

**THE SOCIAL ENVIRONMENT AND PERFORMANCE OF KISWAHILI  
AMONG PRIMARY SCHOOL CANDIDATES IN URIRI DISTRICT,  
MIGORI COUNTY, KENYA**

**BY**

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## ABSTRACT

Language is the chief means by which human personality expresses itself and fulfills its social interaction with other people. Good language usage, appreciation and development are important for social interaction, functional literacy and in the work place. With the increasing population and rapid development of science and technology, literature on various cultures and nationalities, are the finding that the social environment affects Kiswahili performance. A predominant theme indicates that social, cultural and economic factors influence this performance. Thus, understanding the social environment in which the learners interact with is of critical importance. This study examined the influence of the social environment on Kiswahili performance of candidates in primary schools within Uriri district. Specifically, the study examined the trends of performance of Kiswahili language; determined the influence of social and economic context conditions on Kiswahili performance and examined structural factors that affect Kiswahili performance in primary schools in Uriri district. This study was examined within the context of Albert Bandura's social learning theory. The study was of a cross sectional survey design. The study population was made up of head teachers, teachers and government officials. From a total of 84 schools, the sample size was 52 determined by 30% of randomly selected cases within a defined population. These included purposively sampled key informants including 1 education officer, 1 quality assurance officer, 25 head teachers from performing schools and from non-performing schools, 25 Kiswahili teachers were also interviewed. Triangulation of qualitative and quantitative methods of data collection were employed incorporating questionnaires for both head teachers and teachers, in- depth interviews for the education officers and focus group discussions for the teachers. By use of SPSS (Version 16.0), quantitative data was coded and analyzed using descriptive statistics and presented in form of tables, and percentages. Qualitative data was transcribed and categorized into emergent themes. Findings showed that more than half of the population acknowledged the discouraging trends experienced in Kiswahili performance. Structural factors, socio-economic conditions and cultural aspects were identified to have a direct link with language performance in primary schools. This study recommends a clear understanding of the trends in performance to help improve performance. Community members need to be sensitized on the social and economic issues that affect Kiswahili performance so that they employ local strategies to improve on the candidates' performance in the subject. Findings are expected to provide understanding of how the social environment affects the performance of Kiswahili language. This will in turn help the government to develop policies and programs to support and improve the performance of Kiswahili language in Kiswahili performance.



## 1.0 CHAPTER ONE

### 1.0 INTRODUCTION

This section consists of the background, statement of the problem and research objectives of this study.

#### 1.1. BACKGROUND TO THE STUDY

Kiswahili is an old language. The formation of the Swahili language is attributed to the intercourse of African and Asiatic people on the coast of East Africa (Abdurrahman, 2009). The older view linked to the colonial time asserts that the Swahili language originated from Arabs and Persians who moved to the East African coast. This is due to the fact that only the vocabulary can be associated with these groups but the syntax or grammar of the language is Bantu (Hassan, 2009).

The earliest known document called the *Periplus of Eritrean Sea* records that merchants visiting the East African coast at that time from Southern Arabia, used to speak with the natives in their local language and they intermarried with them. The interactions with other people bordering the Indian Ocean helped to spread the Swahili language to distant places such as on the islands of Comoro and Madagascar and even far beyond to South Africa, Oman and United Arab Emirates (Chimerah, 1998). Trade and migration from the Swahili coast during the nineteenth-century helped spread the language to the interior particularly, Tanzania. It also reached Uganda, Rwanda, Burundi, Congo, Central African Republic and Mozambique (Abdurrahman, 2009). It is the national as well as the official language in Tanzania - almost all Tanzanians speak Swahili

proficiently and are unified by it. In Kenya, it is the national language, but official correspondence is still conducted in English. In Uganda, the national language is English but Swahili enjoys a large number of speakers especially in the military (Nabea, 2009).

The word Kiswahili comes from the plural *sawā'il* of the Arabic word *sā'il*, meaning "boundary" or "coast". Kiswahili refers to the Swahili language; *Waswahili* refers to the people of the Swahili Coast; and *Uswahili* refers to the culture of the Swahili people (Hassan, 2009).

The Swahili language also absorbed words from the Portuguese who controlled the Swahili coastal towns in 1500-1700AD. Some of the words that the Swahili language absorbed from the Portuguese include "*leso*" (handkerchief), "*meza*" (table), "*gereza*" (prison), "*pesa*" ('peso', money (Abdul-aziz, Osinde, 1997)). The Swahili language also borrowed some words from languages of the later colonial powers on the East African coast - English (British) and German. Swahili-like English words include "*baiskeli*" (bicycle), "*basi*" (bus), "*penseli*" (pencil), "*mashine*" (machine), "*koti*" (coat) and many more. The Swahili like German words include "*shule*" for school and "*hela*" for a coin (Abdurrahman, 2009).

