the world would easily access basic education. In 2000, The Dakar Framework for Action was drafted and it re-affirmed the resolutions of Jomtien Conference on Education. Education for All (EFA) initiative later became the basis for formulation of Millennium Development Goals (MDGs) which gave education a second priority (Moayeri, 2010).

According to the second MDG, by the year 2015, all children who had attained the age of schooling would be able to freely access basic education and the new constitution of Kenya puts basic education as a right for every school age going child. Achievement of this goal depended on cooperation of governments and the development partners. The good news is that there has been gender gross enrolment that has risen from the ratios of 88% in 2002 to 115% by the year 2017 and gender parity has been achieved in the enrolment rates. Primary to secondary school transition rate also improved from 67% in 2009 to 73% in 2017 with net enrolment rates rising from 92.9% in 2009 to 95.7% in 2017. The cabinet approved a bill in 2017 that guaranteed free ECD, Primary and Secondary Education. Though this goal has regional disparities as well as quality issues, it has been met to a higher extent (Ministry of Devolution and Planning, 2017).

Universal Education was designed to ensure holistic development of the learners through three most important pillars; learning to know, learning to do and to live together and learning to be. Learning to know largely explores the cognitive domain of the learners while the others target

the affective and psychomotor domains (Chang, 2010). A regional study about Africa by World Bank (2019) states that secondary school education is crucial for economic growth. Globalization, the increasing importance of information, communication technology in the 21st Century and the rapid technological change have made knowledge essential for competing in the world economy. The students' academic performance play an important role in producing the best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development (Mushtaq & Nawaza, 2012).

In Kenya, education among other considerations is aimed at enabling the youth play a more effective role in the life of the nation. This can be achieved by imparting the youth with necessary knowledge and skills required for national development as well as inculcating the right attitude to work and administrative relationships that are necessary for a smooth transitional process of developing a country from subsistence to modern economy. This is particularly important for Kenyan Government, which unveiled its vision 2030 that aims to make Kenya among other things industrialized by the year 2030 (Ministry of Devolution and Planning, 2017). Quality basic education forms the basis for this development and in order to achieve this, therefore, Kenya needs to provide quality education to her young people. All this begins in a school where teaching and learning process takes place.

The effectiveness of this teaching and learning process largely depends on the choice of a teacher's teaching method. Teaching as a continuous process is constantly aimed at bringing about desirable changes in the learner through various teaching and learning methods (Oigara, 2011). Whalen III (2012) alludes that effectiveness of a teaching method is reflected in the outcomes of the teaching-learning process in form of marks, grades and mean scores. The choice of a teaching-learning method determines how much knowledge the learner gains and retains.

Oigara (2011) categorizes teaching methods into teacher-centered approach and learner centered approach. Teacher-centered approaches include lecture method, drilling and questioning.

In teacher-centered approach, learning takes place when teachers teach and later examine taught concepts by giving students exercises related to the teacher's presentation during or after the lesson as a means of finding out whether students grasped the knowledge passed on to them by the teacher. The teacher has the prerogative to choose a teaching method to use to teach the students as well as the authority to decide how and when to teach the topics depending on the ability of the students. This is considered sensible since teachers are familiar with the language, which the students are not leading to separation of the process of teaching from that of assessing or testing. In addition, teachers are able to discover the weakness of the students or areas they did not understand in the course of learning and are therefore able to find a way of bringing the point home.

Collins (2015) explains that learner-centered approach of teaching involves a state where students construct their own understanding of the content and develop a personal feeling about the learnt concepts. This means that student centered approach puts much focus on enquiry and problem-based learning thereby making students the center point of learning and group work. The methods in learner-centered approach include group work, demonstration, guided learning, role play/drama, project based learning, question and answer method.

The significance of student led learning approach is that students influence the content, activities, materials, and pace of learning. The student-learning model puts more emphasis on a student as a central component of teaching-learning process in school. The instructor creates platforms and avenues for students to learn independently and from one another and offers supportive supervision to students as they learn so that they can learn the skills effectively.

Student achievement is not only determined by the teacher's choice of teaching method. There are other intervening variables such as student attitude (towards the teacher and/or subject), rapport with the teacher, school policies and rules, availability of teaching and learning resources, social-economic background of the learners and teachers, school environment, career choice, government directives and student personality type (Collins,2015).

Globally, Kiswahili language has gained more prominence as one of the official languages of communication. In countries like USA, China and Japan, Kiswahili is taught as a subject in Universities. Apart from being recognized as one of the 42 official languages of communication by the United Nations, Kiswahili has also been embraced as a means of disseminating information in corporations such as British Broadcasting Corporation, Deutschewell, Channel Africa, Voice of America, Radio Japan and Radio China international. In addition, computer software for Kiswahili has been created, thus Google and Wikipedia sites can be read in Kiswahili, and therefore, Kiswahili is increasingly becoming an international language (Kachru, 2017)

In Africa, the development of Kiswahili language was central to the growth of trade, writings, religion, colonial rule, communication and policies in the 18th century (Mazrui and Mazrui, 1995; Chimerah, 1999, as cited in Kachru, 2017). In the contemporary African society, Kiswahili continues to play a pivotal role in development and nation identity and Kiswahili language is perceived as a clear definition of African identity. This is because some people feel that using Kiswahili promotes cultural identity and presents a good opportunity for people to express their cultural diversity and accommodate the interests of those who do not read, speak or understand foreign languages. Through this, Kiswahili favorably competes with English and other non-indigenous lingua franca such as French, Arabic, Chinese, Spanish and Portuguese (Kachru, 2017).

In East Africa, Kiswahili has been adopted as a language for promoting regional integration and cohesion as well as lingua franca for commerce. Mbaabu (1996) as cited in Kachru (2017) observe that the colonialists preferred Kiswahili as East Africa's lingua franca for the natives while English language was preferred by and for the colonialists and East African countries aim at a common language policy to facilitate mutual understanding and smooth flow of information, trade, people and capital within the East African bloc. More importantly, Kiswahili has been recommended by the inter-university council of East Africa to facilitate students and staff exchange programs through CHAKAMA (Kiswahili Association of East Africa) across East Africa universities. Through this initiative, all countries in East Africa will be at par in the development of Kiswahili in general. The ultimate goal of CHAKAMA is to promote joint research in order to mitigate disparities that have afflicted higher institutions of learning for a long time. Kiswahili is fundamental in improving literacy levels, stirring unity, commerce and communication following the enactment of East African Common Market in July 2010. In other words, Kiswahili will act as a vehicle towards the federation of East African countries.

Kiswahili language is ingrained in the Kenyan Constitution as both national and official language (Republic of Kenya, 2010). The use of Kiswahili as both a national and official language in Kenya is a vehicle for promoting national coordination and unity. In the international arena, the use of Kiswahili language promotes mutual coexistent among the East African countries including Kenya, Uganda, Tanzania, Rwanda and Burundi. Kiswahili language also fosters regional integration beyond the East African countries extending as far as Congo (Zaire) and parts of Central Africa. Owing to the importance of Kiswahili language, many pan-Africanists have lauded the recognition of Kiswahili as both a unifying national language as well as a means of Pan-African communication over a considerable part of the continent. In countries like Tanzania, the use of

Kiswahili is a source of national pride and heritage. In Kenya, Kiswahili language plays a significant role as a tool for promoting oneness of a nation torn apart by colonialists, hence mutual co-existence (Atancha, 2012).

Kenya's Parliament (National Assembly and Senate) use Kiswahili language as an official language for parliamentary debates beside English. In addition, all political aspirants must fulfill basic proficiency requirement in both English and Kiswahili before running for positions of leadership (Republic of Kenya, 2010). Kachru (2017) observe that Kiswahili language is largely spoken by more than 65% of the population in Africa. In addition, Kiswahili language is used in public forums together with English in addition to being used as medium of instruction in primary and Secondary schools. In training institutions such as teacher training colleges, Kiswahili is a core subject too. Similarly, in higher institutions of learning like universities, Kiswahili is one of the courses of study. To promote the use, teaching and learning of Kiswahili subject, the University of Nairobi established a department of linguistics and African languages in which Kiswahili was made a central subject of study. Following the suggestion by education stakeholder in Kenya to make teaching of Kiswahili at university and that Kiswahili a mandatory subject, a department of Kiswahili was established at Moi University in 1987 and Kiswahili was core to all undergraduates at that time (Sulayman, 2015). The importance of Kiswahili in Kenya cannot be over-emphasized, as Kiswahili is not only a Kenyan language, but also a language that is fast becoming an inter-Africa lingua franca.

The language issue in Kenya's New Constitution (2010) stipulates that the national language of the Republic of Kenya is Kiswahili, and the official languages of the Republic are Kiswahili and English. It further charges the state with dire responsibility of promoting and protecting the

diversity of language of the people of Kenya (Republic of Kenya, 2010). This can only be achieved by improving the quality of teaching of the subject in secondary schools in Kenya.

According to the education commission reports of the Republic of Kenya (1964-5), the Mackay report of 1981 indicates that there was a dramatic shift in the spread and development of Kiswahili following its submission as a commission. With the consent of the second president of Kenya, Daniel Arap Moi, Kiswahili since became a compulsory subject in all primary and secondary schools of Kenya. This gesture seemed to have accelerated a process which about two decades later has enabled Kiswahili to permeate all sectors of everyday life in Kenya.

In Kenya, Kiswahili is a compulsory subject taught and examined both in internal (Random Assessment Tests, Continuous Assessment Tests and end of term and year) and external (K.C.S.E) examinations from form one to form four in secondary schools in Kenya. Kiswahili is examined in three categories. The first part is Insha, that is further sub-divided into functional writing (insha za kiuamilifu) and creative writing (insha za kiubunifu/ insha za kawaida). Kiswahili Lugha is the second part that encompasses passage (ufahamu), Summary (Ufupisho), Grammar (Lugha) and Isimu Jamii. The third part is Literature that has three parts i.e Written Literature (play- Tamthilia, Novel- Riwaya and Short stories- Hadithi Fupi), Oral Literature (Fasihi Simulizi) and Poetry (Ushairi) (Kenya Institute of Curriculum Development, 2017).

However, despite the significance of Kiswahili, achievement of the subject in Kenya National Certificate of Secondary Education (K.C.S.E) remains dismal. This is coupled with an increasingly competitive society and limited university entry cut-off points making the minimum entry requirements into various courses in higher institutions of learning to rise up. This means that achieving higher grades in K.C.S.E is of great importance. According to Nuffic (2015), the Kenya

secondary school education takes a duration of (4) four years. On joining Form 1, a student is taught all subjects in the 8.4.4 curriculum as shown in table 1.

Table 1

Subjects Taught in Kenyan Secondary Schools Curriculum

Group number	Subjects
1	English, Mathematics and Kiswahili
2	Biology, Physics and Chemistry
3	History and Government, Geography, Christian Religious Education/Hindu /Islamic Education
4	Home Science, Art and Design, Agriculture, Woodwork, Metalwork, Construction
5	French, Computer Studies, German, Arabic, Music and Business Studies

Source: (K.I.C.D, 2017)

Subject selection for students varies with the level of Education that a student is in. Learners in the Junior Secondary level (Form one and two) are expected to learn a total of twelve subjects whereby subjects in group one are compulsory, three (3) subjects from group two, three(3) subjects from group three and only three(3) subjects from group four and five combined. Having known their potential future career prospects and with the guidance of their teachers, the students then choose the subjects they would require to pursue those careers and study those subjects in senior secondary (form three and four) but group one subjects remain compulsory to be taught, learnt and examined up to national examination(K.C.S.E).

The Kenya National Examination Council (KNEC) is the body mandated to assess by developing and administering tests and national examinations annually for primary, secondary and mid-college level students nationwide and ensuring that those examinations are free from bias and are valid, reliable, relevant, efficient and of globally accepted standards. The body is also entrusted with publications of results and issuance of certificates for those examinations. The grades acquired are an important reflection of the teaching-learning methods. At school level, teachers administer continuous assessment tests and terminal exams to learners to ascertain the amount of knowledge a learner has gained throughout the teaching-learning process. The results of these assessments take teachers back to the drawing board to identify gaps in their teaching methods as well as other possible causes of the undesired results and their appropriate remedies (KNEC, 2018).

There has been below average performance in K.C.S.E Kiswahili subject in Lang'ata Sub-county. Studies have been carried out to determine the causes of this below average performance registered in this subject and their recommendations employed to improve performance but students continue to register below average grades. Little study has been done to ascertain the effectiveness of teaching methods used in teaching Kiswahili subject, which is a core and compulsory subject and the second least performed subject, that contributes greatly and directly to the below average mean score performance in secondary schools, county and country at large hence the reason that informed this study.

Between 2011-2017, Lang'ata Sub-County, which is the area of this study, did not provide any public or private secondary schools among the top performers but featured among the least performed schools in Nairobi County and the country at large as evidenced and revealed by the schools' mean statistics of K.C.S.E performance in Nairobi County (Lang'ata Sub-County education office report, 2018).

In the year 2011 when ranking of schools based on how they performed in K.C.S.E examinations was still in place, Starehe Boys Centre and School in Starehe Sub-County emerged top in Nairobi County with a mean score of 80.783 followed by The Kenya High School in Westlands Sub-County with a mean score of 77.051 and in third place was Pangani Girls High School in Starehe Sub-County with a mean score of 73.849 (“Standard Digital News,” 2012). Among the last five performing schools, three of them were from Lang’ata Sub-County. These were Soweto Baptist High school (private school) with a mean score of 36.54, Karen C High School (public school) with a mean score of 34.8724 and Siloam F.M Academy (private school) with a mean score of 29.474 (Lang’ata Sub-County Education Office Report, 2018).

In 2012, Starehe Boys Centre and School in Starehe Sub-County again led in Nairobi County K.C.S.E performance with a mean score of 74.91. The Kenya High School in Westlands Sub-County came in second with a mean score of 72.384 and in third place was Pangani Girls High School in Starehe Sub-County with a mean score of 72.056 (“Standard Digital News,” 2013). Among the four least performing schools that year in Nairobi County, two were from Lang’ata Sub-County. That is Lang’ata sub-county private centre (private school) with a mean score of 32.674 and Lang’ata Barracks Secondary School (public school) with a mean score of 30.21 (Lang’ata Sub-County Education Office Report, 2018).

Appearing on the “Standard Digital News,” (2014), year 2013 had Precious Blood Secondary School Riruta in Dagoretti Sub-County leading in K.C.S.E examinations in Nairobi County with a mean score of 79.604 followed by Strathmore School in Westlands Sub-County with a mean score of 77.06 and in third place was the Nairobi School in Westlands Sub-County with a mean score of 76.030. Of the five least performing schools in Nairobi County that year, two were from Lang’ata Sub-County. That is Lang’ata Barracks High School (public school) with a mean

score of 35.583 and PCEA Silanga School (private school) with a mean score of 32.487 (Lang'ata Sub-County Education Office Report, 2018).

Ranking of schools in K.C.S.E performance was banned in 2014 by the then Cabinet Secretary (CS) for Education Professor Joseph Kaimenyi. The CS justified this move by citing that the then practice of using academic ability to rank students was out of touch with the educational and social realities, using mean scores alone to rate learners or institutions did not give a conclusive evidence of the effects of other variables such as physical resources, teacher-pupil ratio, teacher quality, availability of teaching learning materials and school management which impacted on performance and ranking leading to rote learning which stressed memorization of facts while ignoring concept development of manipulative skills and attitudes thus teaching in schools was geared towards performance of examination (Alushula, 2015).

Nevertheless, among the best-performed schools in Nairobi County in the year 2014 were Strathmore School in Westlands Sub-County with a mean score of 76.724. Moi Girls School in Kibra Sub-County also performed well with a mean score of 76.508. Pangani girls in Starehe Sub-County had a mean score of 75.859 and The Kenya High School in Westlands sub-county had a mean score of 75.097 ("Standard Digital News," 2015). Lang'ata Sub-County's Maono Educational centre (private school) had a mean score of 43.526, Langata High School (public school) had a mean score of 41.983, Visionary School Limited (private school) registered a mean score of 41.367 (Lang'ata Sub-County Education Office Report, 2018).

Whereas Strathmore School in Westlands Sub-County posted a mean score of 75.80 in the 2015 K.C.S.E results, Pangani Girls High School in Starehe Sub-County registered a mean score of 74.097 and the Kenya High School in Westlands Sub-County posted a mean score of 72.756 ("Standard Digital News," 2016). Lang'ata Sub-County's Lang'ata Barracks Secondary School

(public school) had a mean score of 35.591, Karen South School (private school) had a mean score of 33.688 and St. Mary`s Hospital High School (private school) had a mean score of 29.229 (Lang`ata Sub-County Education Office Report, 2018).

In 2016, The Kenya High school in Westlands Sub-County registered a mean score of 70.83, Pangani Girls High School in Starehe Sub-County registered a mean score of 68.98 and Nairobi School in Westlands Sub-county had a mean score of 64. 861 (“Standard Digital News,” 2017). St. Elizabeth Boys High School (private school) in Lang`ata sub-county registered a mean score of 43.58. Lang`ata Barracks (public school) in Lang`ata Sub-County also recorded a mean score of 40.293 (Langata Sub-County Education Office Report, 2018).

In the last year`s 2017 K.C.S.E performance, The Kenya High School in Westlands sub-county posted a mean score of 68.24, Pangani Girls High School in Starehe Sub-County posted a mean score of 66.22 and Strathmore School in Westlands Sub-County had a mean score of 65.92 (“Standard Digital News,” 2018). St. Aloysius Gonzaga Secondary (private school) in Lang`ata Sub-county registered a mean score of 45.83, Langata High School (public school) had a mean score of 40.32 and Karen “C” High School (public school) posted a mean score of 40.24 (Lang`ata Sub-County Education Office Report, 2018).

In Kenya, education has become so competitive as far as placement and promotion is concerned and so result oriented. Many teachers have resorted to rote learning through memorization, drilling and indoctrination as long as the students post desired results (Mutiga, 2008). From the KNEC reports (2011-2017), there has been an observable upward trend albeit small on performance in the three compulsory subjects (Mathematics and English) of group A except Kiswahili that has remained below the 50 average mark in the national examination (K.C.S.E) as shown in table 2. Concerns have been raised regarding national Kiswahili performance

not only by the Kenya National Examinations Council (KNEC) and the Kenya Institute of Curriculum Development (KICD) but also by scholars in the field as well as Kiswahili teachers. When releasing the 2017 Kenya Certificate of Secondary Education (K.C.S.E) results, the Cabinet Secretary for Education expressed more concern on Kiswahili`s worrying trend of performance nationally (Alushula, 2015) .

Table 2

2011 – 2017 K.C.S.E Mathematics, English and Kiswahili Subjects Performance

Year	2011	2012	2013	2014	2015	2016	2017
Subject							
Maths	30.79	31.08	35.89	36.74	38.94	40.12	42.21
English	44.84	45.43	48.49	50.01	52.49	56.79	57.82
Kiswahili	48.56	43.89	47.89	49.94	49.67	47.79	46.54

Source: (KNEC Reports, 2011- 2017)

A closer look at the 2013–2017 Lang’ata Sub-County K.C.S.E performance , Mathematics and English show an upward improvement albeit small (Lang’ata Sub-County Education Office Report, 2018).Among the three compulsory subjects (Mathematics, English and Kiswahili) subjects in the 2013 2017 KCSE examination performance in Lang’ata Sub-county, Kiswahili depicts a worrying trend of massive underperformance. The general performance in Kiswahili as revealed in table 3 affirms KNEC’s concerns regarding Kiswahili’s low performance when compared to English and Mathematics, which are compulsory examinable subjects (Mocho, 2012).

Table 3

2013 – 2017 Lang’ata Sub-County K.C.S.E Kiswahili Subject Performance

Year	2013	2014	2015	2016	2017
Performance					
Kiswahili	51.02	49.56	45.87	45.23	44.879
English	54.05	55.23	57.89	58.54	59.32
Mathematics	42.83	44.59	46.23	47.32	49.32

Source: Lang’ata sub-county education office Report (2018)

Mutiga (2014) indicates that adopting teaching to the local needs of the learner has consistently been of great concern as far as teaching is concerned. A look at the core subjects (Mathematics, English and Kiswahili), teaching methodologies for English and Mathematics are more defined than those of Kiswahili. In mathematics, the problem solving approaches as put forward and recommended by Centre for Mathematics, Science and Technology Education in Africa (CEMASTE) through the SMASSE INSET project have contributed to the positive and upward trend in performance both in national and school level examinations (Kamau, Lagat & Thinguri, 2014).

In English, under the table of contents, there is a clear outline on the week of a given term in the year when a certain topic or sub-topic should be taught to learners of a certain level of study e.g form one, form two, form three or form four and the method to use including exercises that are to be done by the learner thereafter to ascertain the learner’s understanding of the concept taught. It is also manageable for the English teachers to give their all in the teaching and learning process as

they only teach English and Literature. Perhaps this explains why students post good grades in English and Mathematics subject in external examinations i.e K.C.S.E and internal school level examinations as compared to Kiswahili. The situation is quite different when it comes to teaching Kiswahili subject for the topics and sub-topics have been listed one after the other depending on the level of study e.g form one, two, three or four and it does not outline the method to be used to teach a certain topic and at which week and term within a year (KICD, 2017).

Mocho (2012) says that Kiswahili teachers, therefore, are left to decide what topic and when to teach it in a given level of learning for example forms one, two, three or four. Some Kiswahili teachers go to the extent of teaching all related aspects of a topic at a certain level without considering the cognitive ability of a learner and the level of learning a learner is in. An example is when a teacher is required to teach the parts of speech and their meanings e.g Nouns, Verbs, Adverbs e.t.c (Aina ya maneno mfano Nomino, Vitenzi, Vivumishi n.k) in form one then build on the learner's knowledge on the parts of speech by teaching the types of words e.g compound nouns, simple nouns e.t.c (nomino za jamii, za kawaida, za dhahania, za kipekee, za makundi) in form two but instead teaches the parts of speech and types of words in form one. This makes learners develop a negative attitude that Kiswahili subject is difficult thus affecting negatively Kiswahili academic performance. Also, Kiswahili teachers, unlike their counterparts who teach English and Literature only, have another teaching subject besides Kiswahili e.g C.R.E, History and Government, Geography e.t.c. Odundo (2013) observes that it is for this reasons that Kiswahili teachers tend to opt for familiar pedagogical methods which may in turn affect learning achievement negatively.

This gives an impetus to an assessment of the underlying pedagogical issues given that Kiswahili is a core, compulsory and examinable subject in KCSE. It is for this reasons that the current state of Kiswahili performance in secondary schools leaves a lot to be desired. In addition,

in reference to table 3, the researcher wonders if performance in Kiswahili in Lang'ata sub-county has been influenced by the foregoing challenges and therefore it was important to establish the influence of teaching methods on student achievement in the Kiswahili subject in Public and Private Secondary schools in Lang'ata Sub-county.

1.2 Statement of the Problem

There has been poor performance in the Kiswahili subject, which is a core and compulsory subject that contributes to the overall mean score of secondary schools and that of Lang'ata Sub-County. As evidenced by table 3, out of the possible 100 percent mark score, majority of secondary schools in Lang'ata sub-county have been scoring a mean grade of between 51.02 and 44.879 between the years 2013 to 2017. Poor methods of teaching have been blamed for Kiswahili subject's underachievement (Mocho, 2012).

A clear disparity can be noted on the teaching methodologies for English, Mathematics and Kiswahili which are core subjects and their mean scores contribute directly to the mean grade of the learner. Mathematics employ the problem solving approaches as put forward and recommended by CEMASTEIA through the SMASSE INSET while the English syllabus has outlined clearly the week of a given term in a year when an aspect of a sub-topic and the teaching method in teaching learners of a certain level of study as outlined by KICD. In addition, it is also manageable for English teachers to give their all in the teaching and learning process as they only teach English. Perhaps this explains why students post good grades in English as compared to Kiswahili.

Available studies on performance of Kiswahili subject in Kenya are generalized and they do not clearly establish the relationship between teaching methods and academic performance of

students. Examples of studies done include that of Atancha (2012) on the effectiveness of teaching methods on students' acquisition of Kiswahili language skills in public secondary schools in Manga Division, Kenya. Findings from the study done by Atancha (2012) ascertained that teaching methods impact on student performance. Gaichu (2015) conducted a study on factors influencing the performance in Kiswahili at the K.C.S.E level in Moyale sub-county ascertained that teaching method was one of the impediments affecting performance.

Similarly, Ogero (2012) conducted a study on institution based factors influencing students' performance in Kiswahili at KCSE in public schools in Sameta Division Kisii County and found that teachers lacked adequate equipment such as text books and handled classes having more than the required number of learners. Also, a study done by Githinji (2017) on school factors influencing instruction of Kiswahili grammar in public secondary schools in Baringo Sub-County and found out that schools lacked necessary teaching and learning resources e.g library and classes and they did not have enough Kiswahili teachers therefore impeding Kiswahili achievement.

This leaves a gap on ascertaining the effectiveness of teaching methods on academic performance and therefore the current study conducted an in-depth investigation to shed more light on the effectiveness of teaching methods on students' achievement in Kiswahili subject in public and private secondary schools in Lang'ata sub-county.

1.3 Research Questions

- i) What teaching methods are used in teaching Kiswahili subject in public and private secondary schools in Lang'ata sub-county?
- ii) What influences choice of a teaching method in Kiswahili subject among teachers in public and private secondary schools in Lang'ata sub-county?

- iii) What influence do teaching methods have on students' academic performance in Kiswahili subject in schools in Secondary schools in Lang'ata sub-county?
- iv) What challenges do teachers face in choosing Kiswahili teaching methodologies in secondary schools in Lang'ata Sub-county?
- v) What strategies can enhance Kiswahili teaching methods among students in Secondary schools in Lang'ata sub-county?

1.4 Significance of the Study

It is the researcher's view that the findings of the study would be of immense benefit to students, teachers, school administrators, parents, PTA, government, and other education stakeholders.

The study findings were hoped to help Kiswahili teachers to focus on the appropriate teaching methods that will enhance improved performance in Kiswahili subject. Further, the findings would be a revelation to Kiswahili teachers to identify existing gaps thereby helping them come up with better ways of helping students perform better in Kiswahili subject.

The study findings would shed more light on the importance of learning approaches. This would help teachers help their students to nurture and develop good attitudes towards Kiswahili subject thereby improving their performance. The findings would help students to understand the causes of poor performance in Kiswahili and help them to device ways of overcoming the challenges.

The study findings were believed to be of help to policy makers in education sector to evaluate how teaching methods influence student's performance, develop ways of addressing structural and policy frameworks, which contribute to poor performance in Kiswahili subject

among secondary schools. The study would also be available as a point of reference for other researchers concerning the influence of teaching methods on student's academic performance.

1.5 Scope and Delimitation of the Study

The study was carried out at Lang'ata sub-county in Nairobi County. The study engaged school principals because as administrators they supervise, coordinate and ensure that facilities are in place for integration and use of teaching methods in the schools they head, students and Kiswahili teachers as key players in disseminating knowledge and skills through use of varied pedagogical methodologies. There are many methodologies e.g the banking and integrated approaches of teaching that can be utilized for teaching Kiswahili but the study focused on teacher-centered and learner-centered approaches of teaching. Having been conducted in Lang'ata sub-county, the findings however, may be generalized with caution to other parts of the country since conditions in the Lang'ata Sub-County could be more or less similar to those of other counties in Kenya.

1.6 Theoretical Framework

The study adopted the Experiential Learning Theory (ELT) whose proponent is David Kolb (1984). In the 20th century, John Dewey, borrowing from Confucius, China's most famous teacher, philosopher, and political theorist words "I hear, I know. I see, I remember. I do, I understand" challenged educators in the 1910's, 20's, and 30's to develop educational programs that would not be isolated from real life experience for experience is a tool in the creation of knowledge and fostering human development. There was a boom in the 60's and 70's with the work of many psychologists, sociologists, and educators who believed in the value of experience not necessarily as a replacement to theory and lecture but an addition to it. Among these are Jean Piaget, Chickering, Tumin, Bloom,

Friere, Gardner, and Kurt Lewin and most recently in 1970, David Kolb who in support of learning through experience, developed the Experiential Learning Theory by stating that learning is a multi-dimensional process. Kolb drew heavily on the works of John Dewey, Kurt Lewin and Jean Piaget.

ELT is a holistic theory that defines learning as the major process of human adaptation involving the whole person by addressing the centrality of experience in the teaching-learning process. According to Kolb (1984), ELT is the process through which knowledge is created through experience and diverse techniques selected by the teacher and so, students' experience in the teaching-learning process is largely determined by the teaching methods used by the teacher. Experiential learning, also referred to as active learning, interactive learning or learning by doing is a holistic process with the student at the center. It merges a learner's experience, perception, cognition, and behavior into one interwoven package and by so doing works on the three learning domains (cognitive, affective and psychomotor). The Theory is a four stage process anchored on the learner's cognitive domain which is basically concerned with effective academic learning. For learning to be complete, the learner must go through all the four stages.

As designed by Kolb (1984), ELT has four learning stages as follows. The first ELT stage is learner's pre-requisite skills. Learners always have foreknowledge from their pre-class experiences, which positions the learner in the teaching-learning processes. In the teaching and learning of Kiswahili subject in secondary schools, learners have pre-requisite knowledge on the Kiswahili subject matter that they learnt during their primary education. An example is the foreknowledge on parts of speech e.g nouns, verbs, adverbs e.tc (aina ya maneno mfano Nomino, Kitenzi, Kielezi, Kivumishi, Kiwakilishi, Kiunganishi, Kihusishi na Kihisishi) that they learnt in primary school. It is prudent to find out what students already know and build on it from concrete to abstract.

The second stage is reflective observation on the new experience in which the learner organizes and examines the experiential learning process from different perspectives (Kolb, 1984). With the pre-requisite knowledge that learners of Kiswahili in secondary schools have from their primary education, they get exposed to a new situation. For instance, from the parts of speech they learnt in primary school, the learners can be exposed to the types of words in secondary schools e.g in Nouns, we have common nouns, proper nouns, abstract nouns, compound nouns among others (aina ya aina za maneno mfano kwenye nomino, kuna nomino za kawaida, nomino za kipekee, nomino za dhahania, nomino za kijamii, nomino za makundi , nomino za kitenzi jina miongoni mwa nyinginezo). In this stage, the learner is required to establish the gaps between the pre-requisites (what they know/knew) and experiment (the situation that they have been exposed to).

In the third stage of abstract conceptualization, the learner develops generalizations that rise to a new idea, or a modification of an existing abstract concept and help them integrate their observations into sound theories or practice (Kolb, 1984). Learners having been exposed to the types of words, they can now be able to relate on the pre-requisite knowledge that they had and the one that they have been exposed to on the types of words. They are now able to identify a word in a sentence and the kind of word that is i.e. they are able to say that a city is a common noun whereas Nairobi is a proper noun (wanaweza kutambua kuwa jiji ni nomino ya kawaida na Nairobi ni nomino ya pekee).

The final stage is active experimentation that involves learners applying these generalizations (Kolb, 1984). This involves doing exercises, in groups, as an individual assignment and later marked by their subject teachers or even a student guiding fellow learners on the concept they learnt. This application is what creates actual knowledge that can now be applied in the real world of their learning.

1.6.1 Strengths of Experiential Learning Theory

Experiential Learning Theory provides teachers with a general idea of the capacity at which their students are able to learn and therefore gives the teacher opportunity to determine the rightful teaching method that can help the learners construct knowledge effectively and inclusive of all the learners.

Learners need are very diverse and ELT being holistic learning theory, it considers individual learning that is concerned more with concrete issues related to the learner and learning context. Furthermore, different types of learners will be able to explore information on their own and make connections to information previously learned. This allows each individual student to learn the information in a way that is more meaningful and understandable to him or her.

1.6.2 Weaknesses of Experiential Learning Theory

Critics of Kolb's ELT, such as Kayes (2002), argue that this theory does not apply to all situations for it provides only limited number of factors that influence learning. It does not explain psychodynamic, social, and institutional aspects of learning. The critics further argue that people differ in their learning type over time and over situations, therefore, different approaches may be needed even to same person in different situations. For its broader use, further studies are needed.

To cushion this weaknesses, the current study will be used alongside cognitive flexibility theory developed by Spiro in 1992 and constructionist learning theory by Papert Seymour in 1980 because they apply principles of learning through experience and learners as active participants are involved in structuring their own learning experiences.

1.6.3 Justification and Application of Experiential Learning Theory

This theory was appropriate for this study because it brought on board the determinants of students' academic performance that is teaching methods used by teachers to teach them in schools.

According to this ELT, students need to be sensitized about the importance of the learning process. The theory explains that students are slow in taking up new ideas and applying them because they need time to understand its relevance. They take time until they see the results of other students or those who have finished form four and then, they become motivated. Education and especially Kiswahili subject is constantly changing. An example is the setting of Kiswahili examinations, subject matter and answering of test examination items in Kiswahili subject, which are often than not changing. Therefore, the theory provided an understanding of how to introduce such new ideas into the education system and sustain them.

The theory was therefore relevant to examine the influence of teaching methods on students' achievement in Kiswahili in secondary schools in Lang'ata sub-county.

1.7 Conceptual Framework

The conceptual framework looks at the teaching methods because they influence student's academic performance as reflected in figure 1.

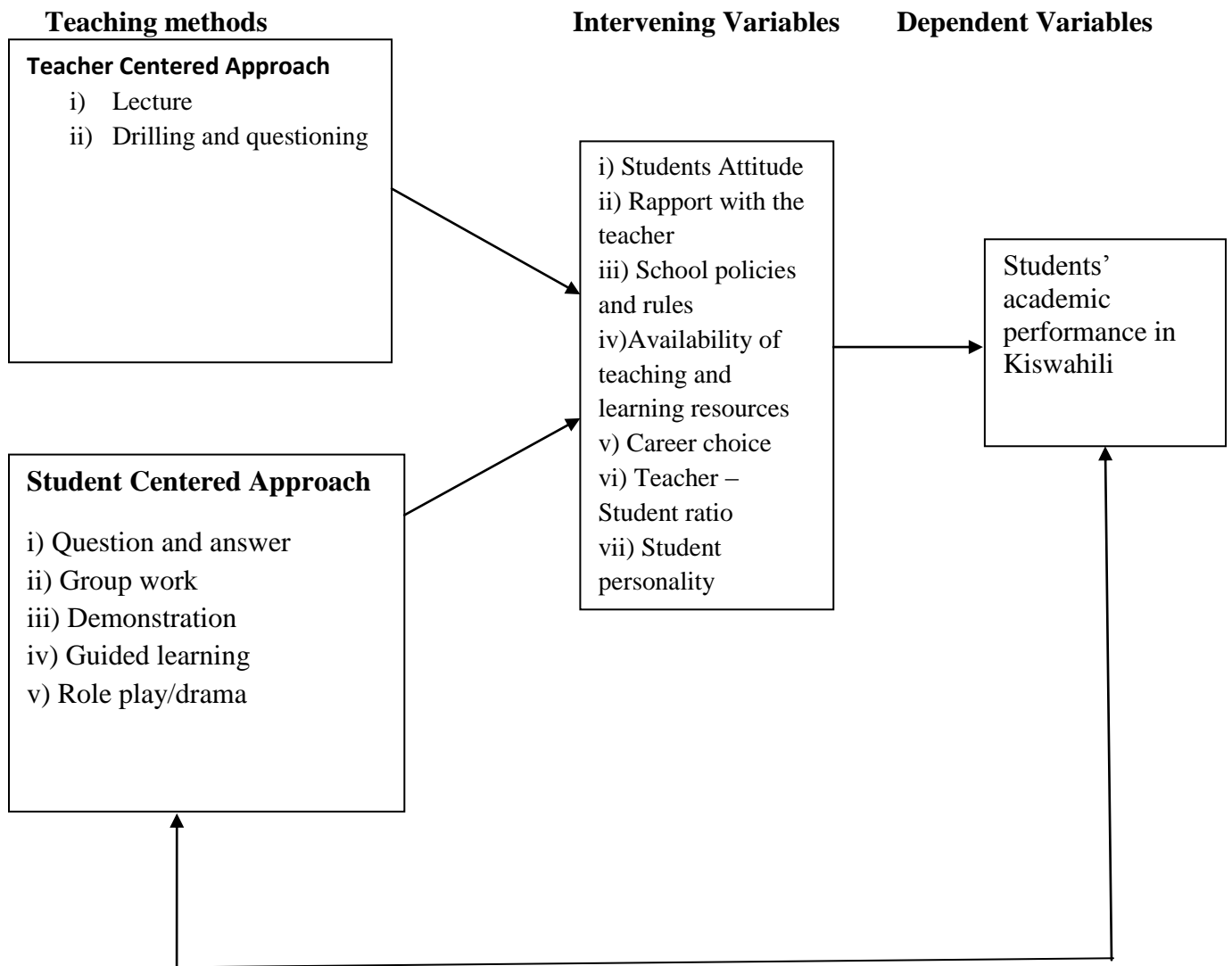


Figure 1: The Conceptual Framework

Source: Researcher, 2019

Figure 1 shows diagrammatically the conceptual model that was used in the study and it encompasses the major variables and their possible pattern of influence on each other. A student's academic performance in Kiswahili subject (dependent variable) is dependent on many factors including but not limited to teachers factors, students factors and school physical factors. This study seeks to determine the influence of teaching methods on student's academic performance in Kiswahili subject.

Using the instruction materials, teachers guide learners in different aspects of Kiswahili i.e Lugha, Fasihi, Ushairi, Insha, Ufupisho, Isimu-jamii, Riwaya, Tamthilia, Fasihi Simulizi n.k.. It is from this aspects and level of learning that contributes to the choice of a teaching method that a teacher will employ in his/her teaching. This teaching method can either be teacher centered approach (Lecture method, Drilling and questioning) or student centered approach (question and answer, group work, guided learning and role play/drama).

The teacher then uses his/her academic and professional prowess to stimulate interest in Kiswahili subject, motivate the students to learn, encourage self-initiated learning and also cultivate thinking skills that will enable learners understand concepts and apply them in their daily learning by linking up previously taught concepts and new ones and apply them in their examinations both in internal examinations (Random assessment tests, Continuous assessment tests, end of term and year exams) and external examinations including K.C.S.E which is used to gauge their grasp of what they have been taught and prepared in the four years they are in secondary school. Students' academic performance in form of marks and grades, interest and motivation to learn Kiswahili and self-initiated learning are dependent on teaching method(s) employed in the teaching and learning process.

Students' academic performance in form of marks and grades, interest and motivation to learn Kiswahili and self-initiated learning are dependent on teaching method(s) employed in the teaching and learning process can, to some extent , be influenced by other inevitable factors like student's attitude, rapport with the teacher, availability of teaching and learning materials among others (intervening variables).

1.8 Operational definition of Key Terms

The following is meaning of terms as used in this study.

Academic performance: Students performance/grades scored in examinations

Curriculum: refers to the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence.

Influence: The effect of a person or something on ones decisions or behaviors. In this context, the influence is the effect of teaching methods on academic performance.

Kiswahili: A core compulsory learnt and examinable subject in the Kenyan Education curriculum.

Learning: Process of gaining knowledge or skills by studying, experience or from being taught.

Sub-county: An administration region comprising of divisions, locations, sub locations and villages. In other words, it follows the province and it is administered by the district commissioner.

Teaching: Giving training or instruction in a subject. Where by, the teacher who gives out the knowledge may use some guidance, for example textbooks, story books, the computer etc.

Teaching methods: Systematic way of delivering knowledge, skills and attitudes into the learners through a pre-planned arrangement.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed the literature on Cognitive Flexibility theory and Constructionist theory which were related to the research, different empirical studies at the international, regional and local levels in line with types of teaching methods in Kiswahili subject in schools, influencers of choice of a teaching method, how the teaching methods used in Kiswahili influence student's performance, challenges facing teaching methodology and ways of enhancing teaching methods in Kiswahili subject and lastly, summary of the review of related literature and identification of knowledge gap.

2.2 Critical Review of Related Theories

Critics of Kolb's ELT, such as Kayes (2002), argue that this theory does not apply to all situations for it provides only limited number of factors that influence learning. It does not explain psychodynamic, social, and institutional aspects of learning. The critics further argue that people differ in their learning type over time and over situations, therefore, different approaches may be needed even to the same person in different situations. Other complains are connected to its generalization as it has been used within a limited range of cultures. It is with these reasons that the current study adopted the Cognitive Flexibility Theory developed by Spiro, Feltovich & Coulson in 1992 and Constructionist Learning Theory developed by Papert Seymour in 1980 because they applied principles of learning through experience and learners as active participants are involved in structuring their own learning experiences respectively.

2.2.1 Cognitive Flexibility Theory

The second theory related to this study was cognitive flexibility theory whose proponents are Spiro, Feltovitch & Coulson (1992). The theory of Cognitive flexibility states the ways that help students to acquire knowledge by using multiple representations in different context. The main concern of this theory is the transfer of knowledge and skills beyond their initial learning situation, hence, the focus is the presentation of information from multiple perspectives and use of many case studies that present diverse examples. In addition, Spiro et.al (1992) stressed the importance of constructed knowledge and learners must be given an opportunity to develop their own representations of information in order to learn properly.

According to Spiro et al (1992), the cognitive flexibility theory has four principles: learning activities must provide multiple representations of the content, instructional materials should avoid oversimplifying the content domain and support context-dependent knowledge, instruction should be case-based and emphasize knowledge construction, not transmission of information and knowledge sources should be highly interconnected rather than compartmentalized.

The theory of Cognitive Flexibility suggests that learners grasp the nature of complexity more readily by being presented with multiple representations of the same information in different contexts. It emphasizes the ability to spontaneously restructure one's knowledge in many ways, in adaptive response to radically changing situational demands. The first strength of the Cognitive Flexibility Theory is that learners are able to acquire and retain knowledge if they are encouraged to develop their own representation of it. In this study, following the principles of the cognitive flexibility, teachers can give students the opportunity to absorb information in a manner that better suits their personal needs, increasing the effectiveness of their learning in Kiswahili subject and also can enhance the performance of students in various subjects (Spiro et.al 1992).

The second strength is that the Cognitive Flexibility Theory aims to train learners to do a task the same way to enable consistency and this gives an individual the ability to spontaneously restructure one's knowledge, in many ways, in adaptive response to radically changing situational demands. This strength supports the study because students will be required to apply the information received to their lives and this can be tested only through performance.

According to Spiro et.al (1992), the theory expresses weaknesses in that much emphasis is placed on what the student does rather than how the information he/she gets influences his/her thinking and behavior. The second weakness is that the theory does not take into account the way in which the learner gets the information provided as the theory is geared to completing or accomplishing a task, which may not be the best way, or suited to the learner or the situation. The theory neglects the problems related to content complexity and irregularity in patterns of knowledge use that leads to learning failures characterized by conceptual oversimplification and inability to apply knowledge to new cases. Moreover, the theory deals with a lot of knowledge to be taught that are complex and ill structured and this is a challenge for teachers in the process of teaching. In relation to this study, the theory may mislead the students while learning Kiswahili without supervision. They may be tempted to use revision textbooks, which have been oversimplified, and some are not approved by KICD rather than using the KICD approved and recommended course books.

Cognitive Flexibility Theory plays an important role in education on how students are taught which greatly impacts the nature and formation of their cognitive structures, which in turn affects students' ability to store and readily access information and it aims to present within the classroom high level cognitive demands by asking students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations (Spiro

et.al, 1992).Therefore, this theory was useful for this study since the use of Cognitive Flexibility Theory can help stakeholders identify the effectiveness of teaching methods on students' academic performance in Kiswahili subject and for the teachers, the use of teaching methods makes teaching and learning flexible for the learners while handling complex situations, and they can be able to evaluate students' understanding through performance.