The Arab and Persian people had the greatest influence on the Swahili language. An example of the numbers as they are spoken in Swahili is: "*Moja*" - one, "*Mbili*" - two, "*Tatu*" - three, are all of Bantu origin. On the other hand there is "*sita*" - six, "*Saba*" - seven and "*Tisa*" - nine, that are borrowed from Arabic. The Arabic word "*Tisa*" actually replaced the Bantu word "*kenda*" for "nine". In some cases the word "kenda" is still used (Mazrui, 1995). The Swahili words, "*chai*" - tea, "*achari*" - pickle, "*serikali*" - government, "*diwani*" - councilor, "*sheha*" - village councilor, are some of the words borrowed from Persian bearing testimony to the older connections with Persian merchants (Abdurrahman, 2009).



The colonial administrators later pioneered the effort of standardizing the Swahili language. They selected the dialect of the Zanzibar (Unguja) town as the standard Swahili (Chimerah, 1998). The Unguja dialect (Kiunguja) was then used for all formal communication such as in schools, in mass media (newspapers and radio), in books and other publications. It is one of the languages that feature in some world radio stations such as, the BBC, Radio Cairo (Egypt), the Voice of America (U.S.A.), Radio Deutschewelle (Germany), Radio Moscow (RMI) (Russia), Radio Japan (RJI), Radio China (RCI), Radio Sudan, and Radio South Africa (Chimerah, 1998).

Currently, there are deliberate efforts throughout the world to include Kiswahili in the curriculum for higher institutions of learning (Abdul-aziz & Osinde, 1997). For example in Kenya Kiswahili is preferred for education from lower primary to the university. It's especially favored in education for purposes of national and regional unity. The Gachathi Commission in 1976 declared Kiswahili an important subject in primary and secondary classes and was allotted 3 hours in the curriculum (Chimerah, 1998).

Like English, Swahili language is gaining popularity so fast. It's obvious that one cannot ignore Swahili speaking as a language. Swahili speakers are increasing day by day (Kharus, 2012). This could have been the reason that necessitated the Kenyan government to have Swahili language included in the constitution as a national language. Swahili as a language has a very important place in the society for it has now become an official language. Though Swahili language is widely used in many parts of the country, Kenyans themselves are not at all proud of Swahili just like their counterparts Tanzanians (Mwakikagile, 2007). Tanzania has made considerable efforts in promoting Swahili as a language. Focusing on Kiswahili performance in public schools in Kenya it is evident that it's not at all pleasing (Hassan, 2009).

Nevertheless, it is increasingly being recognized that the difficulties posed by inaccurate and inappropriate Kiswahili usage are having negative effects on various aspects of life (Marshall & Hassan, 1990). This is because the language is important for social interaction, functional literacy and in the work place. For Kiswahili to develop; in terms of knowledge, evaluation, and usage; several factors must be examined and improved since its development and performance in the learning institutions and the society at large is low. To confirm this argument, *the Standard online news* on 29<sup>th</sup> of December, 2011 by Peter Orengo reported that, Kenyan education minister blamed the media and politicians to be encouraging use of slang to appeal to the youths. It is in the light of decreasing Kiswahili development and performance in primary schools that the research intends to find and examine the factors affecting the language's performance.

Annually, the Kenya Certificate of Primary Examination (K.C.P.E.) is taken and the results are used to determine placement at secondary school on a merit basis. K.C.P.E Candidates are examined in; Kiswahili, English, Mathematics, Science, Kenyan sign Language, Religious studies and Social studies (Education Info Center, 2006). The trend in the performance of Kiswahili has been alarming for a long period. Studies show a declining trend in the national average in Kiswahili performance. A 50% score is the average score as the students are examined out of 100%. For instance, Uriri district performance in the five year period has declined from 48.01% (2007), 40.60 % (2008), 41.06% (2009), 40.89% (2010), 39.67% (2011) and 38.01% (2012). This is alarming as the statistics in Kiswahili language performance in the five year periods indicates a downward trend. The year when the rate started to change is taken to be the beginning of the trend (Fitzgerald, 2003 & Education Info Center, 2006). No change is a trend until a statistical test says it is. Statistical tests evaluate the likelihood of changes happening and they can tell pretty quickly whether or not a change is likely to be consistent over



time. They also give a pretty good idea of how strong the trend is (FitzGerald, 2003). This is also experienced in Kenya Certificate Primary Education Performance in Uriri District. The district has encountered unpredictable and usually poor performance of Kiswahili. In analysis of 2007 – 2012 K.C.P.E results, the 2012 K.C.P.E exams saw the worst performance with Kiswahili recording a mean mark of 38.01% as a district average. 50% is the average performance in a subject, but in the past five year analysis the trend indicates declining performance.

## 1.2 Statement of the Problem

The aspect of performance in Kiswahili has been a key issue in the whole country since time immemorial. Annually, performances of various subjects have been looked at Kiswahili included. The desire for performance has always been high amongst stakeholders although, Kiswahili performance has been discouraging. Stakeholders have constantly complained over the poor performance experienced in Kiswahili among various schools in the country. Arguments have been raised in relation to the extensive use of slang; in the media, amongst politicians, social arenas and many more; to explain the cause of the disintegrating performance in Kiswahili in primary schools. Extensive view of slang as the cause of failure has blinded Kenyans from looking at other issues that may contribute to the poor performance. It could be that social, economic or structural factors, contribute greatly to poor performance in Kiswahili amongst pupils.