Cognitive Flexibility Theory provided a framework that helped in understanding the importance of teaching methods in the teaching and learning process. The education policy makers can adopt this theory to evaluate the effectiveness of teaching methods in teaching and learning and their impact on the society. This theory was ideal for the teaching and learning of Kiswahili subject in Kenyan education system and other institutions in the world that teach Kiswahili subject or language. The theory would help to evaluate the effectiveness of teaching methods on students'academic performance because it provided an understanding of how to use new ideas in teaching and learning (Spiro et.al, 1992). Therefore, the Cognitive Flexibility Theory is relevant in the study to help know the extent of effectiveness of teaching methods on students' academic performance in public and private secondary schools in Lang'ata Sub-County.

The Cognitive Flexibility Theory supports Experiential Learning Theory in the way it applies the principles of learning through experience. Cognitive Flexibility Theory can also help students understand the interconnection of complex concepts of a topic and be flexible in their understanding to apply the important concepts to the real life situation. The Cognitive Flexibility Theory can also help the stakeholders identify the effectiveness of teaching methods on students' performance, and for the teachers, the use of teaching methods makes teaching and learning flexible for the learners while handling complex situations. Therefore, the two theories are complementary to each other. Lastly, the Cognitive Flexibility Theory was appropriate for this study because it

brought out the influence, perceptions, and factors that could lead to the positive or negative impacts of the use of teaching methods on the students' academic performance in secondary schools in Lang'ata sub-county.

2.2.2 Constructionist Learning Theory

The third theory related to the study was the Constructionist Learning Theory by Papert Seymour (1980) inspired by the constructivist theory that stated that individual learners construct mental models in order to understand the world around them. According to Papert (1980), Constructionist Learning Theory is based on the following principles: constructionist learning involves students drawing their own conclusions through creative experimentation and making of social objects. The constructionist teacher takes on a mediator role rather than adopting an instructional role. Teaching students is replaced by assisting them to understand and help one another to understand their problems. The teacher's role is not to be a lecturer but a facilitator who coaches students to attain their own goals.

Constructionist Learning Theory advocates for student-centered discovery learning where students use information they already know to acquire more knowledge. Papert also argues that students learn through participation in project-based learning where they make connections between different ideas and areas of knowledge facilitated by the teacher through coaching rather than using lectures or step-by-step guidance. In the context of this study, the use of teaching methods by the teachers should help students to construct knowledge and reflect the information on their academic performance in different subjects. The teacher should know and use the learning potential of students to build up his/ her teaching. The theory also holds that learning can happen most effectively when people are active in making tangible objects in the real world. In this sense, the constructionist learning theory is connected with experiential learning. In this study, the teachers

are supposed to use the relevant teaching and learning resources to achieve academic performance of the students.

Papert (1980) emphasized the way in which knowledge is structured using computers and how the students' own perception of their prior experiences leads to the knowledge structure. In the context of this study, the theory clarifies the duty of teachers on checking the prior knowledge of their students and attitudes they hold towards Kiswahili subject, which may influence their performance. Furthermore, it will help investigate the methods used to teach Kiswahili subject in secondary schools in Lang'ata sub-county and how teachers and students are making use of them in the teaching and learning process.

The Constructionist Theory also focuses on the view of learning as a reconstruction rather than as a transmission of knowledge, hence students should have the experience of manipulative materials because learning is most effective when part of an activity the learner experiences is constructing a meaningful product. In this study, teachers should use Kiswahili teaching aids to assess students' ability and understanding that can be reflected on their performance. Seymour's Constructionist Theory offers various benefits in evaluating the effectiveness of teaching methods on students' performance in Kiswahili subject. First, Constructionist Learning Theory is based on the principle that students build knowledge based upon prior knowledge and there is no knowledge independent of the apprehender, only the knowledge that they create for themselves based on the information that they obtain from the world around them.

In this research, this strength will help teachers check students' prior knowledge on Kiswahili before they teach them in the classroom. According to Papert (1980), there are three roles for teachers who use the Constructionist Learning Theory in their class: Modeling, Coaching, and Scaffolding to provide sufficient support to promote learning when new concepts are introduced.

Hence, the second strength of the theory advocates for a learning environment that is democratic; the teacher is not seen as an authority figure as much as a learning guide and the activities are interactive and student-centered instead of being lesson-centered. In this research, this will help investigate the effectiveness of teaching methods on students' performance that can be clearly seen through the ability of students doing assignments on their own without the help/minimal supervision of teachers in public and private secondary schools in Lang'ata sub-county.

Apart from the strengths given, Papert constructionist theory has two limitations. First, it has lack of structure. Some students require highly structured environments in order to be able to perform their tasks. The Constructionist theory calls for the teacher to discard standardized curriculum in favor of a more personalized course of study based on what the student already know. This could lead some students to fall behind in performing their tasks and this could affect performance of slow learners. The second weakness of the theory is that it can actually lead students to be confused and frustrated because they may not have the ability to form relationships and abstracts between the knowledge they already have and the knowledge they are learning in the classroom (Papert, 1980). Despite the above weaknesses, the researcher still opted for this theory because it brought out factors that could contribute to evaluate the effectiveness of teaching methods on students' academic performance in public and private secondary schools in Lang'ata sub-county.

The researcher chose the Constructionist Theory to support the Experiential Learning Theory because the learners as active participants are involved in structuring their own learning experiences. As they adopt new knowledge through Experiential Learning theory, the importance of how they relate new experiences to existing knowledge is very crucial. Therefore, in this research, the two theories complemented each other.

2.2.3 Cognitive Theory

There are other theories related to the study but were not incorporated. An example is cognitive theory as proposed by Piaget 1936 in Kendar (2014) focused on the study of how people think, understand, and know the curricular need to be developed that take into account the age and stage of thinking of the student. Cognitive development explains how a child constructs a mental model of the world, as cognitive development is a process, which occurs due to biological maturation and interaction with the environment.

Each time a student is taught something he could have discovered for himself, that student is kept from inventing it and consequently from understanding it completely (Duatape, 2013). Students act differently hence should be taught using a variety of teaching methods. The theory emphasize on the individual's active construction of understanding. This theory, as much as it gives insight to learning and acquisition of necessary knowledge, was not be adopted for this study because of the following weaknesses: It's focus is on development rather than learning and thus it does not address learning of information or specific behaviors and proposes discrete stages of development, marked by qualitative differences, rather than a gradual increase in number and complexity of behaviors, concepts and ideas.

2.3 Review of Conceptual and Empirical Literature

According to Kimweri (2004),teaching methods are ways in which teaching and learning is organized and managed to promote smooth acquisition of knowledge by learners. Teaching methods have also been described as approaches or plans that outline the approach that teachers intend to take in order to achieve the desirable objectives (Geiger, 2015). This involves the way teachers organize techniques used in delivering of subject matter, teaching tools and teaching material to meet teaching objectives. In other words, teaching methods are a road map through

which a teacher organizes and delivers education content to students. In teaching and learning, different instruction strategies are used. The methods are determined by factors such as number of students, age and the topic to be taught (Asikhia, 2010).

2.3.1 Teaching Methods used in Teaching Kiswahili Subject

Oigara (2011) categorizes teaching methods into two categories: teacher centered and student-centered methods. Learner-centered methods of teaching involve a state where students construct their own understanding of content and develop a personal feeling about the learnt concepts (Jacobson and Kauchak, 2009). Chika (2012) further notes that learning occurs most in collaborative classrooms where students are encouraged to ask questions, define problems and lead conversations. This means that student centered approach puts much focus on enquiry and problem-based learning thereby making students the center point of learning and this makes students' interactive instruction the most powerful method of teaching.

The significance of student led learning approach is that students influence the content, activities, materials, and pace of learning. The student learning approach put more emphasis on a student as a central component of learning-teaching process in school. The instructor creates platforms and avenues for students to learn independently and from one another and offers supportive supervision to students as they learn so that they can learn skills they need to do so effectively. The student led teaching addresses issues coming from techniques such as replacing active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Effective implementation of student centered learning approaches can act as conduits of student's motivation

to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Collins, 2015).

Greitzer (2015) opines that in the modern society, many academicians and scholars recommend adoption of more supple student-centered methods to enhance active learning. The use of student centered approach is aimed at stimulating learner's interest in learning, analytical research, critical thinking and enjoyment among students. The student centered approach technique of teaching is also considered more valuable since it does not centralize the flow of knowledge from the teacher to the student. The approach also stimulate goal-orientation behavior among students, hence making the method very effective in improving student achievement .Some of the main student centered approach used in teaching Kiswahili subject include; Question & answer method, group work, demonstration, guided learning, and role play/drama. These methods are elaborated in the subsequent paragraphs (Hesson and Shad, 2013).

First example of student centered approach is question and answer method. This method of teaching involves both teaching and oral testing based on questions whose responses are to be provided by students. Question and answer method of teaching is applied in all approaches of teaching and is one of the basic and successful ways of stimulating students' thinking and learning (Ndirangu, 2015).

Second is group discussion method, which is a teaching technique that encourages students in a large or a small group to focus on a particular topic and freely contribute ideas. It is a vital component of any form of instruction or learning because it permits students to share their ideas (Ndirangu, 2015). Some teachers may prefer using group discussion method at the beginning of a topic to ascertain students' preconceived notion of the subject matter while others prefer to use it towards the end of a sub topic by presenting students with a new situation and asking them to

explain it in terms of what they have just learnt. The discussion group method stimulates sharing, exchange of ideas, experience and opinions accompanied by active learning with all member of the group participating in it (Kimweri, 2014).

The advantage of discussion method of instruction is that it helps to increase learner's depth of understanding and grasp of the subject matter. Besides, group discussion method spurs motivation, generates greater involvement of the learner, and promotes development of leadership skills as well as the development of learner's skills of organizing and presenting ideas to others in a logical form. Group discussion method also fosters the spirit of cooperation among learners and teachers thereby leading to effective learning. However, discussion method of instruction has been found to have some limitations such as time consuming, can only be used effectively with a limited number of learners and if not well handled some extrovert learners may dominate the discussion (Kimweri, 2014).

Third is demonstration teaching technique that is a practical display of the progression of an idea or concept with the view of showing clearly the fundamental principles or actions involved Teaching by demonstration is a useful tool available to a teacher and plays an important part in teaching of skills; however, for a demonstration to be effective it should immediately be followed with a practical session in order to reinforce procedures .The significant of demonstration method of teaching is that it makes learners get the actual experience of what they are learning and interesting to learners and thus promote their attention and retention. However, demonstration method has been faulted on the basis that; it is time consuming and expensive, needs through preparation in practice and rehearses before the session, enough teaching and learning materials are required to successfully conduct a demonstration, it is more appealing when used with a group that has a limited number of learners (Kimweri, 2014).

Fourth is role-play which is a teaching technique in which participants are asked to accept a different identity to try to think their way into someone else's situation and perhaps, into their minds as well. It helps children to become more interested and involved, in not only learning about the material, but learning also to integrate the knowledge in action by addressing problems, exploring alternatives, and seeking novel and creative solutions to problems. Role-play encourages the children to empathize with the position and feeling of others, and to look beyond their immediate assumptions and expectations. Pupils achieve a deeper understanding of their own view and those of others (Jacobson & Kauchak, 2009).

The other category of teaching methods is the teacher-centered method of teaching that takes the form of one-way communication where by a teacher delivers the learning content orally while the learner listens or takes down notes (Kimweri, 2014). This technique is regarded as an autocratic form of teaching because it allows very little or no room for active participation of the learners thereby leaving little time for the student to give feedback on the effectiveness of the presentation during teaching to the teacher (MIE, 2013).

Teacher-centered approach take place when teachers teach and later they examine taught concepts by giving students exercises related to the teacher's presentation during or after the lesson as a means of finding out whether students grasped the knowledge passed on to them by the teacher. The teacher has the prerogative to choose a teaching method to use to teach the students as well as the authority to decide how and when to teach the topics depending on the ability of the students. This is considered sensible since teachers are familiar with the language, which the students are not, leading to separation of the process of teaching from that of assessing or testing and the teachers are able to discover the weakness of students or areas they did not understand in the course of learning

and are therefore able to find a way of bringing the point home (Brad, 2010). Teacher-centered teaching techniques include lecture method, drilling and questioning.

Lecture is the most commonly used method of instruction in Kenya. This method is a one-way communication where teacher talks to students in an authoritarian way and in its pure form, the student have no opportunity to ask questions or offer comments during the lesson (MIE, 2013). The advantages of a lecture method are; it is useful when introducing new subject matter or presenting overview summaries to student, it can be used for teaching a group of any size and the teacher to cover a lot of content in short span of time. The shortcomings of lecture method are; it does not take into account individual needs, feeling or interest of students, no feedback from students is required, if not properly planned can led to boredom, it is difficult to assess whether or not learning through lecture is poor and to what extent, the quality of learning through lecture is poor and not permanent and, the teacher spends a lot of time preparing detailed notes which are rarely learnt by the student (MIE, 2013)

Teachers develop a teaching style based on their beliefs about what constitutes good teaching, personal preferences, their abilities, and the norms of their particular discipline (Watson, 2013). Some believe lessons should be teacher-centered, where the teacher is the expert and the authority in presenting information. Others take a learner-centered approach, viewing their role as more of a facilitator of student teaching (Ahmad & Aziz, 2009).

An assessment was conducted by Roblyer (2010) on the influence of teaching methods on student achievement on end of course standards of learning test for algebra I Virginia's institute and state university. The study targeted only university students and collected by analyzing the test scores mark sheets and questionnaires filled by the students. The study revealed that teachers dominated classroom talk and students talked only when called upon like in the case of answering

questions. The study also found out that the lecture-based format of most schools instruction lacked the flexibility necessary to meet the linguistic and academic needs of learners.

On the contrary, a study by Sajjad (2011) in Karachi Pakistan on effective teaching methods at higher education level sought to determine the effectiveness of the various teaching methods used for teaching students at graduate level at the faculty of arts and established that lecture method was the best teaching method followed by group discussion, other teaching methods rated were individual presentation, seminars, workshops, conferences, brain storming and case study. From the studies done by Roblyer (2006) and Sajjad (2011), it may be interpreted that same teaching methods have different impacts on learners. These may be so because teaching of science subjects may require practical teaching methods while humanity subjects may be taught using methods like lecture methods.

Roblyer (2010) continued to note that constructivists believe that knowledge is generated by the learners through experience-based activities rather than directed by instructors and opined that learners are to be responsible for their own learning. He also feels that they need tasks that are challenging, authentic and multidisciplinary. Roblyer's study did not involve other important stakeholders like the lecturers who are central in deciding the best suitable teaching approaches to employ in teaching. The current study fills the gap by including teachers who play a key role in operational planning and use of teaching methods in teaching and learning as well as principals, who as administrators supervise, coordinate and ensure that facilities are in place in the integration and use of teaching methods in the teaching and learning process

Ajayi (2012) did venture into investigating the effects of teaching methods in second language (L2) teaching and learning among the teachers of British University, Dubai. In this study, the researcher found out that the classroom interaction might depend on teachers preparedness of

activities that arouse students attention and stimulates them to learn. So the lessons which had variety of activities were more interactive than those with minimal interactive activities. He further noted that in group and pair work activities learners have the opportunity to engage in the zones of proximal development and consequently learning is facilitated.

The researcher then concluded that classroom interaction is sustained during interaction as students negotiate meanings and modify utterances hence feedback, is essential to explain whether the acquired utterance is correct and gives opportunities to focus on production and comprehension. He then recommended different patterns of interactions to be employed like pair/group work which will extend opportunities for output and results in negotiation of meaning which enhance student learning activity. This study is different with the current one in that it zeroed in on university teachers on their experience of teaching L2 to students whereas the current study will focus on performance of students of secondary schools and whether the teaching methods have any influence, whether positive or negative, on their academic performance .The study also informs the current study to explore other methods used in teaching and the effect they have on learner's achievement.

Anorue (2014) conducted a study on patterns of teacher-student interaction in social studies in Imo state secondary school in Nigeria and noted that an effective classroom is one in which the teacher uses varied teaching styles for instruction. This study confirms that varied teaching methods bring classroom effectiveness, which may range from having all students involved in the teaching and learning process effectively to improvement in academic performance. Another study conducted by Asante and Mereku (2012) investigated the extent to which a particular activity based teaching method was employed in teacher's classroom practice and not necessarily, how effectively the method had improved learners performance in Ghana. The study used a range of procedures for

data collection. These were analysis of moved and discourse patterns in observed lessons and a survey of teaching skills used in teachers classroom practice.

The study found out that teachers should use investigation or activity methods, which are directed towards learning a task that encouraged inquiry, creativity, manipulative and manual skills. Teachers should make students learn by activity and not passive reception of what is taught, and emphasize on understanding rather than rote memorization. Activity based learning was found to influence a student's academic performance positively. Whereas the study by Asante and Mereku (2012) on abysmal performance in Mathematics in basic school students of junior secondary schools in Ghana singled out a teaching method of activity based learning, the current study looks at the effectiveness of all the teaching methods used in teaching Kiswahili and how they influence a learner's academic performance in the Kiswahili subject.

Namasaka, Mondoh and Wasike (2017) conducted a study on effects of sequential teaching methods on retention of knowledge in Biology by secondary school students in Kenya. The target population comprised of 18 old category national schools in existence before 2012. Purposive sampling was employed to generate a sample size of eight schools and 402 students and found out that demonstration, experiment and lecture methods were effective as students taught using those methods recorded an improvement in the tests they were subjected to as compared to those taught using lecture method. This may be the case as Biology involves experiments. The study by Namasaka, Mondoh and Wasike (2017) zeroed in on Biology and employed purposive sampling in getting a sample size while the current one explored effectiveness of teaching methods in Kiswahili and used simple random stratified sampling to get it's sample.

Cheruiyot (2015) did a research on verbal interaction patterns in relation to students' performance in physics in Baringo sub-county. In his study, he used Flanders Interactional Analysis Categories System (FIACS) Theory by Flanders (1970). The findings obtained showed that teachers whose classrooms were dominated by indirect verbal interaction patterns had their students participate more than those of teachers whose lesson were dominated by direct verbal interaction patterns. The ultimate results of this study revealed that schools which used indirect verbal interaction recorded higher performance in physics as compared to those schools, which used direct verbal interaction. Whereas the study by Cheruiyot (2015) employed the Flanders theory and was investigating relation between verbal interactions and students' performance in Physics, the current study employed Experiential Learning and investigated the effectiveness of teaching methods on students' Kiswahili performance. The findings presented inform the current study to investigate the extent of effectiveness of teaching methods used in teaching the Kiswahili subject.

2.3.2 Choice of Teaching Methods

Research has revealed that the biggest determinant of student's academic performance is the teaching method used by the teacher in delivering content. Academic performance is widely exam oriented which implies that the student has to reproduce the knowledge imparted to him or her in the classroom. Teaching methods determines a lot how much learning takes place and so how much knowledge the student is able to gain. Nwagbo (2011) states that the many teaching methods are meant to explore student's diversity based on personality types, talents as well as students interests. Content differs in terms of complexity and length and so various teaching methods that exist are meant to help the teacher to get the most appropriate teaching method for various content.

The choice of an appropriate teaching technique is essential for effective teaching and learning and influences the effectiveness of teaching and learning process. Teaching as a continuous

process is constantly aimed at bringing about desirable changes in the learner through various teaching-learning methods (Oigara 2011). In the modern society, many academicians and scholars recommend adoption of more supple teaching methods to enhance active learning (Greitzer, 2015) and recommends that whatever method a teacher decides to use, let it be of the learner's interest in learning, analytical, stimulates critical thinking on the learner and bring enjoyment among students. Oigara (2011) indicates that effectiveness of a teaching method is reflected in the outcome of the teaching-learning process, which is grades and marks. The choice of a teaching-learning method determines how much knowledge the learner gains and retains.

Hartweg (2016) conducted a case study to identify the factors that influence planetarium educator teaching methods at a science museum located in the southwestern United States. Findings of the study revealed that choice of a teaching method was influenced by what the student already knew, teachers' experience and teachers' education. Effective teaching only seems to happen when the teacher has achieved a high level of competence in her subject matter and he or she is not afraid of moving in any direction that either the subject matter or the students move her or him. The study conducted by Hartweg (2016) employed a case study and zeroed in on planetarium educators at an informal science centre and used interviews and observation to collect data whereas the current study employed convergent parallel mixed methods approach, zeroed in on Kiswahili subject and employed interview schedule for principals and questionnaires for students and Kiswahili teachers to collect data.

Reilly (2016) conducted a study on key components to creating effective collaborative teaching and learning environments in Waitakiri primary school in Kent, England. Findings revealed that the selected instructional method should also be convenient and easy to apply by the teacher. The teacher, being a facilitator of teaching-learning process, ought to be able to apply with

ease the selected instructional strategy. Some instructional strategies depend on the teacher's preferences, motivation and preparedness among others. Subject matter also determines the method used. Some materials are abstract and so need methods that will see the student make the most out of the teaching-learning process. While some concepts can easily be understood through a simple lecture method, others may require discussions or watching to concretize the intended content.

Teaching methods also depend on the available teaching resources such as projectors, computers, drawing materials, teaching aids and materials, experiments, creative arts resources, nature walk, field trips among others. These resources capitalize on specific learning areas such as visual and audiovisual which enhance understanding of the selected content. Whereas the study by Reilly (2016) used survey methodology and interview schedules to collect data from teachers and principals, the current study collected data from students too using questionnaires, as they are the main recipients of these teaching methodologies.

A study conducted by Masaiti and Manchishi (2011) on responsiveness of the University of Zambia pre-service teacher education programme to schools and communities revealed that teachers must control the knowledge and skills they seek to impart, possess requisite skills and competencies to transit students to the desired outcome. Subject competence alone may not be enough. For a teacher to be effective, he or she must have a thorough knowledge of pedagogical methods to complement his/her subject knowledge. The choice of a method of teaching enhances content delivery and achievement of learning objectives. A good method always yields to realization of instructional objectives, smooth classroom management and good student behavior management. A good choice of a teaching method may involve varied activities that are properly conducted and managed.

The belief that all knowledge is embedded in a social context is of extreme importance when a teacher is planning for curriculum implementation, structuring exercises or deciding on the most effective pedagogical methods to use in order to make learning a meaningful and lasting experience for the students. A teaching method that fails to take into consideration a student's social context and disregard the imperativeness of the social learning process may not yield achievement of the education goals. Teaching methods that require endless rehearsal of facts by students, serves no purpose except to frustrate and bore them.

Teachers' attitude and beliefs were also found to influence choice of a teaching method. Teaching like any cultural practice is embedded in beliefs and practices that are difficult to change. It has been observed that people learn to teach partly because of growing in a culture by serving as passive apprentices for many years when they themselves were students. When they face challenges of the classroom, they often abandon new practices and revert to the teaching methods their teachers used. The negative attitude thus jeopardizes professional standards by influencing effectiveness of teaching methods.

One must also examine the external social world in which an individual's life has developed. In schools, we can understand the child's developing mind by studying the social interactions of teaching and learning. Teaching is occurring when performance is achieved with assistance. If the teacher does not help the child to achieve this shift, and then she/he has not fulfilled her role as an educator. Effective teaching and performance only seems to happen when the teacher has achieved a high level of competence in his/her subject matter.

A study by Ikechukwu (2015) on factors influencing effective teaching of Chemistry: A case study of some selected High schools in Buffalo City Metropolitan Municipality, Eastern Cape South Africa indicated that teaching experience could be revealed from a teacher's reliable ability

to handle a certain job. Teaching experience is frequently included as a variable in educational research but not clear if its effects seem to emerge. Ikechukwu (2015) observe that teaching career does not do so in a linear fashion. It is observed in some studies that learning increases with teaching experience especially after the early years of classroom associated with tendencies for teachers to reject innovations and alterations in educational policies. On the contrary Partini (2005) offer a different view by arguing that teachers should acquire good teaching experience for successful teaching as this will make them swift, adaptable, efficient, able to employ a variety of adequate instructional materials as well as face the students with confidence.

The choice of an instructional method depends on a number of factors. First, the selected method must be favorable to the learners. The learner is the most important person in the teaching-learning process. This implies that the selected method must consider the learner before everything else Ikechukwu (2015). A teacher should therefore consider age, cognitive development, learner's interest, disabilities, strength and weaknesses among other parameters. The key purpose of a teaching method is to help the learners to be able to crystallize knowledge in their own way and not the teacher dominating the whole process as seen in the traditional teaching methods.

The teaching method also should not give the teacher any form of dominance in the classroom because teaching is meant to help the learner and not the teacher showing his or her pedagogical prowess. The teacher should therefore consider the learners age, interest, content complexity, entry knowledge, cognitive development and weaknesses in the selection of an appropriate teaching method. The teaching method should also suit the content as well as the available teaching-learning materials such as learning aids, projectors, computers, blackboards among others (Ikechukwu, 2015).

Time availability was found to be an important determinant in the choice of a teaching method. Teachers constrained with time may use teacher friendly teaching methods to meet pressing expectations. The method selected should be able to help the teacher achieve the lesson objective within the allocated time. Some teaching methods need more time to be effective as compared to others. According to Oigara (2011), this is common in many schools when nearing national exams and the syllabus has not been completed in good time. In some cases, students have to attend extra remedial classes (despite remedial classes being banned by the government) listening to the teacher and taking notes because of the quick countdown to national exams. The methods used in such cases are purely teacher centered and so impact less on the student. The study by Ikechukwe (2015) conducted a case study in selected secondary schools in Buffalo city Metropolitan whereas the current study included both public and private secondary schools in Lang'ata sub-county.

Learners' acquisition of Kiswahili language skills majorly depend on syllabus coverage. Syllabus coverage is very important in achieving educational goals (Kiminza, 2012). It is more likely that teachers are well aware of teaching learning strategies that are most liked by students and are more effective. However, teachers tend to feel that the volume of work that has to be covered jeopardizes their ability to teach effectively. A fully professional teacher will command all of these useful and desirable practices and learn to apply them to those aspects of the curricula for which they are most efficient (Masaiti & Manchishi, 2011). A teacher should form groups within a class and adapt their activities according to the progress each group makes (Muturi 2015 and Masaiti & Manchishi, 2011).

Teachers spend most of their time assigning activities and monitoring the students to ensure that they are on track and directing recitation sessions to assess how well students are doing and

providing corrective feedback in response to students' errors. Teaching should involve a session where a teacher presents a skill, a strategy or a process to students, shows them how to do it provides assistance as they make initial attempts to perform the task and assure them that they can be successful. All concepts develop through language use accompanying joint activity (Masaiti & Manchishi,2011).

A study conducted by Omotere (2011) on the impact of teachers' teaching methods on academic performance on Secondary schools in Ogun state Nigeria found out that effective teaching method brings about effective learning. The study also puts forward several points that should be considered when selecting a teaching method. The following are some of the dimensions to consider; the teaching method should suit the ability of the teacher, it should suit the ability of the students, suit the subject matter, suit the teacher's relationship with the students, knowledge of subject matter and interests, suit the student's relationship with the subject matter among others. Other factors which are important to consider include; availability of time, teaching experience, and the teacher's attitude.

Wepukhulu & Waithemia (2008) opines that the teachers need to select a teaching method based on intelligent analysis of the learning objectives, the cognitive development of the learners and complexity of the content. Moreover, the teacher should also consider the various advantages and disadvantages of various teaching methods as well as technicalities in the application. A poorly implemented teaching method is not helpful to the learners just as the choice of an inappropriate teaching method is of no use to the learner.

A study conducted by Kiplagat (2004) in Nairobi province, Kenya on the factors that influence choice of teaching techniques used by Biology teachers confirmed that development of skills largely depended on methods of teaching and studies have shown that no single method is

best for all teachers and learners and the factors that influence teaching methods include subject matter, the objectives, facilities and other factors in relation to the learners' needs. For example learners' aspirations which become a reality through knowledge and skills previously acquired in school.

The study by Kiplagat (2004) is different with the current study in that it zeroed on Biology subject, drew a sample population from the entire Nairobi region and employed descriptive survey design whereas the current study employed convergent parallel mixed methods design and looked at the factors that influenced choice of teaching methods in Kiswahili, focus being on schools in Lang'ata sub-county.

Not many studies have been done on what informs choice of a teaching method. The few that have been done like the study by Kiplagat (2004) focused on other subjects like Biology. This study sought to find out what influences a choice of teaching method in Kiswahili subject.

2.3.3 Influence of Teaching Methods on Learners' Academic Performance

A study conducted in USA by Haas (2012) focused on the effect of teaching methods on student's achievement. The study looked at teaching methods used in all subjects and established that teaching methods influenced student learning. A similar study on the effects of teaching methods on academic performance was carried out by Gulobia, Wokadala and Bategeka (2010) in Uganda and focused on the link between educational inputs; teaching methods and pupils' performance in primary schools and found that teaching and learning strategies contribute to better school performance.

Mereku (2012) carried out investigations on the factors that affected mathematics performance in college Komenda-Ghana. The study also revealed that teachers and students' self-motivation also influences mathematics performance. A study by Wambile (2016) on mathematics and science teachers' perceptions and expectations of SMASE INSET in Trans-Nzoia district–Kenya focused on four subjects and established that teacher's training such as the use of learner-centered methods in their classroom practices was essential in the achievement of teaching and learning.

A study by Akman and Mugan (2010) focused on the relationship between teaching methods and academic performance of students undertaking accounting courses in Turkey. The study took duration of two semesters and focused particularly on methods used in teaching units of principles of financial accounting and managerial accounting. The participants who were enrolled in the courses were first assigned to treatment and control groups. Treatment group students solved assigned problems or cases in groups in class, while in the control group the instructor lectured on and solved the problems and cases. The study findings revealed that there was no significant relationship between the academic performance and methods of instruction used.

Mugailwa (2006) carried out a study on the effectiveness of SMASSE project among schools in Ngong' division of Kajiado district in Kenya. The study aimed to determine the level at which the SMASSE project was being implemented in Ngong' division of Kajiado district. The study targeted science teachers, principals of public schools and officials who were actively involved in the implementation of the project. The study adopted survey design to carry out the study and used research instruments such as questionnaires, observation schedules, structured interview guides and document analysis to collect the data. The study found that teaching method was one of the impediments affecting student's performance in KCSE.

Nyamboga, Gwiyo, Njuguna, Waweru, Nyamweya and Gongera (2014) conducted a study on the effects of leadership styles on student's performance in Tana River County. The study findings revealed that teacher factors, such as teaching styles, mastery of the subject matter, instructional techniques and strategies, classroom management, communication skills and personality contributed to poor performance among students. In addition, the study established that student factors such as; study habits, time management, attitude and interests play a big role towards achievement in mathematics. Again, the study established that environmental factors such as parents' values and attitudes, classroom settings and peer group influence academic performance of students in mathematics subject. It was observed that teaching methods directly influenced student's performance and therefore the current study sought to establish the methods used in teaching Kiswahili in secondary schools in Lang'ata Sub-County and how the methods influence student's performance.

Nwagbo (2011) states that teacher-centered methods in general crumbles the students learning opportunities as the teacher is basically focused on grades and syllabus coverage other than actual learning in Mombasa, Kenya. He states that students retain very little of the knowledge acquired through lecture method. Retention of knowledge is through memorization and drilling instead of active personalized knowledge construction by the student. He states that most Kenyan schools rate learning in terms of grades and marks and not how much knowledge the student actually has gained.

2.3.4 Challenges Faced in Choosing a Teaching Method

Pre-service teacher training in Kenya has been blamed for some of the challenges bedeviling education in Kenya. They train teachers to disseminate knowledge ignoring the fact that teachers

are not just disseminators of knowledge but are expected to mold learners in a holistic manner. The society is very dynamic and this means that there will always be new expectations and challenges that education has to address. To remain relevant, teacher's competencies in teaching-learning have to be upgraded from time to time (Tsinidou, Gerogiannis & Fitsilis, 2010).

Steinfeld et.al, (2014) studying on the factors influencing effectiveness of teaching methods in Copenhagen City found out that reliance on a single teaching method makes the class boring and monotonous to the students. Students need change in the way they interact with the teacher and content in the classroom. Varying teaching methods help the teacher to address other needs, which may not necessarily be academic, but influence students' learning.

Kapucu, Yuldashev, Demiroz and Alslan (2014) studying on student's attitudes towards learning in North Carolina found out that teachers who are able to be detected by their students on their next course of action make little classroom impact on the students. The students can easily tell the next step the teachers likely to task and this lack of newness creates a negative perception of the teacher thereby influencing learning negatively.

A study by Young Peoples learning Agency (YPLA, 2014) in London focused on general attitudes towards science and science outside of schools found out that learners found science relevant to the society. Another finding was that learners from lower income backgrounds were not as positive about science as those from higher income backgrounds. In addition, younger learners were more positive than older learners were. This showed there was still some work to do in making science a more popular lesson at school to those groups. Mereku (2012) carried out investigations on the factors that affected mathematics performance in college Komenda-Ghana. The findings revealed that inadequate teaching and learning materials as well as lecturer method of instruction are some of the factors, which affect students' performance.

Ikechukwu (2015) found out that most of the teaching methods used in public schools are ineffective and outdated as compared to those used in private schools in Nigeria. The study revealed that most public schools are strained due to bureaucratic teacher management by education officers that in the end demotivates the teacher. A demotivated teacher is less creative and less passionate and so does teaching because it is a career and not a means of holistic learner development.

Irungu (2011) conducted a study on teaching and learning of chemistry subject under the SMASSE programme in secondary schools in Makuyu Division of Murang'a County and established that effective teaching methods helped to change the attitude of learners and teachers in a positive way. Through the SMASSE programme, chemistry teachers were expected to prepare lesson plans and this had helped them incorporate learners' feedback in succeeding lessons. However, the study noted that the SMASSE curriculum required some review considering that some teachers often over-repeated the activities, which were covered during the previous sessions. The study also established that trainees lacked adequate equipment such as text books, laboratory apparatus and equipments and handled classes having more than the required number of learners. It is from this insight from these studies that the current study needed to find out the challenges faced in choosing a teaching method in Kiswahili subject.

Olayiwola (2013) cites poor consumption of research knowledge on teaching methods as one of the most serious deterrent of creativity and innovation in teaching methods in Kenyan secondary schools. The study found out that many high school teachers were not exposed to research as they were overwhelmed by class work and tight working conditions and expectations to meet and so resort to routine teaching methods. (Mwiriya, 2012) further confirms administrative or class work in Kenyan schools limits the teacher's ability to employ various teaching methods, as they need prior preparation and if possible testing. He states that teachers with manageable

lessons are very effective and their students record better results in exams than teachers with so much school responsibilities. Overwhelmed teachers are detached from the students because they do not easily build an engagement with the class.

There has also been the challenge of transition from the traditional to digital pedagogy and this has made effective application of ICT a nightmare in Kenya. In 2005, MOE sought to integrate ICT in education through chapter 7 of sessional paper No.1, 2005 (Republic of Kenya, 2010). There has been remarkable progress in the formulation and implementation of the ICT policy in education alongside other sectors of the government. In 2006, Kenya promulgated a National ICT Policy, which among other roles sought to set the objectives and strategies pertaining to ICT and education in Kenya (Brannigan, 2010). This was to be done under the guidelines of the Ministry of Educations (MOE), which also aims at enhancing effective use of ICT to increase access, learning and administration in delivery education programmes and services. The main objective is to integrate ICT in the delivery of education and training curricula. This policy, among other objectives aimed at promoting the development of an integrated e-learning curriculum to support ICT in education, Promotion distance and virtual learning particularly in higher education and training and to facilitate development of content to address the educational needs of primary, secondary, and tertiary institutions.

Despite all these efforts by the government, there has been a limited impact of ICT in the teaching of sciences in primary and secondary schools in Kenya. Science teachers had not been trained in both soft and hardware and therefore could not apply them in their teaching. Therefore, the actual impact of ICT in the classroom hasn't been fully realized in the Kenyan education system. Computer studies are an elective subject in secondary schools and very few students choose

it. This is a serious drawback to effective digital implementation in all subjects because the learners and many teachers are foreign to computers and other digital resources (Brannigan, 2010).

Most of the computers used in schools in Kenya are second hand and some are obsolete. This has derailed the effectiveness of ICT in the curriculum since these computers break down easily and there are no technicians to repair them. Even if a school had enough computers, it would be hard to get other infrastructure and key equipment such as projectors and adaptive computer laboratories and accessories because they are costly (Chuttur, 2015).

Fruition of ICT in the Kenyan education system has been hampered by a host of factors such as inadequate resources such as electricity, hardware, internet and trained personnel to effectively implement a digital curriculum. A very small number of schools have internet access relevant soft and hardware. In their study of secondary schools in Kenya, (Chuttur, 2015) found out that there was lack of educational software as well as accessibility to the Internet access in schools. At the same time, 35-40% of secondary school teachers had never used a computer.

2.3.5 Strategies to Enhance Teaching Methods

Teachers have to meet diverse needs of their learners and this mostly depends on their rapport with their learners. All learners at a certain grade have to be taught the same thing but their personalities, interests, social-cultural backgrounds and health among others are different. All these variables partly determine how much a student gets from the teaching-learning process. The teacher is therefore with the responsibility of ensuring that all these students, in all their diversity, get the most out of the teaching-learning process (Tsinidou et.al, 2010). This makes it very necessary for the teacher to be empowered in instructional strategies alongside other teacher development initiatives.

A study in California by Pine, Roth, Jones, McPhee, Martin, Phelps, Kyle and Foley (2016) examined the degree of knowledge and skills acquired by students who learned through practice in comparison with students who learned using textbook. The study found general low scores on performance assessments on students who learned with textbook while students who learned through practice scored higher. Students in the hands-on classes were generally more favorable to science and had a better understanding of the nature of science than students had in textbook classes. This means that teachers should strive to involve their students in the teaching and learning process as much as they can.

A study by Ali, Altcher and Khan (2015) on the use of problem solving methods on enhancing student's performance in Pakistan recommended that problem solving method could help students perform better in mathematics than those taught by traditional methods. The methods exposed students to take responsibility of their own with the teacher acting as the facilitator. A study by Sajjad (2011) in Karachi Pakistan on effective teaching methods at higher education level sought to determine the effectiveness of the various teaching methods used for teaching students at graduate level from the faculty of arts and established that students' perception and ratings about the interesting and effective teaching methods is a way to suggest improvement on teaching or learning process.

Mereku (2012) carried out investigations on the factors that affected mathematics performance in college Komenda–Ghana. Based on the findings, the following recommendations were suggested: interactive methods of teaching which are core to improving students' holistic understanding of mathematical concepts needs to be used by mathematics teachers. In addition, stakeholders need to provide adequate teaching and learning resource to the Colleges of education. This study looked at strategies that would be employed to improve student's holistic understanding

of mathematical concepts whereas the current study aimed at ascertaining strategies that can be used to enhance teaching methods used in Kiswahili subject and in turn improve student`s academic performance.

Kalenywa (2016) researched on the impact of SMASSE project in Kasarani division in Nairobi and particularly compared science teaching techniques used by SMASSE trained teachers and teachers who were not trained by SMASSE. The findings from the study indicated that SMASSE provided teachers with skills that enhanced their teaching and learning skills thereby making class sessions more enjoyable. It was also discovered that students were likely to pay little attention when a teacher used long explanations and calculations while illustrating concepts of either science or mathematics on the chalkboard. The current study aimed at identifying strategies that could enhance the teaching methodologies used in the teaching of Kiswahili subject.

Computer gives learners a more comprehensive access to sources of information. They learn basic skills related to information retrieval. In class, the teacher and the manual are not the only sources of information. This improves the diversity of information, which expands the knowledge base of the learners. Furthermore, ICT integration allows for socialization of the learners` with their teacher, which is an important factor that enhances classroom instruction. This interaction can be through social media or specified websites. The government is urged to build more computer centers like that of The Kenya School Computer Center, which is an ICT based organization located at the Starehe Boy`s Center whose core responsibility is to import second hand computers and distribute them to schools at subsidized prices (Mereku 2012).

Benchmarking is also an important channel through which skills are transferred among teachers. Every school has its own culture and it is this culture that tends to shape almost every

activity and goal in the school. New teachers and learners have to join the bandwagon simply because this how things are done in these schools. This is retrogressive and denies creativity a chance. Benchmarking helps teachers to borrow skills from their colleagues in other schools that have likely excelled in a specific area of interests. Benchmarking is mostly done departmentally or as a school other than individually by schools. Teachers and students exposure challenges to creativity and so triggers them to approach things in a new way, breaking conservative barriers in their schools. Unexposed teachers and students therefore are unable to harness the greater pedagogical skills within the teaching fraternity and this is partly the reason why some schools may perform poorly in national exams (Chetalam, 2014).

The key purpose of benchmarking is value addition. Teachers are able to innovate their pedagogical skills, which would include improvement of existing methods or development of new ones that are more advantageous than the former. Benchmarking therefore helps to break vicious cycles in the teaching-learning process (Timperley, 2018). Higher education/training helps to strengthen the teacher's ability to deliver. Higher education helps to demystify some beliefs and stereotypes that may be making teachers not give their best to the learners. Teachers have an opportunity to learn latest advancements in the teaching methods through higher education.

In-service training should also be done to strengthen the teacher's instructional strategies. In-servicing builds the professional competencies of the teachers and the student stands to benefit more than the teachers do. In-service produces highly qualified, motivated, conscientious, creative and committed teachers who are able to constructively involve the students in the teaching-learning process (Ayeni, 2011).

Audio-visual teaching-learning methods are much more preferred teaching methods as they involve the whole person through hearing and sight. Audio-visual methods include use of films, recordings and photographs. Audio-visual teaching methods have made it possible for the use of ICT in teaching-learning and this is the future of teaching-learning across the world (Hattie, 2016). Audio visual methods give the learner a platform to learn on their own without necessarily depending on the teachers verbal instruction. Audio-visual methods help the learner to crystallize abstract knowledge.

Audio-visual methods improve multiple sense learning (eye, ear, touch), encourage participation, stimulates learners interest, individualize instructions, serves as a source of information and so makes learning permanent. Audio-visual learning therefore helps the learners construct knowledge more easily and faster. According to Moayeri (2010), learners directly retain 40% of content if taught through visual methods, 25% by auditory, 17% by tactile, 15% by mixed organic sensation and 3% by taste-smell. More resources and efforts therefore need to be channeled by the government, schools, teachers and parents towards the development and implementation of diverse audio-visual teaching-learning methods and materials.

2.3.6 Summary and Knowledge Gap

Despite noticeable unsatisfactory performance in Kiswahili subject in secondary schools, a review of the related literature indicated a significant gap in the area of study particularly on the effectiveness of teaching methods on student's academic performance in Kiswahili subject. It was noted that majority of the existing studies were based in developed countries and focused on factors causing poor performance in various subjects but none was specific on how teaching methods impacted student's performance in Kiswahili subject. The available studies in Kenya were generalized and failed to clearly establish the relationship between teaching methods and academic

performance of students. For instance, Nyamboga et al (2014) studied the role of leadership styles on student's performance in Tana River County and identified several factors that caused poor performance of students in mathematics and among them were teaching styles, mastery of the subject matter, instructional techniques and strategies, classroom management, communication skills, and personality.

Wambile (2016) explored the perceptions and expectations of mathematics and science teachers' involved in SMASSE project in Trans-Nzoia district and established that the use of learner centered methods in teaching promoted effective student learning. Mugailwa (2016) carried out an evaluation of SMASSE project in Ngong' division of Kajiado district and the study revealed that teaching method was one of the impediments affecting student's performance in KCSE.

Kalenywa (2016) researched on the impact of SMASSE in Kasarani division in Nairobi and focused on the relationship between methods of teaching used by SMASSE trained teachers and teachers not trained by SMASSE and established that SMASSE trained teachers adopted effective teaching methods that made learning interesting to students. Similarly, Irungu (2011) conducted a study on the methods of teaching and learning used in teaching chemistry subject under SMASSE programme in Makuyu Division of Murang'a County and found that trainees lacked adequate equipment such as text books, laboratory apparatus and equipment and handled classes having more than the required number of learners. This left a big gap and therefore the current study conducted an in-depth investigation to shed more light on the relationship between teaching methods and student's achievement in Kiswahili subject in secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains the methods that were applied in carrying out this study. The chapter covered the following sections: Research design, Target Population, Sample and Sampling Procedures, Research Instruments, Validity and Reliability of Instruments, Data Collection Procedures, Data Analysis Procedures and Ethical Considerations.