Socially, the development of primary language at the family level and other social environments may have a stake in the poor performance, since most children speak their mother tongue with no language policies at these levels. On the other hand, poverty amongst the parents or guardians of the pupils may cause poor performance in Kiswahili. This could be due to the fact that they are

not in a position to afford purchasing of Kiswahili text books or paying for extra tuition to improve on their children's performance. Finally, the issue could be with the structural factors like schools. The structures may have no sufficient resources like, text books, libraries and specialized Kiswahili teachers to boost on the performance of Kiswahili. The structures may have language policies with poor management towards the maintenance of the policy. This then called for a research to find out if socio-economic and structural factors contribute to poor performance in Kiswahili amongst primary school candidates in Uriri District.

### **1.3 Objectives**

#### **1.3.1 General Objectives.**

The general objective of this study was to examine the social environment and how it affects the performance of Kiswahili among primary school candidates in Uriri district, Migori County Kenya

#### **1.3.2 Specific Objectives.**

The specific objectives of this study were:

- 1) Examine the trends of Kiswahili language performance from 2008 to 2012 in primary schools in Uriri district.
- 2) Find out the influence of economic and social context conditions on Kiswahili language performance in Uriri district.
- 3) Examine the structural factors that affect performance of Kiswahili in primary schools in Uriri district.



#### 1.4. Research Questions

This study sought to answer the following questions:

1. What was the trend of Kiswahili language performance from 2008 to 2012 in primary schools in Uriri district?
2. What were the economic and social conditions that affect the performance of Kiswahili language in primary schools in Uriri district?
3. What were the structural factors that affect the performance of Kiswahili Language in primary schools in Uriri district?

#### 1.5. Significance of the Study

The 2012 Kenya Certificate of Primary Education exams saw the worst performance with Kiswahili having a national average of 52.50%; while Uriri District recorded a mean mark of 39.5% as the district average. This study likely addressed the causes of poor performance in Kiswahili in primary schools in Uriri district opening doors of improvement in Kiswahili results that could impact positively in many spheres of their life and the country.

Improved performance is key towards the realization of Kenya's vision 2030 social pillar that puts emphasis towards the realization of National values, goals and ideologies (vision 2030). It's also important towards the realization of the second millennium goal on universal primary education {millennium development goals.} This will in turn contribute towards social enrichment, intellectual development and rational thinking

## **1.6 The Scope of the Study**

The study was carried out in Uriri District in Migori County, Kenya. The study was confined to both private and public schools. The target population was; primary school head teachers, education officers, pupils and teachers of Kiswahili. The main focus was on the social environment and how it affected the performance of Kiswahili among primary school candidates in Uriri district, Migori County.

## **1.7 Limitation**

Uriri District was carved from Rongo District in the year 2009. Consequently, it does not have a comprehensive and exhaustive data base from which to obtain all the necessary information. Thus, some inferences were likely made from data records in Rongo District. This study may not be suitable for generalization due to its methodology, specifically small sample size. In addition to this, the socio-cultural aspects, environmental conditions and the structure of the selected area of study; Uriri District; are different from those of other parts of Kenya and the world.

## **1.8 Theoretical Framework**

The study was guided by Social Learning Theory of Albert Bandura (Bandura, 1977). Bandura believed that direct reinforcement could not account for all types of learning. His theory added a social element, arguing that people can learn new information and behaviour by watching others (Observation modeling). Observational learning (or modeling), can be used to explain a wide variety of behaviour.

He postulated that, "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do.



Fortunately, most human behaviour is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action" (Bandura, 1977).

According to Bandura (1977), there are three core concepts at the heart of social learning theory. First is the idea that people can learn through observation. Next is the idea that internal mental states are an essential part of this process. Finally, this theory recognizes that just because something has been learned, it does not mean that it will result in a change in behavior.

Social learning theory has sometimes been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. The theory is related to Vygotsky Social Development Theory and Lave's Situated Learning, which also emphasize the importance of social learning (Bandura, 1977).

This theory was preferred over nativist theories who believe we are born with some innate language ability. Empirical researchers focus on learning theories to understand how children acquire language skills, while nativists look for biological components responsible for the universal rules underlying all of the languages spoken by people (Bandura, 1997).

For Lev Vygotsky, a Russian psychology researcher who began developing his empirical theories of cognitive development after the Russian Revolution in the early 20th century proposed that children learn by solving problems with the help of other people, such as parents, siblings and community (Vygotsky, 1997). This involves all mental and intellectual processes. They learn the skill by practicing or modelling the language behaviours they hear being used around them. In his theory, language development is closely tied to social behaviour, putting him

in the empiricist camp. This means that the society, the community, the family has a way to influence, and play a role in anyone's language excellence (Vygotsky, 1997).

Whereas cognitive theories highlight thinking as it occurs in the mind of the individual, socio-cultural theories consider the relationship between thinking and the social, cultural, historical and institutional context in which it occurs. Learning, according to socio-cultural theory, is developed through social interaction with more knowledgeable or more proficient others. This social process of interaction mediates the construction of knowledge and leads to the individual's development of a framework for making sense of experience that is similar with the cultural system in which the learner and learning are located (Spolsky & Bernard, 2004). It is through this social and cultural process that students are socialized to act, communicate and 'be' in ways that are culturally appropriate to the groups in which they participate as members, and through which identities are formed. Within socio-cultural theories, development occurs twice: firstly in the process of social interaction and then within the mind of the individual. Socio-cultural theory is concerned with the development of individuals over time (Bernstein, 1961).

According to Vygotsky (1997), learning is not fixed but dynamic and developmental. In this sense, the developmental focus is on an individual's potential abilities. An individual's learning and achievement are mediated by supportive interactions with others. This interaction is fundamental to learning. To understand learners' learning and potential development, it's important to take into account both what they are able to do independently and what they can do, with others, in and through social interaction – what they are able to do at any particular time and what they continue to learn to do over time. Because of the influence of social interaction, social



language culture becomes an important factor in language acquisition, development and performance (Vygotsky, 1997).

This theory was relevant to the study as it argues that the cultural and institutional factors would influence the performance of language. This supports the argument of Abdul-Aziz & Osinde (1997), which regard culture as defining language of interaction in social places and in the families. This is true considering the fact that at the family level, language is understood via practice, ideology and management. Meaning, families are the first teachers of primary language and later on learning institutions use learning model to help pupils acquire secondary language. During the learning process, students relate new experiences to what they already know. The aspect of relation is what causes difficulty with fluent acquisition of secondary language leading to poor ascent.

## 2.0 LITERATURE REVIEW

### 2.1 Introduction

This chapter discusses the literature related to the social environment and how it affects the performance of Kiswahili in primary schools in Uriri District.

#### 2.1.1 Trends of Kiswahili Performance.

The word trend is used with a variety of meanings. It's a regular change in data over time (Fitzgerald, 2003). A trend is also a general tendency or direction (Oxford Dictionary, 2012). The beginning of the trend is usually arbitrarily defined (as the year when the rate started to change), and it is highly unlikely that a statistical test would detect a significant difference over that few points. Thus there's usually no more reason to infer trends from any other short series of observations (FitzGerald, 1999).

No change is a trend until a statistical test says it is. Statistical tests evaluate the likelihood of changes happening and they can tell pretty quickly whether or not a change is likely to be consistent over time. They also give a pretty good idea of how strong the trend is (FitzGerald, 2003). The statistical techniques to use are founded on statistical correlation, and include regression analysis. Multiple linear regressions offer the advantage of being able to separate the effects of elapsed time from other effects correlated with elapsed time (FitzGerald, 1999).

A trend cannot be inferred from two points. If the performance of Kiswahili language drops from one year to the next, that's not evidence of a downward trend in Kiswahili language (FitzGerald, 2003). Its unlikely performance is going to be exactly the same from one year to the next. For example, if the performance percentage is steady the probability of some drop in it from one year



to the next is still effectively 50%. A change in Kiswahili language performance is therefore not in and of itself evidence of a trend (Fakeye, 2010).

One cannot pick convenient spots for a trend to begin and end. Sometimes an observation that the performance of Kiswahili language has increased, say, for three or four years in a row, and decide it is a trend (Fitzgerald, 2003). However, since they picked only years when the rate was increasing the main conclusion you can draw is that they're sandbagging. Similarly, one cannot simply draw a line between the first data point in a series and the last and call that a trend (Fitzgerald, 1999). Any measure includes error, so it is not a completely accurate measure of the variable whose trend one is interested in. Therefore one has to fit a trend line with a statistical technique to get a legitimate estimate of the trend (Fitzgerald, 1999).

At the end of the eighth year, the Kenya Certificate of Primary Examination (K.C.P.E.) is taken and the results are used to determine placement at secondary school on a merit basis. K.C.P.E candidates are examined in; Kiswahili, English, Mathematics, Science, Kenyan sign Language, Religious studies and Social studies (Education Info centre, 2006).

Performance in the Kenya Certificate of Primary Education shows a declining trend in the national average in Kiswahili performance. A 50% score is the average score as the students are examined out of 100%. The national performance in the three year period has declined from 57.28% (2010), 52.76% (2011), and 52.50% (2012). This is alarming as the statistics in Kiswahili language performance in the three periods indicates a downward trend. The year when the rate started to change is taken to be the beginning of the trend (Fitzgerald, 2003). No change is a trend until a statistical test says it is. Statistical tests evaluate the likelihood of changes happening

and they can tell pretty quickly whether or not a change is likely to be consistent over time. They also give a pretty good idea of how strong the trend is (Fitzgerald, 2003).

The national average, Kiswahili Language performance in the 2012 Kenya Certificate of Primary Education was a mean score of 52.50% nationally. But Uriri district average was at 38.01%. This is 13.49% below the national average. A five year Performance 2007-2012 indicates a declining trend from 48.01% (2007), 40.60% (2008), 41.06% (2009), 40.89% (2010), 39.06% (2011) and 38.01% (2012).