3.2 Location of the Study

Lang'ata Sub-County is one of the sub-counties of Nairobi County. Part of Lang'ata Sub-county is the biggest slum, Kibera, in the Sub-Sahara region in Africa. There are 18 secondary schools, 15 private and 3 public secondary schools. Many private schools are located in Kibera because of the high need of poor children for education and the presence of many NGOs (Non-Governmental Organization) who sponsor poor students.

3.3 Research Design

The research adopted a convergent parallel mixed methods approach; an approach of inquiry that combined both qualitative and quantitative methods concurrently, prioritizing both methods almost equally (Creswell, 2014). According to Watkins and Gioia (2015), the design advocates that a single data set is not sufficient to provide answers to a research question. Different types of questions require different types of data. In this case, the quantitative and qualitative methods complemented each other and provided for triangulation of findings, hence greater validity of the emerging inferences. Whereas the quantitative approach provided a more general understanding of the issue of effectiveness of teaching methods on the academic performance of students in the Kiswahili subject, the qualitative data provided a detailed and in-depth understanding of the same. In this convergent parallel approach:

A researcher collects both quantitative and qualitative data, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm each other. The key assumption of this approach is that both qualitative and quantitative data provide different types of information – often detailed views of participants qualitatively and scores on instruments quantitatively – and together they yield results that should be the same (Cresswell, 2014, p.219)

Both quantitative and qualitative have inherent strengths and weaknesses. Therefore, Onwuegbuzie and Frels (2013) argued that an increasing number of pragmatic researchers were advocating for conducting studies that utilized both qualitative and quantitative techniques within the same inquiry and went ahead to state that both qualitative and quantitative methods may be used appropriately within any research paradigms.

Key components of convergent parallel mixed methods approach, as with any other mixed methods approach, has to do with priority and sequence. In terms of priority, both qualitative and quantitative were given equal weight. In terms of sequence, the researcher collected both quantitative and qualitative data at the same time.

3.4 Target Population

According to Kothari (2011), target population is the total number of respondents in the total environment of interest to the researcher. The target population for this study consisted of all secondary school Principals, Kiswahili teachers and students of 18 secondary schools within Lang'ata Sub- County. There were 18 principals, 91 Kiswahili teachers and 7691 students in secondary schools in Lang'ata sub-county giving it a total population of 7800 (Lang'ata Sub-County Education Office, 2018).

3.5 Sample and Sampling Procedures

According to Kombo and Tromp (2013), a sample is a section or a sub-group of the population we intend to study and sampling is the process of selecting a subset or sample unit from a larger group or population of interest with the purpose of addressing the research questions. Cohen, Manion and Morison (2013) stated that it is adequate to take a sample of up to 20% of the total population for a large population and up to 100% of the total population for a small population in a convergent design in the mixed methods paradigm approach. Cohen, Manion and Morison (2013) continue to advise that a researcher may need to exercise prudence and ensure that the sample represents the wider feature by over estimating the required sample so as to take care of the non-response, attrition and respondent mortality e.g some participants will fail to return questionnaires, others return them unfilled among others. 50 % will be adopted and used in this study to get a sample size.

Both probability and non-probability sampling strategies were employed in this study. Cohen, Manion and Morison (2013) states that probability sampling uses random techniques to get a sample and every subject in the population stands an equal chance of being part of the sample size.

3.5.1 Sampling of Schools

Lang'ata Sub-County had 18 secondary schools (Lang'ata Sub-County Education Office, January 2018) out of which, 8 secondary schools, representing 44% of the total number of schools were selected to form a sample for this study. Due to the small number of public secondary schools in Lang'ata sub-county, all the 3 public secondary schools, representing 100% of all public secondary schools, were purposively included in the study and 6 private secondary schools representing 40% of all private secondary schools in Lang'ata Sub-County to form the sample. These schools were first put into two stratas; public secondary schools which were three and private

secondary schools which were 15. Non-probability sampling was used to purposively include the three public secondary schools in the study because of their small number.

Stratified random sampling was employed to select a sample of the private schools that took part in the study. The private secondary schools were again put into other stratas of boys' boarding schools which were four secondary schools, girls' boarding schools which were five secondary school and mixed day schools which were six secondary schools. Their names were written on pieces of paper, folded and put in three different boxes according to their categories of boys boarding, girls boarding and mixed day. The researcher then shook the boxes one after the other and picked the first two pieces of paper having names of secondary schools written on them from each box. The six papers were then unfolded and the names of the schools appearing on those papers were put together with those of the public secondary schools that were automatically included to form the sample size.

3.5.2 Sampling of Principals

Principals as the heads of institutions carry out both teaching and administrative work. In this study, the principals were purposively included because they are administrators who supervise, coordinate and ensure that facilities are in place and they play important role in the process of integration and use of teaching methods in the teaching and learning process in schools they head. 3 principals from the 3 purposively selected public secondary schools representing 100% of the principals of the public secondary schools and 6 principles from the private secondary schools representing 40% of all the principals of the private secondary schools were included in the study. Since each school had one principal, the study involved 9 principals.

3.5.3 Sampling of Kiswahili Teachers

Teachers play a key role in operational planning and use of teaching methods in teaching and learning. They are in a better position to provide relevant information about the choice and use of teaching methods in teaching and learning and their influence on students' achievement in Kiswahili subject. There were 91 Kiswahili teachers in the 18 secondary schools in Lang'ata Sub-County (Langata Sub-County Education Office, January 2018). There were four to five Kiswahili teachers in each secondary school in Lang'ata sub-county, therefore, all the 45 Kiswahili teachers from the nine sampled schools representing 100 % of all the teachers in secondary schools were purposively included in the study.

3.5.4 Sampling of Students

Students were targeted because they are exposed to teaching methods during the process of acquiring knowledge, skills and attitude. The study involved students of Form three and form four because they had been in schools longer than form one and two and they had more experience on the various teaching methods used by their Kiswahili teachers when teaching them. Cohen, Manion and Morison (2013) stated that it is adequate to take a sample of up to 20% of the total population for a large population and up to 100% of the total population for a small population in a convergent design in the mixed methods paradigm approach. Owing to the large number of students in form three and four, 20% were used to get a sample size of the students.

There were 900 students in form three and form four students in secondary schools in Lang'ata sub-county (Langata Sub-County Education Office Report, 2019) out of which 180 students participated in the study representing 20% of total number of students. The study employed stratified random sampling using equal allocation technique because for a heterogeneous

population, it produces a representative sample as it captures the diversity which otherwise is likely to be undermined through simple random or systematic random sampling (Alvi, 2016).

Students were put into class strata of form three and form four. From each school, 10 students from form three and 10 students from form 4 were selected. For each class, 10 small pieces were written “agree” and the rest “disagree” and folded. The students from each class picked them randomly. The student who picked the piece of paper written “agree” formed the sample.

Table 4:

Sampling Matrix

Category	Target Population	Sampling Procedure	Sample Size	Percentage
Public schools	3	Purposive	3	100%
Private secondary Schools	15	Stratified Random	6	40%
Principal (Public Secondary School)	3	Purposive	3	100
Principal (Private Secondary School)	15	Purposive	6	40%
Teachers	91	Purposive	45	50%
Students	900	Stratified Random	180	20%
Total	Study participants		234	

3.6 Description of Data Collection Instruments

Research instruments are tools that are used to collect the required data. The research instruments used to collect data included: Questionnaires for students and Kiswahili Teachers and interview guide for Principals.

3.6.1 Questionnaires for Students

According to Ogula (2010), a questionnaire is a carefully designed instrument for collecting data directly from people. The questionnaire had five sections which included: Part A dealt with demographic information of the students such as gender, whether in public or private secondary school, and the form they were in while Part B explored the effectiveness of teaching methods used in Kiswahili subject. Part C focused on influence of teaching methods on students' academic performance while part D examined challenges students faced in the methods their Kiswahili teachers used to teach them. Part E looked at the possible measures of enhancing Kiswahili teaching methods in secondary schools.

3.6.2 Questionnaires for Kiswahili Teachers

The questionnaire had five sections which included: Part A dealt with demographic information of the teacher such as gender, level of academic qualification, type of school they taught in, number of lessons they taught in a week, teaching subjects, experience, and if teaching another subject affected the way they taught Kiswahili while Part B explored the types of teaching methods they used in teaching Kiswahili and the effects they had on students' academic performance. Part C focused on factors which informed the choice of a teaching method while part D examined the influence of teaching methods on student's academic performance in Kiswahili subject. Part E focused on challenges faced in choosing a method of teaching and part F looked at the possible measures of enhancing Kiswahili teaching methods in secondary schools.

3.6.3 Interview Guide for Principals

According to Kasomo (2017), an interview is a technique for collecting information in which the researcher asks the respondent to respond to a number of questions in a face-to-face or

on-line conversation. Principals have a busy work schedule and may not get time to fill a questionnaire. Hence, to get information for the study, the researcher interviewed the Principals to obtain the data required to answer specific questions of the study. The information required was mainly on the type of teaching methods used in teaching Kiswahili and their effectiveness of students' academic performance, factors which informed the choice of teaching methods, the influence of teaching methods on student's academic performance in Kiswahili subject and measures of enhancing Kiswahili teaching methods in secondary schools.

3.7 Validity of Research Instruments

Before administering the questionnaires and interview protocol to the sampled population, face and content validity were determined. The use of professional experts is highly recommended by Creswell (2014) in establishing validity of an instrument. To establish face and content validity of the questionnaire and interview protocol, the researcher submitted these instruments to a panel of 3-5 professional experts in the area of Kiswahili at the Catholic University of Eastern Africa and requested them to go through the research instruments to ascertain if they captured information that would answer the research questions. Also, the researcher discussed the instruments with peer colleagues at St. Aloysius Gonzaga Secondary School so as to improve the content. The experts and peers gave their opinion on the instruments whether they captured the content of the topic or not. Then the researcher corrected the instruments to enhance their validity. In addition, it helped the researcher to improve on clarity and ambiguity of items, adequacy of instruction on the instruments, appropriateness of difficult level for the participants and correct any grammatical mistakes.

3.8 Pilot Testing

A pilot test helped to clarify the questions, eliminate ambiguities and identify redundancies (Mugenda, 2011). After designing the questionnaire, and after it had been validated, the researcher sampled 10 teachers and 10 students from two private secondary schools that were not among the 9 selected private schools. These participants were used to pilot the questionnaire items to counter check if the questions were addressing the issues and were clear to the participants. Twenty participants for pilot testing were way above the 10 participants recommended by McMillan and Schummacher (2016). This helped to clarify the questions, ease/difficulty of questions, eliminate ambiguities and identify redundancy. Piloting also helped to determine the time it took to answer the questionnaire so that the research does not disrupt the normal running of the school. Once the questionnaire had been formulated, it was presented to the statisticians at the research department at the Catholic University of Eastern Africa for validation

3.9 Reliability of Research Instruments

According to Johnson and Christensen (2012), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. To test for the reliability of this study's research instrument, pilot testing was carried out in 2 randomly selected private secondary schools in Lang'ata sub-county. The schools were not to be included in the actual study. The test-retest method was used to identify any deficiencies so that they could be corrected before the main study.

Lomax (2017) opine that Test-retest reliability is a method used to measure test consistence over time and the two results correlated to determine their reliability based on the correlation scale given by Lomax (2007); that is 1: perfect reliability, ≥ 0.9 : excellent reliability, $\geq 0.8 < 0.9$: good

reliability, $\geq 0.7 < 0.8$: acceptable reliability, $\geq 0.6 < 0.7$: questionable reliability, $\geq 0.5 < 0.6$: poor reliability, < 0.5 : unacceptable reliability, 0: no reliability.

The researcher administered the same test to the same group in the 2 pilot schools at an interval of 3 weeks. The reliability coefficient between the two scores were calculated using the Pearson product moment correlation coefficient formula (Lomax, 2017)

$$r = \frac{\sum_{i=1}^n ((x_i - \bar{x})(y_i - \bar{y}))}{\sqrt{\sum_{i=1}^n (x_i - \bar{x})^2 \sum_{i=1}^n (y_i - \bar{y})^2}}$$

Where;

N - No. of values or elements

X = First scores

Y – Second scores

After then, the researcher computed the reliability coefficient for the questionnaires and interview protocol and determined their reliability by comparing their reliability with the one on the scale given. As on appendix H, the above formula yielded a correlation index $r=0.8$ for teachers of Kiswahili and $r=0.7$ for students. The above correlation indexes were above 0.5 which is recommended.

3.10 Data Collection Procedures

Mugenda (2011) states that data collection technique is an established method or practice of capturing data while the data collection procedures refer to the protocol that must be followed to ensure that data collection tools are applied correctly and efficiently. With this in mind, the

researcher paid attention to logistical issues that included pre-field work, fieldwork and post-field work.

For pre-field work, before conducting the study, the researcher obtained authorization from the Catholic University of Eastern Africa (CUEA) and from the National Commission for Science, Technology and Innovations (NACOSTI). Using the NACOSTI permit the researcher sought authorization from the Sub-County Education Officer to access the sampled schools in Lang'ata Sub-County. During fieldwork, the researcher sought consent from respective principals of the sampled schools. The researcher then visited the schools to meet the respondents and explained to them the purpose of the study and sought consent from them before administering the questionnaires to the participants. This helped to create rapport between the researcher and participants. The researcher gave enough time to the participants to fill in the questionnaires at their convenient time and collected them one or two days later according to their availability.

The researcher then booked an appointment with the Principals of the sampled schools for interviews. Interviews were conducted using the pre-constructed interview guide. The interviewer then took short notes to capture all important information. Immediately after each interview, the researcher reviewed the notes with the Kiswahili teachers to ensure dependability of data collected.

3.11 Description of Data Analysis Procedure

Data analysis is the process of organizing data into meaningful and useful information that helps us to answer the research questions (Gay, Mills & Airasian, 2015). The research used quantitative and qualitative data analysis procedures. Data obtained from quantitative instruments was entered according to various variables and research questions in the Statistical Package for Social Sciences (SPSS) version 20 and was analyzed using descriptive statistics including frequencies and percentages. After analysis, data was presented using tables and figures.

Data obtained from qualitative instruments such as open-ended questions from questionnaires and interviews was systematically coded, organized to generate categories and themes based on research questions. The researcher then presented the data in form of narratives and direct quotes describing the effectiveness of teaching methods on students' performance in the Kiswahili subject.

3.12 Ethical Considerations

Ethical considerations were made at every stage of the research. Mugenda (2011) encourages ethical issues to be considered in the planning of the study, data collection and analysis, dissemination and use of the results. The principle of confidentiality was adhered to as much as possible in the research. All questionnaires contained a statement guarantee of confidentiality in bold letters in front on the questionnaire as "All information given will be treated as confidential."

The respondent had a right to privacy. The setting, style under which the study was conducted was under maximum privacy. Thus, the researcher avoided administering questionnaires to students in public areas like the dining hall but instead used their classrooms. The researcher also followed the non-maleficence/do no harm principle. Mugenda (2011) encourages protection of the rights and welfare participants. This includes the right to life, protection from pain and injury. Therefore, this research does not disclose information to third parties that may use the information to harm the participants. The information will only be shared with the stakeholders.

The principle of voluntary participation (after verbal informed consent) requires that people are not coerced into participating in research. With this, the participants had the right to refuse or withdraw from the research. To do this well, Gatara (2015) encouraged that the purpose of the research be clarified to participants. Therefore, the researcher included a short paragraph on the questionnaire to explain who was doing the research and why this research was being done.

The principle of anonymity which essentially meant the participant remained anonymous throughout the study was adhered to. Brooks, Riele & Maguire (2014) encouraged writing a report in such a way that people cannot identify a given response with a given respondent. To do this, coding of participants instead of listing names was employed.

During data analysis and reporting, the researcher avoided siding with the participants, reporting multiple perspectives and avoided disclosing only positive results. In reporting, the researcher employed the non-traceability technique where information was reported in generic terms such as “one teacher” or “one student” said this or that. As part of social responsibility, the report will be shared with stakeholders (Collins, 2015).

To avoid plagiarism and fraud, the researcher duly acknowledges all the authors of the works that are cited and any other information that is not the researcher’s own (Brooks, Riele & Maguire, 2014) and an anti-plagiarism report will be attached to this study in the appendices. Finally, the researcher has also avoided any incrimination. Approval to conduct research was sought from NACOSTI and the Catholic University of Eastern Africa.

CHAPTER FOUR

ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

In this chapter, the researcher presents findings of this study on the effectiveness of teaching methods on students' academic performance in Kiswahili subject in Secondary schools in Lang'ata sub-county. This chapter is organized into two sections. The first section describes the demographic information of the respondents. The second section presents findings on the effectiveness teaching methods have on academic performance of students in Kiswahili subject, what influences teachers' choice of Kiswahili teaching method, how teaching methods influence Kiswahili performance, challenges faced in choosing a Kiswahili teaching method and strategies to enhance Kiswahili teaching methods in order to improve academic performance in Secondary schools in Lang'ata sub-county. The findings are then analyzed and presented using tables and figures, interpreted and discussed per research questions

4.2 Response Rate of Participants

Table 5 presents response rate of participants in the study. Table 5 shows category of sampling, the target population and the sample size that was used in the study, the rate of participants who responded to the study and the percentage they represented. This table was included to show whether the respondents mirrored the target population and sample size for generalizations and conclusion. Table 5 shows that the study had a sample of two hundred and thirty four participants and all of them responded representing an overall response rate of 100 % which is satisfactory to make conclusions on target population.

Table 5

Response Rate of Participants

Category	Target Population	Sample Size	Response Rate	Percentage
Public schools	3	3	3	100%
Private secondary Schools	15	6	6	100%
Principal (Public Secondary School)	3	3	3	100%
Principal (Private Secondary School)	15	6	3	100%
Teachers	91	45	45	100%
Students	900	180	180	100%

4.3 Demographic Characteristics of Respondents

Demographic information of the participants is important for the study because it shows whether the respondents who participated in the study reflected the target population for purposes of making generalization and conclusions. The demographic characteristics examined included:

gender, form, type of school for students and gender, type of school, academic qualification, teaching subjects, workload and teaching experience for teachers.

4.3.1 Demographic Profile of Students

The study sought to find out the demographic characteristic of students. An item asking students to fill in their gender, type of school they were in and the level of education they were in was included in the questionnaire. The students' responses were as presented in table 6.

Table 6

Demographic Characteristics of Students

Category	No. of students	Percentage (100%)
Gender		
Male	85	47.2
Female	95	52.8
Type of School		
Public	60	34
Private	120	66
Form		
Three	90	50
Four	90	50

From table 6, in terms of gender, students were almost equal with 95 females representing 52.8% and 85 male representing 47.2%. This shows that the students captured in the study gave almost equal representation by gender, which offers a good basis for reliability of data collected.

In terms of type of school, most of the students, 120 out of 180 representing a percentage of 66% were from private schools while the remaining 60 representing a percentage of 34% were from public schools. This is the case because Lang'ata sub-county has more private schools as compared to public schools. The researcher could not cross tabulate the findings by type of school because there was unequal representation.

Going by the forms, the students were equal with 90 students from form three representing 50% and 90 students from form four representing 50%. Table 6 shows that all classes sampled in this study were representative enough to make inferences on the target population.

4.3.2 Demographic Characteristics of Teachers

The demographic characteristic of teachers by gender, type of school, academic qualification and years of teaching Kiswahili are presented in table 7.

Table 7

Demographic Characteristics of Teachers

Category	No. of teachers	Percentage (100%)
Gender		
Male	16	35.6
Female	29	64.4
Type of School		
Public	16	35.6
Private	29	64.4
Academic Qualification		
Master's Degree	7	15.6
Bachelor's Degree	29	64.4
Diploma	9	20
Years of Teaching Kiswahili		
1 -5years	25	55.6
6 – 10 Years	15	33.3
11 – 15 years	5	11.1
Weekly teaching workload		
1 - 6 lessons	1	2.2
7 – 12 lessons	1	2.2
13 – 18 lessons	1	2.2
19 – 24 lessons	8	17.8
25 – 29 lessons	34	75.6

Table 7 shows that 29 female teachers participated representing 64.4% and 16 male teachers representing 35.6% took part in the study. Table 7 shows a higher number of female participants in the study. This implies that most of the teachers who teach Kiswahili in Lang'ata sub-county are female.

From the 45 teachers who participated in the study, 29 of them representing 64.4% taught in private schools whereas 16 representing 35.6% taught in public schools. This was the case because Lang'ata sub-county had more private schools as compared to public schools, which are only three.

According to the findings, majority (64.4%) of the teachers had a Bachelor's Degree in Education (BED) followed by teachers who had Diploma in education (20 %) while the smallest number (15.6%) of the teachers had Master's Degree in Education (M.ED). This finding was interpreted to mean that all the teachers surveyed met the qualifications required to teach in secondary schools because the Ministry of Education set a minimum of diploma course for one to qualify to teach in secondary schools.

Teaching experience was a key consideration in the study because the number of years a teacher had practiced might influence his/her choice of teaching method. Equally, teaching experience determined teachers' attitudes and believed on adoption of teaching methods. In terms of experience, 25 representing 55.6% had taught for years between 1 – 5 years, 15 representing 33.3% had taught between 6 – 10 years while those who had taught between 11 – 15 years were 5 represented by 11.1%.

This data implies that more than 80% of the teachers had a minimum teaching experience of between 1 and 10 years and thus they were considered resourceful in sharing their experiences about how teaching methods influence academic performance of students in Kiswahili subject and it was also expected that given the qualifications, the teachers would with ease be able to put into

operation the syllabus content given the specific objectives. This meant that the teachers had the knowledge on which teaching methods were suitable to the learners. They were at a position of knowing the learning activities that would make the learners to acquire the Kiswahili language skills effectively that would in turn translate to good performance in Kiswahili subject.

This finding resonates with Watson (2013) who opined that teaching experience can be revealed from a teacher's reliable ability to handle a certain job and learning increases with teaching experience especially after the early years of classroom associated with tendencies for teachers to reject innovations and alterations in educational policies.