### **2.1.2 Social and Economic Conditions Influencing Kiswahili Performance.**

Socio-economic conditions and family environmental factors lead to individual differences. The type of social, economic and family background in which a learner is nurtured either facilitates or inhibits the student's performance. Bernstein (1961), basic hypothesis is that the language heard and spoken by children from lower-working class homes is different in content from that of the language substance used by children from a middle-class home background. The social interaction that the middle-class children have at home helps them develop extensive vocabulary (elaborate code), while the lower-working class children, deprived of this opportunity for learning, have learning difficulty in formal situations. Such a low level linguistic ability (restricted code), would also have an impact on problem solving, attitude to learning and abstract thinking (Bernstein, 1961).

Socio-economic factors are usually closely related to language development. Barton (1962), in a survey found that socio-economic class was the most important determinant of success in reading in school. Economic independence at home leads to equality of family members, need



for formal education, and better home environment (Bernstein, 1961). Educational level of parents and their occupation contribute a supportive home environment, and thus influence children's aspirations and attitudes. Apart from financial assistance, opportunity for learning and verbal interaction and parents' expectations regarding the child's intellectual development are some of the distinct advantages enjoyed by the middle class pupils (Carroll, 1962).

Children from low economic status who are deprived of these facilities are unable to develop talent. In general, the home environment of the advanced communities allows the children to opt for good education, whereas the backward communities do not realize the importance of education (Carroll, 1962). Most studies indicate that pupils from upper socio-economic homes come to school with more background knowledge and experience than those from lower socio-economic homes. The past experiences that the middle class children possess help them learn the tasks in a fast manner (Henry, 1963).

Parental care, encouragement, attitude towards children and their education, and provision of adequate stimulating reading materials would develop pre-requisite readiness skills in children. The absence of such facilities would contribute to academic delay (Callaway, 1972). These factors influence the social context learning in the family. Social learning experiences in the family differ from one another according to the individual's home status and this experience is only a part of social development and the learner is further influenced by the institutional factors. Significant difference in academic achievement of students from different socio-economic status home has been reported (Coleman, 1978., & Ajech, 1991)

Worley and Story (1967) reported that, the language facility of first-grade children from low socio-economic groups was over a year below to that of children from high socio-economic status. However, they stated that socio-economic status was not a completely accurate determinant of reading achievement, but it was closely related to broadness of experience and language facility.

Callaway (1972) revealed that, income of the family and occupation of the parents was not significantly related to reading achievement. However, according to Srivastava, Singh and Thakur (1980), socio-economic status has positive correlation with achievement, examination and anxiety. High socio-economic status students had superior performance scores. Eigen and Kolchak (2002), and Ward (2002), identified a direct relationship between socio-economic status and examination performance in secondary school. Thus, factors such as social status, economic imbalances and family climate because of social and economic deprivation significantly correlate with the learning process.

Callaway (1972) identifies the prevalence of individual differences in the acquisition of language skills is on the increase today. The goals of language learning at higher level have become more specific. According to Barton (1962), learners are expected to use the linguistic competence they have acquired during school days at different communicative situations both in their social and organizational roles. However, the performance of the learners when they enter college differs from one another. This may be due to the difference in the development of language skills which



would have been caused by the socio-economic and family background and their influence on language acquisition process (Bernstein, 1961).

### **2.1.3 Structural Factors Influencing Kiswahili Performance.**

Learning is developed firstly through social interactions and then internally within the mind of the individual (Bernstein, 1961). In the interpersonal process previous knowledge is challenged, creating new insights through which students connect, reorganize, elaborate and extend their understanding (Liddicoat et al, 2003). Therefore the social life and language of interaction in families and community social places will influence second language acquisition. If mother tongue use is prevalent then all second language acquisitions will be understood in relation to mother tongue. It is language in its cultural context that creates meaning; creating and interpreting meaning is done within a cultural framework (Liddicoat et al, 2003). In language learning classrooms, learners need to engage with the ways in which context affects what is communicated and how. Both the learner's culture and the culture in which meaning is created or communicated have an influence on the ways in which possible meanings are understood (Liddicoat et al, 2003).

According to Henry (1969), Intercultural language learning involves developing with learners and understanding of their own language(s) and culture(s) in relation to an additional language and culture. Learners engaged in intercultural language learning develop a reflective stance towards language and culture, both specifically as instances of first, second, and additional languages and cultures. A stance to languages teaching that has intercultural language learning at its heart involves developing with students an understanding of their own 'situatedness' in their

own language and culture, and the recognition of the same in others. It also involves understanding the way in which this recognition influences the process of communication within their own language and culture, and across languages and cultures (Liddicoat et al, 2003).

The family is the basic social unit of an individual's life. The language of interaction in the family will influence the development of other languages that the child will use in later life (Bernstein, 1961). Language policy in the family may be understood in terms of language practice, ideology, and management. In many families a monolingual language policy will be the result of the members of the family having proficiency in one language alone; mostly it is the indigenous language. More complexity will arise when a second language comes into play, as a result of intermarriage or emigration or foreign conquest (Barton, 1962). In many families, there will be no precise language management but simply choices based on practice and ideology. Besides intermarriage, one of the main pressures on family language policy is immigration, whether to another country or to the city. In an immigrant situation, it is common for the children to take leadership in the socialization process. As they intermingle in their new environment they internalize the social language culture of their new environment (Spolsky, 2004).

Moving beyond the family, there are a large number of intermediate social groupings, such as the church or other religious organization, the village or other immediate neighborhood, the various kinds of market places and other commercial enterprises, the larger demographic units such as towns and cities, the multiple work places, the schools and other educational systems, the social, sporting, ethnic and cultural clubs and organizations, the political parties, the contacts with local, regional, and national government, each of which may easily constitute a reasonable domain for



exploration of language policy (Spolsky, 2004). It is policy at the family level that finally determines language maintenance and loss.

The social culture refers to the language of interaction in social places and in the families. In urban areas there is use of slang, code-mixing and blended language. Sheng can be seen in the same breath with English argot (deriving from abbreviations of English and Swahili). Abdul-Aziz & Osinde (1997), assert that unlike Sheng whose origin is ascribed to low income area estates in Nairobi Eastland's, English origin are attributed to the affluent suburbs of Nairobi. This distinguishes it as a distinct medium from Sheng', and even in regard to its user's identities. For example, it is the reserve of the sons and daughters of the well-to-do parents in Nairobi neighborhoods. This means that the social cultures of a given community affect language usage and can either distort it or build it. The advent of Sheng' has distorted the usage of Kiswahili in urban areas and most parts of rural areas (Abdul-Aziz & Osinde, 1997). The only commonality between English and Sheng is that both are creations which have obtained from standard languages and which are arguably appropriating and contesting the Standard English and Swahili (Abdul-Aziz & Osinde, 1997).

Poor performance in Kiswahili has been linked to extensive use of Sheng, which is even spreading to senior members of society. In the Kenya Certificate of Primary Education (K.C.P.E) results, pupils from rural schools performed better in languages than their counterparts in towns, where Sheng' is prevalent. Suspicion is that adulteration of Kiswahili, where even senior members of the society, including top politicians, have turned to talk Sheng to endear themselves to the youths this, has in turn affected performance in the subject (Abdul-Aziz & Osinde, 1997). Low ranking is a matter of concern to the ministry of education and could be attributed to the use

of Sheng among senior members of the society. Sheng' is popular amongst the youth; especially the ones living in urban areas. According to Lemelle & Sidney (2012), such a practice is detrimental to the quality of education and calls for leaders and education stakeholders to do something about it. "While this has short gains in terms of popularity, it seems to translate itself into drop in quality of our children's performance in Kiswahili language (Lemelle & Sidney, 2012).



### **3.0. METHODOLOGY**

#### **3.1 Introduction**

This section describes the research design, the study area, the study population, sample and sampling procedure, the data collection methods, data analysis, data presentation as well as the ethical consideration of the study.

#### **3.2 Study Design**

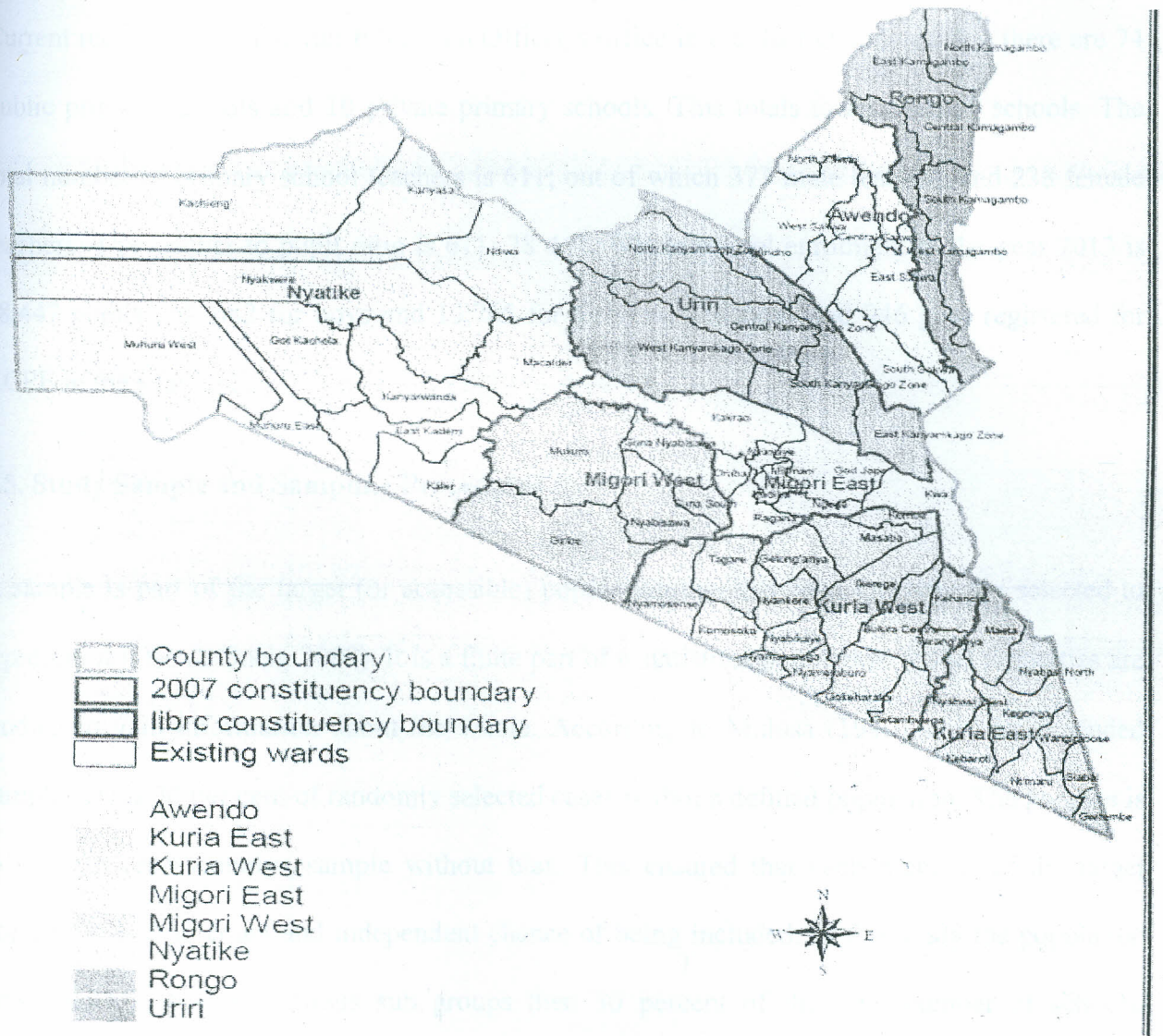
Research design is the outline or plan that is used to generate answers to research problems (Kothari, 2003). The study used cross-sectional design. The design was useful in obtaining information concerning the current status of a phenomenon, to describe “what exists” with respect to the variables or condition in a situation. Its basic principle is that it describes what, how or why something is happening (Mugenda, 2008). The economic advantage of the descriptive survey design is that it allowed generalizations to be made by studying a section of the population making it appropriate given that the study was seeking to make generalizations about the population characteristics such as social-economic factors, social-cultural, language culture and institutional determinants.