The study established that 75% of the teachers had 25-29 lessons a week. This translates to an average of five lessons a day. This could be attributed to insufficient number of teachers in secondary schools thereby forcing available teachers to go an extra mile in bridging the deficit. Heavy workload among teachers may affect teacher's mode of teaching due to exhaustion and work burnout. This echoes an opinion made by Kiminza (2012) that it is likely that teachers are more aware of teaching and learning strategies that are most liked by students and are more effective. However, teachers tend to feel that the volume of work that has to be covered is a lot as most teachers spend most of their time assigning activities and monitoring students to ensure that they are on track and directing recitation sessions to assess how well students are doing and providing corrective feedback in response to students' errors jeopardizes their ability to teach effectively.

4.4 Teaching Methods used in Kiswahili Subject in the Teaching and Learning Process

This involves the way teachers organize the techniques used in delivering of subject matter, teaching tools and teaching material to meet teaching objectives. In other words, teaching methods is a road map through which a teacher organizes and delivers education content to students. In

teaching and learning, different instruction strategies are used. Oigara (2011) categorizes teaching methods into two categories-teacher centered and student centered methods.

To understand students' liking of the Kiswahili subject, the researcher included a closed ended question in the students' questionnaire asking them if they liked or did not like Kiswahili subject and reason for their response.

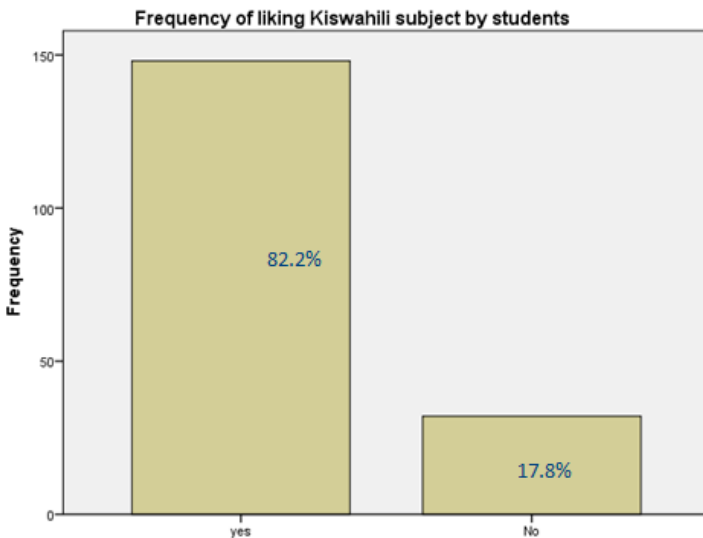


Figure 2: Students' frequency of liking Kiswahili subject

As shown in figure 2, 148 students representing 82.2% indicated that they liked Kiswahili subject while 32 of the students representing 17.8% said they did not like Kiswahili subject.

Those who indicated they liked the subject attributed their liking to the way their teachers taught them. They wrote that the way their teachers taught them was easy for them to understand and that made them to like the subject as much as they did not score good grades. Other respondents wrote that they had no option other than to undertake the subject because it was a requirement for them to join career(s) trainings they intended to pursue in the future.

Other students' responses indicated that they did not like the subject because their teachers marked their examinations strictly. An example was given that a student's exam script could be penalized by deducting marks if they did not punctuate their work properly. Other students indicated that some of the set books for example the novel (Riwaya) examined in paper three was complex for them to comprehend and unfortunately, it did not have an alternative book, as it is the case in English subject. Other respondents indicated that they did not like Kiswahili because it was not a requirement in the courses they intended to pursue in higher institutions of learning while others simply did not like Kiswahili subject due to the negative attitude they had towards their Kiswahili teacher(s) making them feel that their teachers' teaching methodology did not make them understand what they were being taught.

Therefore, to understand which teaching methods were employed in teaching Kiswahili in Public and Private Secondary schools in Lang'ata sub-county, an open-ended item was included in the students' questionnaire asking them to indicate methods that their teachers used to teach them. Table 8 indicates the frequency of methods their teachers used to teach them.

Table 8

Frequency of Teaching Methods used in Teaching Kiswahili

Teaching method	Frequency	Percent
Lecture	180	100.0
Question and Answer	180	100.0
Demonstration	54	30.0
Group work	179	99.4
Guided learning	64	35.6
Role play/drama	53	29.4

From table 8, the students indicated that their teachers mostly used a blend of Lecture method (100%), Question and Answer method (100%) and group work (99.4%). Demonstration method (30%), Guided learning (35.6%) and role-play (29.4%) were employed but to a lesser extent. The teachers also indicated their preferred teaching methods as shown in figure 3.

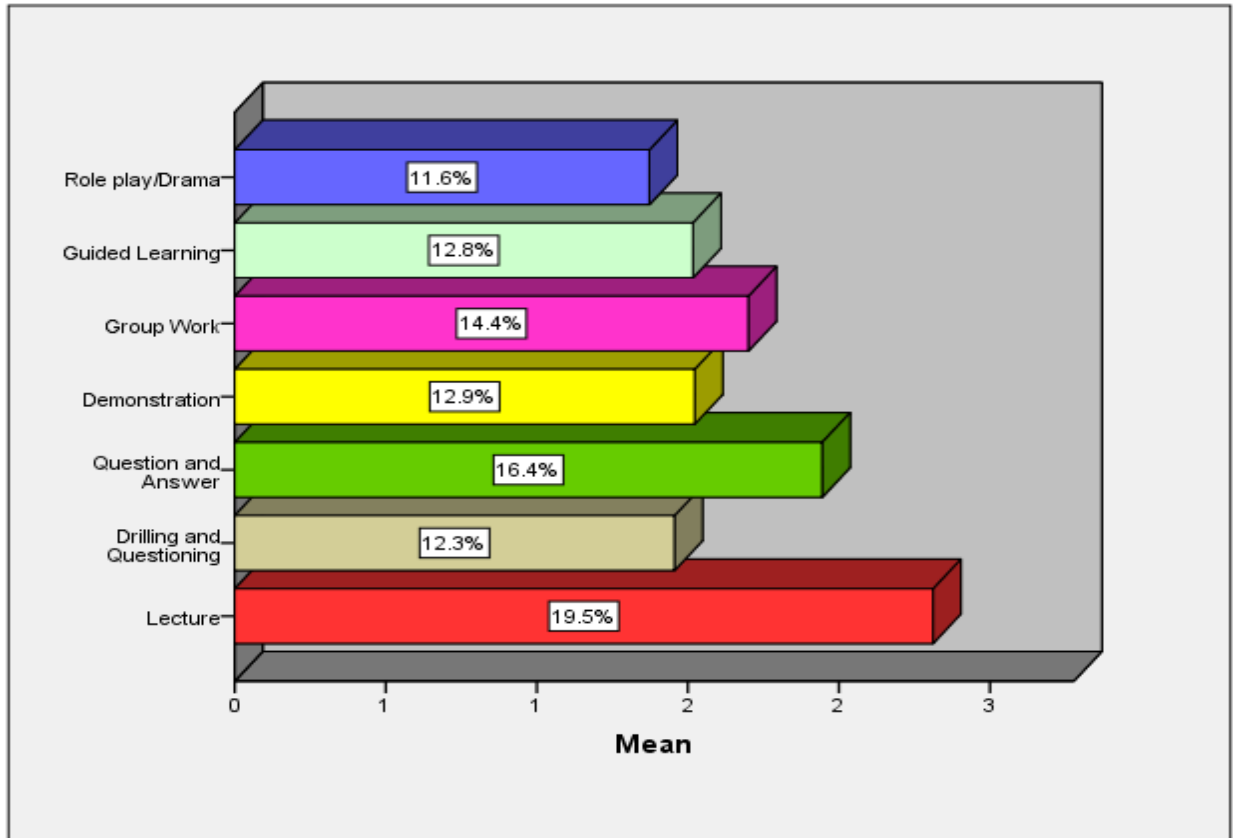


Figure 3: Preferred Methods of Teaching Kiswahili subject

The study revealed that lecture method (19.5%) was the leading method used by Kiswahili teachers followed by question and answer method (16.4%), group work (14.4%), demonstration (12.9%), guided learning (12.8%), drilling and question (12.3%) while role-play and drama (11.6%) ranked the least applied method of teaching Kiswahili subject.

In order to have an in-depth understanding of why the teachers preferred the teaching methods they indicated, an open - ended item was included in the questionnaire asking reason(s) for their preference. The teachers who indicated lecture method chose it because it was best and ideal especially when introducing a new subject matter to the learners and factual material is presented in a direct and logical manner. The learners had an opportunity to listen and ask questions thereafter

which teachers found as a time saver and helped them push and cover the syllabus for some of their teaching time/lessons were consumed by other equally important school activities like the ball games, music and drama festival. Teachers from public schools also indicated that lecture method was appropriate for them for they had large number of students per class and employing other methods of teaching would be just chaotic for them.

Most teachers who chose the lecture method indicated that they used question and answer method alongside the lecture method as it exhibited the learners' weaknesses and grey areas, and gave them an opportunity to address areas students had not understood. For the teachers who indicated use of discussion/group work indicated that they blended it with guided learning for they have to guide the learners on what is required of them before they embark on discussions. The teachers who indicated use of this method attributed it to the fact that the method made the students hands on and got involved in their own learning and it was pegged on Confucius, China's most famous teacher, philosopher, and political theorist words "I hear, I know. I see, I remember. I do, I understand".

For the teachers who wrote they used drilling and questioning said they used the method because their employment depended on the students' examination score in both internal examinations like the end of term and end year examinations. They however confirmed that this method was not sustainable because it was a short-term method that yielded desired results and needed constant revision of the subject matter, which was not sustainable as there are other areas to be taught and/or learnt.

Also, findings from the current study match up to findings from Roblyer (2010) and Sajjad (2011) studies. Roblyer (2010) who studied the effect teaching methods have on student achievement on end of course standards of learning test for algebra I Virginia's institute and state university found

that lecture based approach was the dominant mode of instruction used in the school. Sajjad (2011) on effective teaching methods at higher education level sought to determine the effectiveness of the various teaching methods used for teaching students at graduate level from the faculty of arts in Karachi, Pakistan established that lecture method was the best teaching method followed by group discussion, other teaching methods rated were individual presentation, seminars, workshops, conferences, brain storming and case study.

From the interviews, the principals indicated that they were aware of Kiswahili teachers using varied teaching methods including but not limited to lecture method, set book acting, group discussions and question and answer method. Principal P6 added, “I have seen the Kiswahili teachers supervise the students as they carry out discussions in groups. At one time they have invited the rest of the school to watch them role play as they staged Kigogo (the play- one of the examined set book)”.

4.5 Factors Influencing Choice of Teaching Methods in Kiswahili Subject

The second research question sought to establish factors that influenced choice of a teaching method in Kiswahili subject. This question was asked in the teachers` questionnaire and the responses were as presented in figure 4.

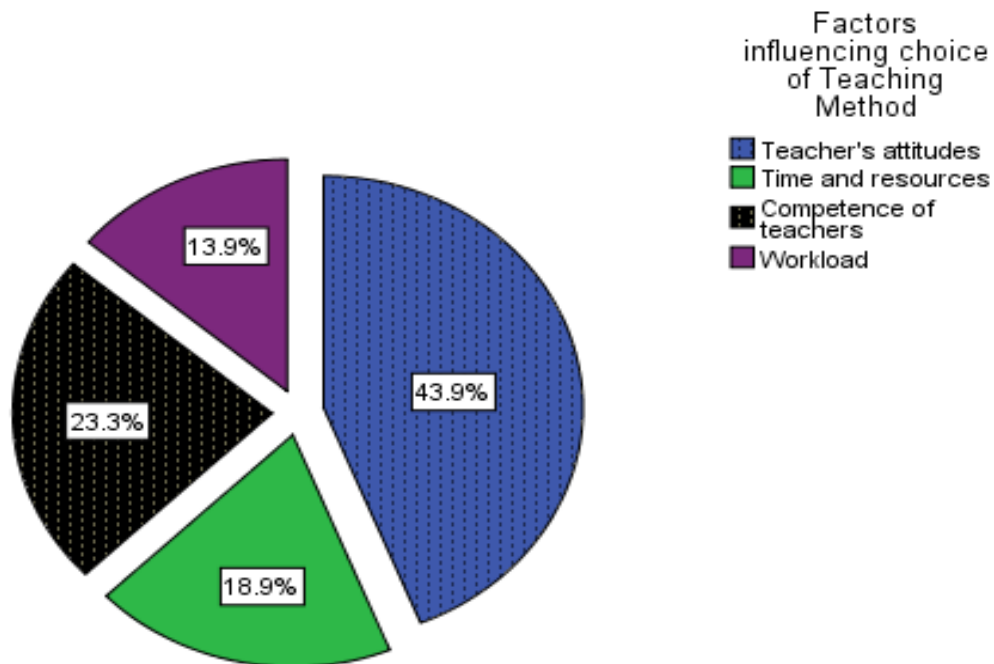


Figure 4: Factors Influencing Choice of a Teaching Method

According to the findings, teacher’s attitudes towards aspects to be taught were the main factor determining the choice of teaching methods among teachers (43.9%) followed by teacher’s competences (23.3%) as well as time and resources (18.9%) while workload representing 13.9% was the least determining factor of choice of teaching methods among Kiswahili teachers.

Most teachers (43.9%) indicated that their choice of a teaching method was dependent on the aspect to teach. They went ahead to explain that there was no one method that fitted all the subject matter to be taught. This was in line with findings by Kiplagat (2004) in his study that no single method is best for all teachers and learners.

The teachers mentioned that when introducing a new subject matter, they would go for lecture method and in few cases; they would formulate questions around the subject matter and ask their students to read ahead and find answers to those questions. This is also assented by Kiminza (2012) who indicated that a fully professional teacher would command all of these useful and desirable

practices and learn to apply them to those aspects of the curricula for which they are most efficient and effective.

Some teachers indicated that their choice of a teaching method depended on their beliefs. This was in line with the assertion by Watson (2013) who indicated that teachers develop a teaching style based on their beliefs about what constitutes good teaching, personal preferences, their abilities, and the norms of their particular discipline. Some believe lessons should be teacher-centered, where the teacher is the expert and the authority in presenting information. Others take a learner-centered approach, viewing their role as more of a facilitator of student teaching (Ahmad & Aziz, 2009).

Time available to prepare for what to teach was another factor that determined the choice of a teaching method. The teachers who indicated this also indicated that this was in line with time available to cover the syllabus. Principal P2 observed that, “different terms had different activities that is term one had ball games competition among schools, term two had Music and Drama festival plus the science fair among schools from the sub-county to the national level which ate into the time meant for covering the already detailed syllabus.” Principal P6 and Principal P8 added, “A lot of time was put towards practicing for the competitions and sometimes they had to use class time meant to cover the syllabus to do the practices so as to excel in those competitions which are in line with holistic learning.”

Other teachers noted that the time of the day that the Kiswahili lesson had been scheduled in the teaching timetable contributed to the type of method they would choose to employ. Some teachers indicated that they would prefer to use lecture method if the lesson was scheduled early in the day that was any time before noon and others indicated that group work and role-play would be their preferred mode of instruction if their Kiswahili lesson was scheduled in the afternoon. They

attributed this to the fact that students' mind tend to be alert in the morning after a restful night as compared to the afternoon when the students' mind was saturated. Principal P3 said that:

They preferred scheduling Kiswahili lessons in the afternoon because of the belief that Kiswahili was relatively an easier subject to learn and understand even if one is tired unlike the sciences (Biology, Physics, and Chemistry) and Mathematics that need alertness. Principal 5 added that after all, Kiswahili was the basic mode of communication.

Other teachers noted that availability of teaching and learning resources would inform the type of teaching method to employ in teaching Kiswahili. Teachers noted that in a place where the textbooks and set books were not enough for learners, they would obviously assume the lecture method as they waited for the Government to send textbooks to their schools. Principal P1 indicated that she was aware that most of the Kiswahili teachers mostly used lecture method because they had a strain in textbooks. Principals P2 and P3 echoed the same and added that some situations were beyond their control and had been perpetuated by the 100% transition from primary to secondary schools thereby straining the already limited resources they had. Principal P9 indicated that availability and sufficient teaching and learning resources enabled Kiswahili teachers to interchange teaching methods that that they deemed fit for the subject matter they were covering at the time.

This findings were in line with findings from the study conducted by Kiplagat (2004) on the factors that influence choice of teaching techniques used by Biology teachers and found out that among the factors that influence choice of teaching methods included subject matter, the objectives, facilities and other factors in relation to the learners' needs for example learners' aspirations which become a reality through knowledge and skills previously acquired in school.

4.6 Effectiveness of Teaching Methods on Students Academic Performance in Kiswahili Subject

The third research question sought to establish the effectiveness of Kiswahili teaching methods on academic performance. To do this, an item was included in the students' questionnaire asking the students to indicate how effective Kiswahili teaching methods employed by their teachers were and the reason for their response. The students' responses are as presented in figure 5.

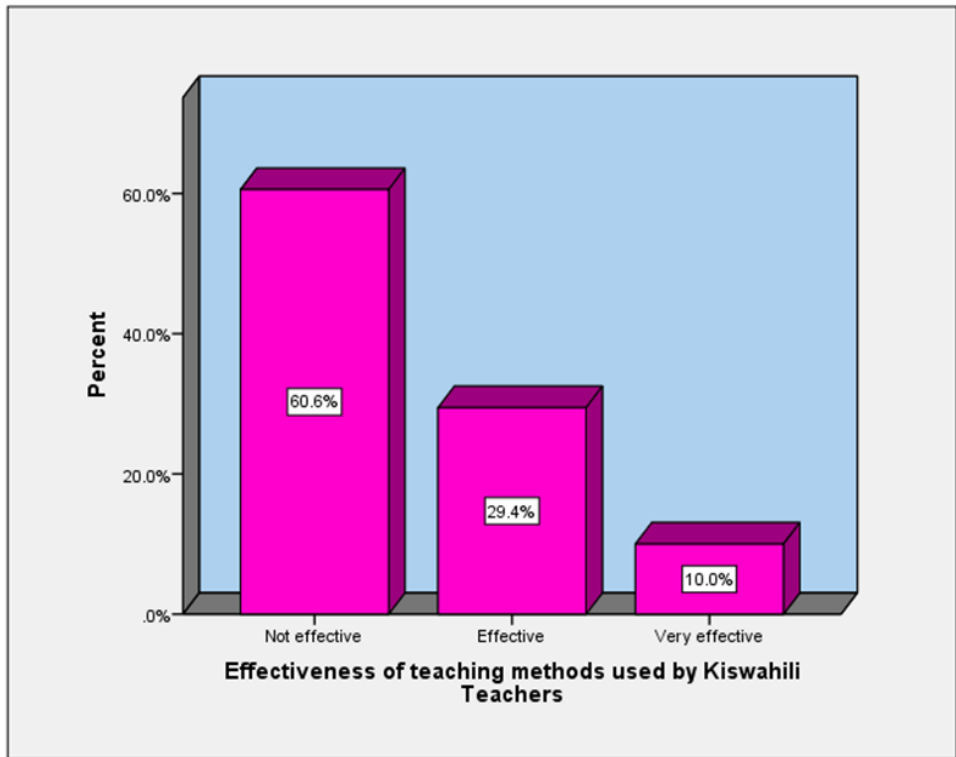


Figure 5: Effectiveness of Kiswahili Teaching Methods

According to majority (60.6%) of the respondents, teaching methods used by Kiswahili teachers were not effective while 29.4% and 10.0% of the respondents considered the methods used by Kiswahili teachers as effective and very effective respectively according to the role the teaching methods played in making them understand what their teachers taught them and subsequently the grades they scored. Majority of the students (60.6%) who indicated that the teaching methods their Kiswahili teachers used in teaching them were not effective attributed their ineffectiveness to the

fact that some methods like group discussions gave them time and chance to catch up with their friends and/or they found themselves drifting and discussing totally unrelated matters to the subject under discussion. Others indicated that they preferred learning on their own and not in groups.

Other students indicated that they were not good at role-play therefore; they depended on their group members to represent them. This made them drift to doing other things as they were assured their group members would represent them. Some students indicated that question and answer sessions threw them off balance and they felt embarrassed giving a wrong answer therefore making them not respond whenever asked a question. The 29.4% who indicated that the methods used by their teachers were effective indicated so because they attributed their performance to the teaching methods their teachers used. They appreciated the fact that they would understand what their teachers taught them enabling them to post the grades they scored.

The 10% of students who indicated that Kiswahili teaching methods were very effective sighted the fact that question and answer method gave them an opportunity to ask their teachers to clarify areas they had not understood and this greatly contributed to their good grade(s) in Kiswahili. Other students indicated that a method like group discussion gave them a chance to use another language that is “Sheng” which they were more familiar with thereby making them understand better.

In addition, other students indicated that they learnt best from their fellow students during group discussions and subsequent presentations, which also boosted their confidence. Other students indicated that question and answer method exposed them to many questions thereby aiding knowledge retention and therefore greatly contributing to their above average performance in Kiswahili subject.

These finding was inconsistent with a study by Namasaka, Mondoh and Wasike (2017) which established that demonstration, experiment and lecture methods were effective as students taught using those methods recorded an improvement in the tests they were subjected to as compared to those taught using oratory lecture method. This may be the case as Biology involves experiments.

Most principals P1, P2, P4, P6, P7, P8 agreed that teaching methods contributed, positively or negatively, to the Kiswahili grades that the students posted. Some of the influence they mentioned include: boosting confidence among learners, aiding knowledge retention, makes a student develop a negative or positive attitude towards the teacher and the subject they taught therefore influencing the students' performance either negatively or positively. A similar response indicated in a study conducted in USA by Haas (2012) who focused on the effect of teaching methods on student's achievement. The study looked at teaching methods used in all subjects and established that teaching methods had either a positive or a negative influence on student learning.

4.6.1 Overall Performance of Students in Kiswahili Subject

The researcher asked the teachers to rate the current performance of students in Kiswahili subject and they responded as represented in figure 6.