#### **3.3 Study Area**

The study site was in Uriri district within Migori County, Kenya in East Africa. Uriri district has an approximate population of 115,751 in a total area of 380.9km<sup>2</sup> a density of 304 and 23,125 households. The District has two divisions that are Uriri with an approximate population of 74,996 and Oyani division 40,775 (KNBS, 2010). The district has a total of 84 primary schools. This study was carried out in this area because it has witnessed poor performance of Kiswahili in

the Kenya certificate of primary education within the period 2007-2012. The five year results show a dismal and disintegrating trend.

**FIGURE 1: Map of Migori County Showing Study Area**



Source: The Independent Electoral and Boundaries Commission (2012)



### 3.4. Study Population

The target population refers to a group of individuals, objectives or items from which samples are taken for measurement (Mugenda & Mugenda, 1999). The study population comprised head-teachers, Kiswahili teachers, education officers and quality assurance officers in Uriri District. Current records at the District Education Officer's office in the district showed that there are 74 public primary schools and 10 private primary schools. This totals to 84 primary schools. The total number of primary school teachers is 611; out of which 373 male teachers and 238 female teachers. The teacher to pupil ratio is 611: 28 447. Whole school enrolment in the year 2013 is 28,447 pupils (14, 682 for boys and 13,765 for girls). 1, 284 boys and 946 girls registered for KCPE in the year 2012.

### 3.5. Study Sample and Sampling Procedures

A sample is part of the target (or accessible) population that has been procedurally selected to represent it (Oso & Onen, 2009). It is a finite part of a statistical population whose properties are studied to gain information about the whole. According to Mulusa (1990), the recommended sample size is 30 per cent of randomly selected cases within a defined population. The purpose is to select a representative sample without bias. This ensured that each member of the target population had an equal and independent chance of being included. In this study the population was divided into homogenous sub groups then 30 percent of the total number of schools, Kiswahili teachers, school heads, education officers and quality assurance officers were selected. This was calculated as follows;

84 primary schools have 84 head teachers thus:

30% of 84=25 head teachers

A teacher Of Kiswahili from 84 primary schools in the District thus:

30% of 84=25 Kiswahili teachers

The district has only one District Education Officer.

Quality assurance officers

30% of 3=1 quality assurance officer

Sample Size =52

### **3.6. Data Collection Methods.**

Both secondary and primary data collection methods were used. Secondary data was obtained from journals, libraries, Government office documents, personal records and the mass media.

Primary data was obtained from observation, focused group discussions and questionnaires administered to head teachers and Kiswahili teachers.

#### **3.6.1. *Semi-structured Questionnaire.***

The first method of data collection was semi-structured questionnaires. They were used in sample surveys and employed a standard questionnaire or interview schedule to ensure that all respondents are asked exactly the same set of questions in the same sequence (Israel, 1992). This study administered semi-structured questionnaires on the sampled population.



The questionnaires were used to collect quantitative data on trends in performance, socio-cultural and socio-economic characteristics of the study population. This tool was developed to collect quantitative data on the most recurring themes from the qualitative data.