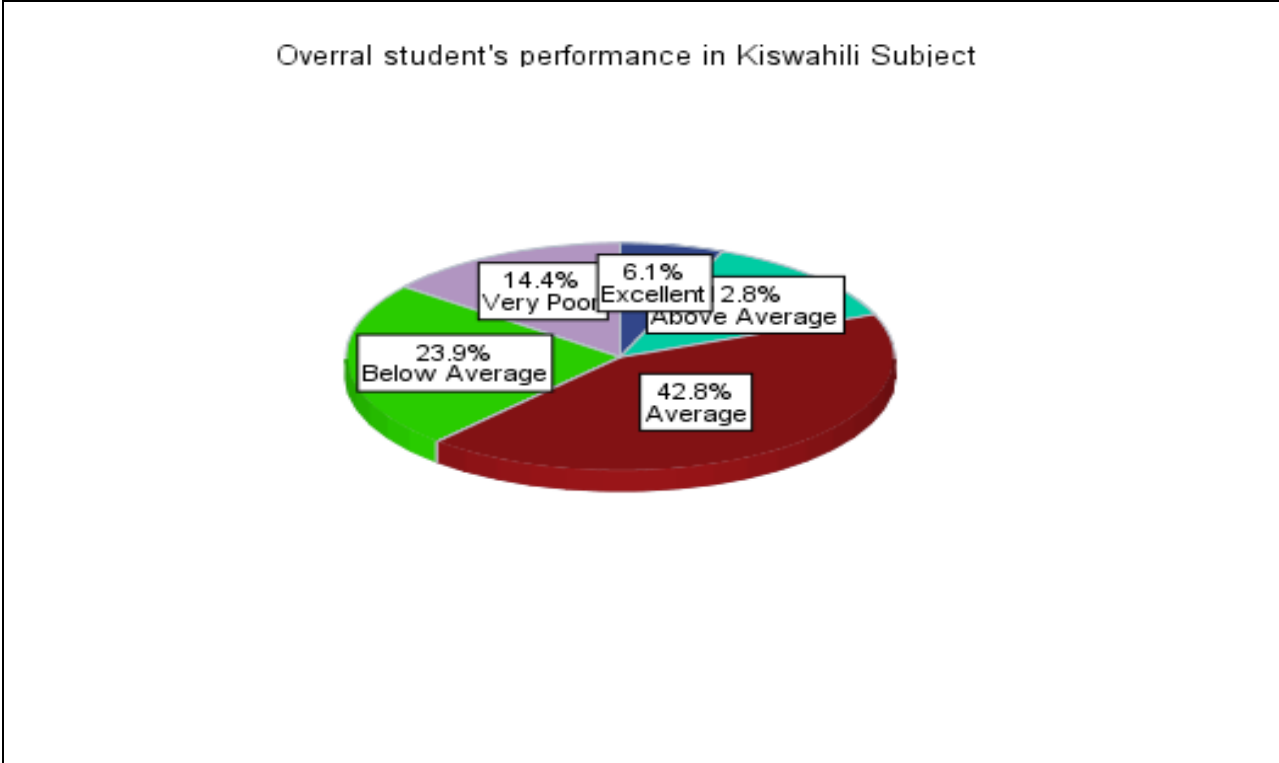


Figure 6: Overall Students’ performance in Kiswahili Subject

From the findings, 42.8% performed averagely, 23.9% performed below average while 14.4% of the respondents indicated that students’ performance was very poor in Kiswahili subject. Besides, 2.8% and 6.1% of the teachers indicated that student’s performance in Kiswahili subject was above average and excellent respectively. This finding indicated dismal performance in Kiswahili subject among students and this presents a big challenge towards attainment of academic goals in Kenya. Oigara (2011) indicates that effective teaching is reflected in the outcome of the teaching-learning process, which are grades and marks.

An item was included in the teachers’ questionnaire asking the teachers whether the teaching methods they used to teach their students had an influence and the influence it had on their students’ Kiswahili performance. The teachers responded as shown in figure 7.

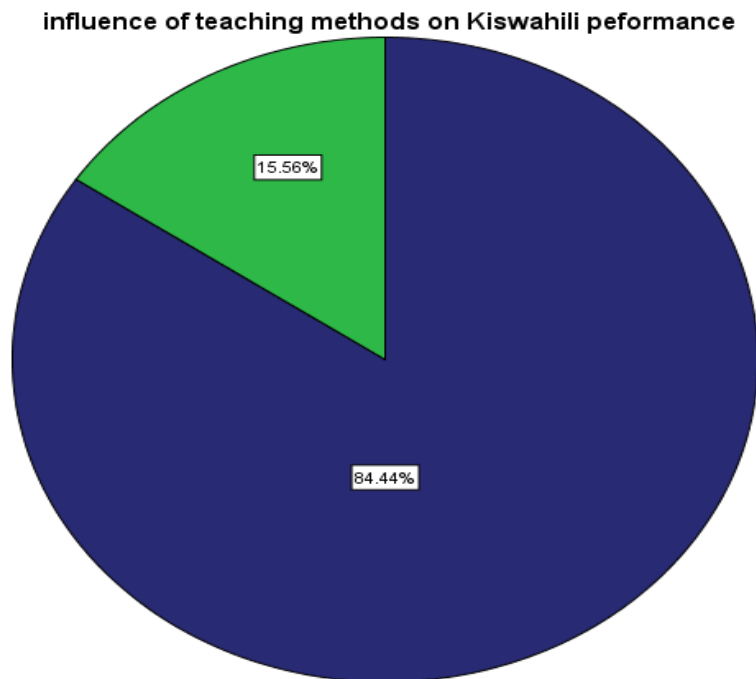


Figure 7: Influence of Teaching Methods on Kiswahili Performance

Most teachers, 38 of them representing 84.44% of the total number of teachers agreed that the teaching methods they employed to teach their learners had an impact in their learners' performance. This was in conformity with studies done by Haas (2012) and Gulobia, Wokadala and Bategeka (2010) that established that teaching methods had an influence on student learning and ultimately with exam scores of learners.

The teachers who agreed that the teaching methods they used to teach their students Kiswahili subject had an influence on their learners' Kiswahili performance explained that an effective teaching method(s) influenced performance positively and an ineffective method influences academic performance in a negative way. The way a student was taught aided in knowledge retention and this helped in understanding concepts that helped in performing well in an examination.

On the contrast, 7 teachers representing 15.56% disagreed that the teaching methods they employed had an impact on the learners' performance. Their explanation was that academic performance could be affected by many factors including but not limited to state of mind (sickness or tired) of a student when writing an exam. Attitude towards the teacher and/or the subject determines whether a learner was interested in the subject and actually learns or blocks their mind to learning which may affect the learners' exam score. It was clear that, from the teachers who disagreed that teaching methods had an influence on student performance, students' performance is solely dependent on how the student comprehend knowledge and puts it in writing in their Kiswahili examination.

Principals P3, P5 and P9 agreed to this and emphasized that syllabus coverage was another aspect that may make a learner post good or bad grades. P9 stated, "Sometimes I think we unfairly crucify teachers for the grades posted by learners forgetting that there are many factors in play like students' attitude towards the teacher and/or subject, syllabus coverage because these exams were tested from the syllabus, home environment and study habits among other factors that affect learning".

This observation by principal P9 shown that education was influenced by many factors and Principal P9's statement conforms to findings of a study carried out by Akman and Mugan (2010) who focused on the relationship between teaching methods and academic performance of students undertaking accounting courses in Turkey. The study findings revealed that there were no significant relationship between the academic performance and methods of instruction used.

The students' were asked to state how teaching methods influenced their academic performance in Kiswahili subject and the responses were as presented in table 8.

Table 9

Influence of Teaching Methods on Students' Academic Performance

Influence of teaching methods of academics	Frequency	Percentage
a) Promotes curriculum coverage	88	48.8%
b) Promote holistic learning	167	92.7%
c) Promotes classroom management	93	51.6%
d) Enhances academic performance	150	83.3%
e) Encourages student participation in learning	137	76.1%

According to the findings, majority (92.7%) indicated that teaching methods promoted holistic learning while 83.3% indicated that teaching methods enhanced academic performance of students. Equally, 76.1% of the respondents indicated that teaching methods encouraged student participation in learning, 48.8% of the respondents indicated that teaching methods promote curriculum coverage while 51.6 % of the respondents stated that teaching methods promoted classroom management. The findings were consistent with a study conducted in USA by Haas (2012) which focused on the effect of teaching methods on student's achievement. The study looked at teaching methods used in all subjects and established that teaching methods influenced student learning.

A similar study on the effects of teaching method on academic performance were carried by Gulobia, Wokadala and Bategeka (2010) in Uganda and focused on the link between educational inputs; teaching methods and pupils' performance in primary schools and found that teaching and learning strategies contributed to better academic performance. In addition, a study conducted by Omotere (2011) on the impact of teachers' teaching methods on academic performance on

Secondary schools in Ogun state Nigeria found out that effective teaching methods brought about effective learning.

4.7 Challenges Faced in the Choice Teaching Methods in Kiswahili Subject

A question was included in the students' questionnaire to find out the challenges they faced with the Kiswahili teaching methods and their responses were captured in table 10.

Table 10

Challenges Facing Adoption of Teaching Methods by Students

Challenges facing adoption of teaching methods	Frequency	Percentage
a) Negative attitude towards subject	107	59.4%
b) Insufficient time	89	49.4%
c) Many assignments	135	75%
d) Poor time management	118	65.5%
e) Preference of different learning methods	75	41.6%

Students constituting 59.4% of the respondents said that they had a negative attitude towards their Kiswahili teacher and the subject. The attitude was developed due to how their teachers treated or spoke to them in a harsh tone. Other students who indicated they had a negative attitude towards their teachers said that they had a negative attitude to Kiswahili subject because no matter how much they tried their best to perform better in the subject, they still scored low marks. Other students said they generally believed Kiswahili subject was difficult since it had many petty rules that would cost them marks.

Eighty nine (89) students representing 49.4% indicated that the forty (40) minutes allocated for each lesson was not enough for them to cover certain learning aspects. The students indicated that they faced a challenge of completing the work given to them and especially when discussing in groups. 135 of the students representing 75 % went ahead to explain that their Kiswahili teachers gave them a lot of work that they were unable to complete within the time allocated and their fellow students took advantage of the group discussion period to tell stories instead of focusing on the subject matter under discussion. Of those who confessed to using the time meant for group discussion for other totally unrelated topics, 118 of the students representing 65.5% wrote that they found this perfect and opportune time to catch up on matters trending on social media.

A number of students, 135 of them representing 75 % of these students further explained that work especially in literature “Fasihi” was too long in that it had three mandatory set-books (play, novel and short stories) Oral Literature (Fasihi Simulizi) and a poem. The students further explained that Literature “Fasihi” was too long and time allocated for the Fasihi lessons was not enough. They also indicated that Kiswahili had complex words that were beyond their comprehension.

Seventy five (75) students making 41.6% of the students indicated that they preferred to learn on their own other than in groups. They indicated that they understood better when reading alone than discussing in groups, which threw them to a world of confusion as each student, had their own explanation that they deemed fit. Other students indicated that they did not like the lecture method because they found it was boring and they forgot what was taught easily.

The same question was also asked in the teachers questionnaires. Table 11 shows the teachers’ responses.

Table 11

Challenges Facing Adoption of Teaching Methods by Teachers

Challenges facing adoption of teaching methods	Frequency	Percentage
a) Inadequate number of teachers	30	66.6%
b) Lack of enough T/L resources	9	17.2%
c) Heavy Workload	27	60 %
d) Laxity among Teachers	7	15.5%
e) Lack of Management Support	10	12.5%

The study established that there existed a number of challenges that hindered effective adoption of appropriate teaching methodologies in the surveyed schools. The main challenges identified included: inadequate number of teachers (66.6%), inadequate resources (17.2%), heavy teacher workload (23.9%), laxity among some teachers (15.0%) and lack of management support (13.3%).

From the responses, it was noted that Kiswahili teachers were not enough in the schools sampled for the study. This was evident from the workload where majority of the teachers mentioned that they had a workload of between 24 – 30 lessons a week. This was echoed by most of the Principals interviewed P1, P2, P3,P5, P7and P8 who confirmed that Kiswahili teachers had a big workload as compared to their colleague teachers in English because they had another teaching subject either Geography, History, CRE or French..

The principals went ahead to say that the workload was made even worse by the number of students in a class. Principals P1, P2, P3,P5, P7and P8 explained that this was made even

worse by the number of students in a class. The principals mentioned that there was a high number of students in classrooms because of the government directive of having 100 percent transition from primary schools to secondary schools and as so, no student should repeat a class. The findings were consistent with the study conducted by Irungu (2011) focusing on teaching and learning of chemistry subject under the SMASSE programme in secondary schools in Makuyu Division of Muranga County and established that teachers handled classes having more than the required number of learners and this negatively affected learners' performance.

P3 said "I shudder to wonder what these Kiswahili teachers go through. Imagine one teacher handling seventy (70) students and they are teaching all manner of aspects ranging from Insha, Lugha, Fasihi andishi and Fasihi Simulizi. They are needed to give assignments almost daily, mark and provide prompt feedback to learners. They also have another teaching subject to prepare for and implement in classes assigned to them. No wonder the Kiswahili performance across forms is wanting."

Some teachers also indicated that the workload was an impediment to their effectiveness in the type of teaching method they would employ. They found themselves going for familiar pedagogies. This concurs with a study carried out by Mocho (2012) and found out that due to the workload, Kiswahili teachers are left with the prerogative of deciding what topic, how and when to teach it in a given level of learning for example forms one, two, three or four.

Inadequate teaching and learning resources was another challenge that both teachers and learners faced in the teaching and learning process. Principals P1, P2 and P3 said that the

government took too long to deliver the teaching and learning resources and when they did, they did so in batches, which were not enough for all the learners. P3 explained that it had become normal to find five students sharing one book. The finding was consistent with studies carried out by Irungu (2011) and Asante and Mereku (2012) investigating the factors that affected mathematics performance in college Komenda –Ghana. The findings revealed that inadequate teaching and learning materials is one of the factors that affect students' performance.

4.8 Strategies of Enhancing Teaching Methods and Academic Performance of Kiswahili

Subject

Some Teachers, students and principals agreed that some teaching methods used in Kiswahili subject were ineffective thereby leading to dismal academic performance of students. The respondents were asked to suggest ways of enhancing teaching methods and academic performance of students in Kiswahili subject and the responses were as follows.

Students proposed that their teachers needed to incorporate multimodal methods of teaching and technology especially in Fasihi, The students also suggested that when being grouped for learning and revision, they should be mixed according to their capabilities so the seemingly bright ones uplift the slow learners. The students also suggested that when discussing in groups, their teachers need to supervise them so that they do not drift to other things that are outside the subject of discussion. They also suggested that their teachers needed to expose them to as many questions as possible. This can be done through both internal evaluations for example Random assessment tests, continuous assessment tests and external evaluations like symposiums and contents with students from other schools and get examiners to talk to them on the dos and don'ts when answering examination items

The teachers suggested that the government needed to up their game and provide enough learning materials, revise the syllabus to remove ambiguities that leave the teachers in limbo, class sizes to be reduced to manageable numbers, allocate Kiswahili lessons equal numbers of lessons as those of English and also for effectiveness purposes, let Kiswahili teachers teach one subject and also teachers to undergo regular capacity building.

The principals agreed that students need to be motivated with encouraging words and awards; training of teachers, provision of adequate learning resources and adoption of multimodal methods of teaching. Principals P2 said,

“Teachers need to be well-equipped on how to use appropriate methods of teaching teachers should not be considered as experts due to their certificates but for their performance and competence. “The Nation, Ministry or school and teachers themselves must make sure that teachers of Kiswahili are well equipped”.

Principal P4 said the following:

“I think the solution to this problem was that well- equipped, motivated and devoted teachers or experts are needed to teach this subject, particularly in government’s schools which have a large number of students”.

The provision of adequate teaching and learning resources in schools was also recommended as a way of enhancing implementation of appropriate teaching methods by Kiswahili teachers. This will help students interact with various learning materials which are pivotal in nurturing skills such as reading, writing, speaking and listening. One of the principals P8’ said,

“Teachers should be creative enough to involve learners to the process where they will interact with the provided materials.”

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented a summary of the research findings on the effectiveness of teaching methods on students' academic performance in Kiswahili subject in public and private secondary schools in Lang'ata sub-county. It then gave conclusions derived from the study. It further recommended various actions that stakeholders could consider. Further, it presented considerations for further research.

5.2 Summary of Findings

The study started by reviewing the education milestone Kenya has had since basic education was declared a universal human need in the Jomtien world Conference on Education For All (EFA) in 1990 which led to the development and adoption of The World Declaration on EFA in 1998, whereby all people in the world would easily access basic education. In 2000, The Dakar Framework for Action was drafted and it re-affirmed the resolutions of Jomtien Conference on Education. Education for All (EFA) initiative later became the basis for formulation of Millennium Development Goals (MDGs) which gave education a second priority (Moayeri, 2010).

According to the second MDG, by the year 2015, all children who had attained the age of schooling would be able to freely access basic education and the new constitution of Kenya had put basic education as a right for every school age going child. Achievement of this goal depended on cooperation of governments and the development partners. The good news is that there has been gender gross enrolment that has risen from the ratios of 88% in 2002 to 115% by the year 2017 and gender parity had also been achieved in the enrolment rates. Primary to secondary school transition rate has also improved from 67% in 2009 to 73% in 2017 with net enrolment rates rising from

92.9% in 2009 to 95.7% in 2017. The cabinet approved a bill in 2017 that guaranteed free ECD, Primary and Secondary Education. Though this goal had regional disparities as well as quality issues, it had, to a higher extent, been met (Ministry of Planning and Devolution, 2017).

The effectiveness of this teaching and learning process largely depends on the choice of the teacher's teaching method. Teaching as a continuous process is constantly aimed at bringing about desirable changes in the learner through various teaching and learning methods (Oigara, 2011). Whalen III (2012) alludes that effectiveness of a teaching method is reflected in the final outcomes of the teaching-learning process in form of marks, grades and mean scores. The choice of a teaching-learning method determines how much knowledge the learner gains and retains. Oigara (2011) categorizes teaching methods into teacher centered approach and learner centered approach. Teacher-centered approaches include lecture method, drilling and questioning.

In teacher centered approach, learning takes place when teachers teach and later examine taught concepts by giving students exercises related to the teacher's presentation during or after the lesson as a means of finding out whether students grasped the knowledge passed on to them by the teacher. The teacher has the prerogative to choose a teaching method to use to teach the students as well as the authority to decide how and when to teach the topics depending on the ability of the students. This is considered sensible since teachers are familiar with the language which the students are not leading to separation of the process of teaching from that of assessing or testing and the teachers are able to discover the weakness of the students or areas they did not understand in the course of learning and are therefore able to find a way of bringing the point home.

Collins (2015) explains that Learner-centered approach of teaching involves a state where students construct their own understanding of the content and develop a personal feeling about the learnt concepts. This means that student centered approach puts much focus on enquiry and

problem-based learning thereby making students the center point of learning and group work. The methods in learner centered approach include question and answer, group work, demonstration, guided learning, role play/drama and project based learning.

The significance of student led learning approach is that students influence the content, activities, materials, and pace of learning. The student learning model puts more emphasis on a student as a central component of teaching-learning process in school. The instructor creates platforms and avenues for students to learn independently and from one another and offers supportive supervision to students as they learn so that they can learn the skills they need to effectively.

However, student achievement is not only determined by the teacher's choice of teaching method. There are other intervening variables such as student attitude (towards the teacher and/ or subject), rapport with the teacher, school policies and rules, availability of teaching and learning resources, social-economic background of the learners and teachers, school environment, career choice, government directives and student personality type .

Students' Kiswahili performance in the Kenya Certificate of Secondary Education has been below average over the years. Studies have been carried out to determine the causes of this below average performance registered in these subjects and their recommendations employed so as to improve performance but still they continue to register below average grades. Little study has been done to ascertain effectiveness of teaching methods used in teaching Kiswahili subject, which is a core and compulsory subject and the second least performed subject that contributes greatly and directly to this below average mean score performance in secondary schools in Lang'ata sub-county hence the reason that informed this study.

In this study, the Experiential learning theory (ELT), advanced by David Kolb (1984) was used as a lens for the findings. Literature reviewed showed that both cognitive flexibility theory and constructionist learning theory had their weaknesses and strengths giving a basis for Experiential learning theory that aimed at utilizing the best from both the cognitive flexibility and constructionist learning theories.

Some empirical studies on the influence of teaching methods on students' academic performance in Kiswahili subject was reviewed and both successful and unsuccessful stories in terms of academic performance were reported. This clearly showed that there was no one-size-fits-it-all to education models. Therefore, contextual factors were important for each school making the researcher focus on schools in Lang'ata sub-county, with their own unique contextual factors.

The research adopted a convergent parallel mixed methods approach; an approach to inquiry that combined both qualitative and quantitative methods concurrently, prioritizing both methods almost equally (Creswell, 2013). In this case, the quantitative and qualitative methods complemented each other and provided for the triangulation of findings, hence greater validity of emerging inferences. Whereas the quantitative approach provided a more general understanding of the issue of effectiveness of teaching methods on academic performance of students in Kiswahili subject, the qualitative data provided a detailed and in-depth understanding of the same.

The target population for this study consisted of 18 principals, 91 Kiswahili teachers and 7691 students in secondary schools in Lang'ata sub-county giving it a total population of 7800. Since the researcher was using a mixed research approach, stratified random sampling and purposive sampling procedures were used. The research instruments that were used to collect data included; questionnaires for students and teachers and interview guide for principals. Data analysis was done and the main findings were presented. Ethical considerations were made at all stage of the

study. The studies' main findings were presented alongside themes related to the five research questions.

On the extent of teaching methods employed by teachers in Lang'ata sub - county, the students indicated that their teachers mostly used a blend of Lecture method, Question and Answer method and group work. Demonstration method, Guided learning and role-play were employed but to a lesser extent. Teachers revealed that they mostly used lecture method because teachers found it ideal in their classes which had many students when introducing a new subject matter to learners and it saved time as learners would ask questions on where they did not understand after the teacher had taught.

Question and answer method was also used alongside lecture method as it exhibited the learners' weaknesses and grey areas, which gave the teachers an opportunity to address areas students had not understood. Group work, demonstration, guided learning, drilling and question were also employed in teaching. They also mentioned that they used role-play and drama in teaching Kiswahili subject but to a lesser extent. From the interviews, principals also indicated that they were aware of Kiswahili teachers using varied teaching methods including but not limited to lecture method, set book acting, group discussions and question and answer method.

Most teachers who chose the lecture method indicated that they used question and answer method alongside the lecture method as it exhibited the learners' weaknesses and grey areas, and gave them an opportunity to address areas students had not understood. For the teachers who indicated use of discussion/group work indicated that they blended it with guided learning for they had to guide the learners on what is required of them before they embark on discussions. The teachers who indicated use of this method attributed it to the fact that the method made the students hands on and got involved in their own learning and it was pegged on Confucius, China's most

famous teacher, philosopher, and political theorist words “I hear, I know. I see, I remember. I do, I understand”.

For the teachers who wrote they used drilling and questioning said they used the method because their employment depended on the students’ examination score both in internal examinations like the end of term and in end of year examinations. They however confirmed that this method was not sustainable because it was a short-term method that yielded desired results and needed constant revision of the subject matter, which is not sustainable as there are other areas to be taught and/or learnt.

On factors influencing choice of teaching methods in Kiswahili subject, teacher’s attitudes was the main factor that determined the choice of teaching methods that a teacher would employ. Other determinants were competences, available time, resources and workload.

The principals, students and teachers all agreed that teaching methods had an influence, both positive and negative, on academic performance of learners. Positive influence included aiding knowledge retention, boosting self-confidence and subsequently posting good grades. Negative influences included: the methods like group discussion gave them a chance to discuss matters not related to the subject therefore contributing to their poor performance in Kiswahili, making them rely on students who seemed/were presumed to be doing well academically, teaching methods like question and answer method made some student shy away from answering questions and therefore greatly contributing to their below average performance in Kiswahili subject.

On challenges facing adoption of appropriate teaching method, students said that they had negative attitude towards their Kiswahili teacher and the subject they taught, not enough time to complete work given to them and especially when discussing in groups, work, especially in literature “Fasihi”, which was too long in that it had three mandatory set-books (play, novel and

short stories) , Oral Literature (Fasihi Simulizi) and a poem, different students preferred different learning methods due to their personalities. Teachers and principals noted that there was inadequate number of teachers making them have a huge work load, resources and especially teaching and learning materials, laxity among some teachers and lack of management support.

On ways of enhancing teaching methods, students proposed that their teachers needed to incorporate multimodal methods of teaching and technology especially in Fasihi, group formation by grouping students according to their capabilities so that the seemingly bright students uplift the slow learners. Teachers to supervise students when discussing in groups, teachers to expose learners to as many questions as possible through both internal evaluations for instance random assessment tests (RATs), continuous assessment tests (CATs) and external evaluations like symposiums and contests with students from other schools and get examiners to talk to them on the dos and don'ts when answering examination questions.

The teachers and principals suggested that the government needed to up their game and provide enough learning materials, revise the syllabus to remove ambiguities that leave the teachers in limbo, class sizes to be reduced to manageable numbers, allocate Kiswahili lessons equal numbers of lessons as those of English and also for effectiveness purposes, let Kiswahili teachers teach one subject and also teachers to undergo regular capacity building trainings.

5.3 Conclusion

On the type of teaching methods employed in teaching Kiswahili subject in secondary schools in Langata sub-county, the study established that Kiswahili teachers mostly used a blend of Lecture method (100%), Question and Answer method (100%) and group work (99.4%). Demonstration method (30%), Guided learning (35.6%) and role-play (29.4%) were employed but

to a lesser extent. The teachers indicated that lecture method was best and ideal especially when introducing a new subject matter to the learners, a time saver that helped them push and cover the syllabus for some of their teaching time/lessons were consumed by other equally important school activities like the ball games, music and drama festival and because of the large number of students per class as a result of the 100% primary to secondary transition directive by the Kenyan Government. Question and answer method was used alongside lecture method as it exhibited the learners' weaknesses and grey areas, and gave them an opportunity to address areas students had not understood. Guided learning method was used to guide the learners on what is required of them before they embark on discussions.

On factors that influenced choice of a teaching method in Kiswahili subject, teacher's attitudes towards aspects to be taught was the main factor determining the choice of teaching methods among teachers (43.9%) followed by teacher's competences (23.3%) as well as time and resources (18.9%) while workload was the least determining factor of choice of teaching methods among Kiswahili teachers.

Most teachers (43.9%) indicated that their choice of a teaching method was dependent on the aspect to teach. They went ahead to explain that there was no one method that fitted all the subject matter to be taught.

Research question three on effectiveness of Kiswahili teaching methods on academic performance established that teaching methods were core and their role on students' academic performance cannot be ignored. Teaching methods had both a positive and negative influence on academic achievement of students in Kiswahili subject. Some of the positive influence include but not limited to promoted curriculum coverage, holistic learning, better classroom management,

student participation, understanding, knowledge retention that eventually contributed to better performance in Kiswahili examinations. However, students' performance cannot entirely be based on teaching methods. There are other factors at play like students' environment, attitude, state of mind they are in when undertaking an examination, students' revision and syllabus coverage.

On challenges facing adoption of Kiswahili teaching methods, students indicated that they had a negative attitude towards their Kiswahili teachers from the way the teachers handled the students and subsequently Kiswahili subject, teachers gave students many assignments and time allocated was not sufficient to conduct those assignments and some students preferred different learning styles/methods. Teachers indicated that Kiswahili teachers were inadequate, schools did not have adequate teaching and learning resources, teachers had a heavy workload, there was laxity among teachers and they lacked management support.

On suggestions on strategies to enhance teaching methods and improve performance, students suggested that teachers incorporate multimodal methods of teaching especially in Fasihi, learners be grouped according to their capabilities so that the seemingly bright learners would uplift the slow learners, teachers to supervise learners in group discussions, and also expose learners to as many examination items as possible. Teachers also suggested that the Government needed to provide adequate teaching and learning resources on time, KICD to revise the syllabus to remove ambiguities from the syllabus, institution administrators to put up enough classrooms and reduce class sizes to manageable numbers, take teachers through regular capacity building and for effectiveness purpose, TSC to allow Kiswahili teachers to teach only one subject as it is the case with teachers of English. Principals emphasized the need for Kiswahili teachers to affirm and motivate their students to cultivate a positive attitude towards Kiswahili subject.

5.4 Recommendations

Following the findings and conclusions made, the following recommendations were made by the researcher, which if implemented, would improve Kiswahili performance.

To address the problem of inadequate teaching and learning resources, MoE, parents and the schools administrators to ensure that enough teaching and learning materials are availed to schools in time. These learning materials will ensure that learners are exposed to knowledge and improve on learning that will eventually help the students post good grades in their Kiswahili performance.

For the purpose of ensuring that all learners are given enough academic attention by their Kiswahili teachers and Kiswahili teachers have manageable workload, Teachers Service Commission is urged to allow Kiswahili teachers teach only Kiswahili as it is the case with English and also employ and deploy many Kiswahili teachers to schools taking in consideration the student population and the teacher pupil ratio. This will help teachers have a manageable work load and give students individualized attention to ensure that each student is attended to well.

MoE to organize for regular in service training for Kiswahili teachers as it is believed that in service training addresses contemporary issues in Kiswahili, update the teachers on new Kiswahili materials, new set books, expose the teachers to dynamics of teaching the subject and enhance their teaching skills which will help the teachers in dealing with the wider Kiswahili curriculum, shade more light and help teachers understand various methodologies and how to incorporate them in their day to day teaching and expose them to new changes in the approach to KCSE Kiswahili examinations which will in turn enable them to guide the learners through their study and in tackling examination.

The researcher recommends KICD to revise the Kiswahili syllabus as to remove ambiguities for example on Virai, shamirisho, uandishi wa insha ya wasifu na tawasifu, uhuru wa mshairi,

Riwaya ya Chozi la Heri, vitenzi (halisi na vikuu, vishirikishi vipungufu na vishirikishi vikamilifu), na uchanganuzi wa sentensi changamano.

About the negative attitude that students have towards Kiswahili subject, the schools administration is also urged to formulate and implement sound Kiswahili language policy as it is believed that language policy helps students achieve fluency in Kiswahili. This fluency will help the students in writing the correct spellings in their examinations and in turn boost their performance.

About the negative attitude that students have towards Kiswahili subject, it is recommended that Heads of Kiswahili/Language Department to request the Board of Management through the principals to have Kiswahili examiners and motivational speakers who are well versed in Kiswahili subject to motivate the learners so that they can change their attitude towards Kiswahili subject. Teachers are also being asked to expose their students as many questions as possible, through supervised group discussions or in form of tests which should be marked and responses given promptly. Also, teachers are being asked to correct their students in an encouraging and respectable manner.

On students being lazy and having a negative attitude towards their Kiswahili teachers and subsequently Kiswahili subject, it is recommended for students to be ambitious, self-motivated and utilize the available teaching and learning materials for example text books well to enhance their academic performance.

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APPENDIX A: AUTHORITY LETTER FROM THE UNIVERSITY



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

Our Ref: CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/001/February 2019

13th February 2019

The Director,
National Commission for Science, Technology and Innovation (NACOSTI)
NAIROBI, KENYA

RE: CHRISTINE B. K ATANDI – REG. NO.MED/1026143

I am writing to introduce to you **Christine Atandi** who is a final year MED student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Atandi's Master's Degree in Education specialization is Educational Research and Evaluation. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/dissertation submitted during the final years of studies.

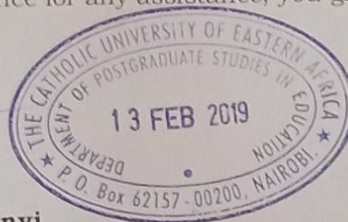
Accordingly, Atandi's research topic has been approved. She will conduct research on the following topic:

“Effectiveness of Teaching Methods on Students' Academic Performance in Kiswahili Subject in Public and Private Secondary Schools in Lang'ata Sub county, Nairobi - Kenya”.

Thanking you in advance for any assistance, you give to Atandi.

Sincerely,

Prof. Marcella Momanyi
HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)


APPENDIX B: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/19/33933/28445**
MS. CHRISTINE KAREN BWARI ATANDI **Date Of Issue : 12th March, 2019**
of THE CATHOLIC UNIVERSITY OF **Fee Recieved :Ksh 1000**
EASTERN AFRICA, 0-517 NAIROBI,has
been permitted to conduct research in
Nairobi County

on the topic: INFLUENCE OF TEACHING
METHODS ON STUDENTS ACADEMIC
PERFORMANCE IN KISWAHILI SUBJECT
IN PUBLIC AND PRIVATE SECONDARY
SCHOOLS IN LANGATA SUB COUNTY
NAIROBI KENYA

for the period ending:
12th March,2020

As of
Applicant's
Signature



Director General
National Commission for Science,
Technology & Innovation

APPENDIX C: RESEARCH APPROVAL LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3510571,2219420
Fax: +254-20-218245,218249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/33933/28445**

Date: **12th March, 2019**

Christine Karen Bwari Atandi
Catholic University of Eastern Africa
P.O. Box 62157-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *Influence of teaching methods on students' academic performance in Kiswahili subject in Public and Private Secondary Schools in Lang'ata Sub County Nairobi Kenya.* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **12th March, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

G. Kalerwa

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nairobi County.



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 2510571, 2219420
Fax: +254-20-218245, 218249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/33933/28445**

Date: **12th March, 2019**

Christine Karen Bwari Atandi
Catholic University of Eastern Africa
P.O. Box 62157-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

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(Signature)

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Nairobi County.

APPENDIX D: INTRODUCTORY LETTER TO PARTICIPANT

Christine Atandi,
The Catholic University of Eastern Africa,
Department of Educational Research and Evaluation,
Faculty of Education,
P.O BOX 62157 – 00200,
Nairobi Kenya

Dear Participant,

I am a Post Graduate student of The Catholic university of Eastern Africa in Kenya, pursuing a Master’s Degree in Educational Research and Evaluation. I cordially invite you to participate in this study which am carrying out on the effectiveness of teaching methods on students’ academic performance in the Kiswahili subject in public and private secondary schools in Langata Sub-County, Nairobi-Kenya.

The purpose of this study is to establish whether the teaching methods used in teaching Kiswahili subject influence the performance of students in secondary schools. This study will help various stakeholders such as the Board of Governance, your School Administration, Teachers, Parents, Donors and Students, in the provision of quality education. The information that you give shall be treated confidentially and will only be used for academic reasons.

I appreciate for taking your time to fill this questionnaire. While hoping for your favorable response I remain,

Yours Sincerely,
Christine Atandi

If you are willing to participate,

Please sign here.....

APPENDIX E: QUESTIONNAIRE FOR STUDENTS

SECTION A: DEMOGRAPHIC DATA

Please indicate the correct option as honest as possible by ticking one of the options. Kindly respond to all questions.

SECTION A: Demographic Information

- 1. Please indicate your gender. Male [] Female []
- 2. What type of school are you in? a) Public [] b) Private []
- 3. What form are you in? a) Form 3 [] b) Form 4 []

SECTION B: Effectiveness of Teaching Methods Used in Kiswahili Subject

- 4. Do you like Kiswahili subject? a) Yes [] b) No []
- 4.(i). If yes, to what extent do you like Kiswahili? Very much [] Fairy like [] Like a little []

5. What is your reason (s) for your answer in question 4?

.....
.....
.....
.....
.....

6. Which method(s) does your Kiswahili teacher use to teach you Kiswahili subject?.

.....
.....
.....
.....

6 (i). How frequent does your Kiswahili teacher use the following teaching methods to teach you?

(Tick appropriately. 1= rarely, 2=often and 3=Very often)

No.	Method of teaching	Rarely	Often	Very Often
a.	Lecture			
b.	Drilling and Questioning			
c.	Question and Answer			
d.	Demonstration			
e.	Group work			
f.	Guided learning			
g.	Role play/Drama			

7. How effective are the methods your teachers use?

a) Not effective [] b) Effective [] c) Very effective []

7(i). Explain.....
.....
.....
.....

SECTION C: Influence of Teaching Methods On Students' Academic performance

8. Do teaching methods influence student's academic performance?

a) Yes [] b) No []

8(i). How do teaching methods influence a student's academic performance?

.....
.....
.....

9. What are some of the methods that may make a student attain a better grade in Kiswahili subject?

.....
.....

SECTION D: Challenges Students Face in the Methods their Kiswahili Teachers Use to Teach Them

10 a) What challenges do you face in the methods your Kiswahili teacher employs to teach you??

.....
.....
.....

SECTION E: Measures to enhance Kiswahili teaching Methods

11. What improvement in the teaching method would you want your teacher to undertake to make learning more effective?

.....
.....

Thank you sincerely for your contribution.

APPENDIX F: QUESTIONNAIRE FOR TEACHER

INSTRUCTION

Kindly, read through each statement, Tick (✓) or fill in the spaces provided and explain where appropriate. All information given will be treated as confidential.

SECTION A: Demographic Information

1. Please indicate your gender. a) Male [] b) Female []
2. Indicate the type of school you are in: a) Public [] b) Private []
3. What is your level of academic qualification?

Master's degree []

Bachelor's degree []

Diploma []

4. What are your teaching subjects?

.....

5. For how long have you been teaching Kiswahili Subject?

1 -5 years []

6-10 years []

11-15 year []

16-20 years []

21 -25 years []

Over 25 years []

6. What are your week's total lessons?

1- 6 []

7 - 12 []

13 - 18 []

19 - 24 []

25 - 29 []

30 - 34 []

6i) Does your work load affects how you teach Kiswahili?

a) Yes [] b) No []

ii) How? -----

7. Does teaching another subject affect your teaching in Kiswahili?

a.) Yes [] b.) No []

i) Please explain
.....
.....
.....

SECTION B: Effectiveness of Teaching Methods Used in Teaching Kiswahili subject

8. What method (s) of teaching do you use to teach Kiswahili subject?

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9. How effective are these methods of teaching that you use?

.....
.....
.....
.....

10. Which method do you use the most to teach Kiswahili?

- a) Group work and presentation []
- b) Question and Answer []
- c) Lecture method []

Reason(s)

.....
.....
.....
.....

SECTION C: Influencers of a Choice of Method Used in Teaching Kiswahili Subject

11. What influences the choice of method you use to teach Kiswahili subject?

.....
.....
.....
.....

SECTION D: Influence of Teaching Methods of Student`s Academic performance

12. How do teaching methods influence a student`s academic performance?

.....
.....
.....
.....

SECTION E: Challenges faced in Choosing a Method of Teaching Kiswahili Subject

13. What challenge (s) do you face in choosing a method (s) to use in teaching Kiswahili subject?

.....
.....
.....
.....

SECTION F: Measures to enhance Kiswahili teaching Methods

15. What could be done or used to enhance the Kiswahili teaching methods?

.....
.....
.....

Thank you sincerely for your contribution.

APPENDIX G: INTERVIEW GUIDE FOR PRINCIPALS

SECTION A: Biological Information and Welcome note

I welcome you to this interview. Be assured of confidentiality and the information you give will only be used for this research thesis only. The interview should take about 20 – 30minutes.

No **Participants' responses**

General Information

Date.....

Time.....

Location.....

Code.....

Bio - Data

Age.....

Gender.....

Year in the teaching profession.....

SECTION B: Questions

1. To what extent are the teaching methods used in Kiswahili in your school effective?
2. What influences their choice of a teaching method?
3. How do these teaching methods influence performance?
4. What challenges do Kiswahili teachers face in choosing a teaching method?
5. What can be done to enhance the Kiswahili teaching methods?

SECTION C: Closing Remarks

Is there anything else that you may wish to contribute that I did not specifically ask about? Thank you for your time. As mentioned earlier, your information will be kept confidential and will be used for this research thesis only.

APPENDIX H: RELIABILITY CO EFFICIENTS

Reliability

[DataSet2] D:\documents\spss--alpha_faq\spss_faq.sav

Warnings

No SCALE subcommand was found. Scaling will be done on all specified variables.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	45	100.0
	Excluded ^a	0	.0
	Total	45	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability

[DataSet2] D:\documents\spss--alpha_faq\spss_faq.sav

Warnings

No SCALE subcommand was found. Scaling will be done on all specified variables.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	180	100.0
	Excluded ^a	0	.0
	Total	180	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

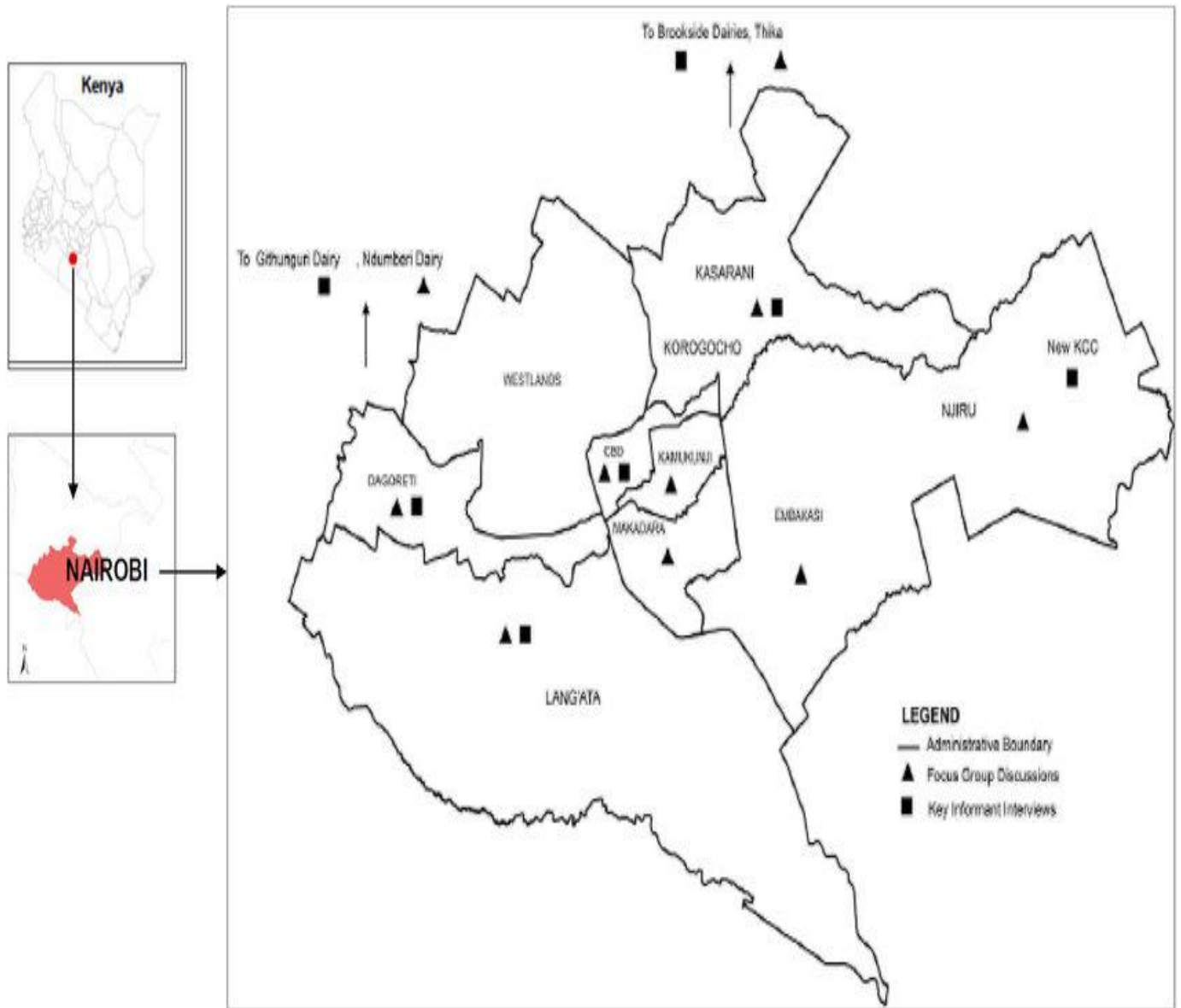
Cronbach's Alpha	N of Items
0.8	45
0.7	180

APPENDIX I: MAP OF KENYA SHOWING ALL THE COUNTIES



Source : Google Map, 2019

APPENDIX J: MAP OF NAIROBI COUNTY



Source : Google Map, 2019