### **3.6.2. Key Informant Interviews**

The second method of data collection was key informant interviews. A key informant was a person who is well versed with the schools performance as a whole, or a particular portion of interest, and was able to express thoughts, feelings, opinions and his or her perspective on the topic (Mc Killip, 1987). This study purposively sampled the key informants; 1 education officer, 1 quality assurance officer, 6 head-teachers and 25 Kiswahili teachers in Uriri District, Migori County, Kenya.

### **3.6.3 Secondary Data**

This study also reviewed available secondary information related to the topic from among other sources such as university libraries, District education reports, Ministry of Education and the internet.

### **3.7 Data Analysis and Presentation**

Quantitative data was sorted, coded and cleaned through verification of the questionnaires after data collection. Descriptive statistics was used in analyzing quantitative data with the aid of the Statistical Package for Social Sciences (SPSS v16.0) software. Qualitative data was thematically analyzed by classifying major issues covered and recurrent themes. Content analysis which is a procedure of systematic and objective identification of selected characteristics of a message to

identify associations between conceptual fields was used in analysis of qualitative data from open ended questions. This involved summarizing and editing data from interviews to help in creating categories and themes in line with the hypotheses. The objective of this was to provide a basis for establishing patterns and relationships.

### **3.8 Ethical Consideration**

In accordance with the laws governing research work in Kenya, a researcher was given an introduction letter by the University, which allowed one to get another letter from the District Commissioner to conduct research in the district. With permission from 25 primary school heads teachers an informed consent form was signed to ensure voluntary participation. By being licensed to conduct research in the schools and Government institutions in the district, one was able to gain access to confidential data having in mind a professional obligation to respect the conditions as set in the research clearance permit. A researcher assured the respondents of confidentiality by keeping revealed personal information with no information being publicly reported or identified to a particular respondent.

Professional competence was adhered to, to ensure that one did not act in any other capacity other than that of a researcher. Lastly, the principle of respect for other people's rights, dignity and diversity was upheld; respect of others to hold values, attitudes and opinions that differed from the researcher's.



#### 4.0 FINDINGS AND DISCUSSIONS:

The chapter presents and discusses findings of the study as stipulated in the objectives. It gives a general overview of major issues captured in the study.

#### 4.1 Socio-demographic factors of the respondents

Socio-demographic factors of the respondents are very important. It helps to tell the structure or kind of respondents who participated in the study. The tables below illustrate various demographic factors of the interviewed people.

##### 4.1.1. Trends of Kiswahili language performance in primary schools

Performance of a school is always determined by the scores attained by the students at the KCPE examinations. To determine the trends of performance a number of issues such as, number of teachers, teacher to student ratio and the periods dedicated to teaching have to be observed.

**Table 4.1: Distribution of Respondents with respect to the number of Kiswahili teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	21.4	21.4	21.4
3	4	28.6	28.6	50.0
4	1	7.1	7.1	57.1
5	2	14.3	14.3	71.4
6	2	14.3	14.3	85.7
8	1	7.1	7.1	92.9
9	1	7.1	7.1	100.0
Total	14	100.0	100.0	

*Source:* Survey Data

Table 4.1 above indicates the number of Kiswahili teachers in schools in Uriri District. Trends of Kiswahili language performance among candidates in Uriri District were well elaborated by the distribution of Kiswahili teachers in schools. The table above elaborates that in every school there were 3 Kiswahili teachers a rough percentage of 28.6%, 21.4% argued that they have 2 Kiswahili teachers, 14.3% reported having 6, the other 14.3% reported 5, 7.1% reported having 4 Kiswahili teachers, another 7.1% argued having 8 and the other 7.1% of the interviewed teachers reported 9 Kiswahili teachers. It is a poor distribution number since public schools are



overcrowded with pupils from lower to upper classes. The overcrowding was experienced since the introduction of free primary education in 2003.

**Table 4.2: Distribution of Respondents with respect to number of Kiswahili lessons assigned in a week**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	4	1	1.3	1.4	2.7
	5	34	45.3	45.9	48.6
	6	2	2.7	2.7	51.4
	7	3	4.0	4.1	55.4
	8	1	1.3	1.4	56.8
	10	10	13.3	13.5	70.3
	15	9	12.0	12.2	82.4
	19	1	1.3	1.4	83.8
	20	4	5.3	5.4	89.2
	21	2	2.7	2.7	91.9
	22	1	1.3	1.4	93.2
	25	4	5.3	5.4	98.6
	27	1	1.3	1.4	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Source: Survey Data

In every learning institution, lessons have to be distributed equally to enhance proper time frame in covering the syllabus. According to table 4.2, it had been argued that most schools in Uriri district have Kiswahili lessons five times a week with an approximate of 45% teachers who were interviewed supporting that. 13.3% reported having ten Kiswahili lessons in a week and 12.2% reported 15 lessons a week. It can then be argued that poor distribution of teachers and lessons in schools within the area of study has resulted to stagnant performance in Kiswahili amongst the pupils. This was important since a number of schools in Uriri accord time for teaching Kiswahili language, this then calls for more investigation to find out the real cause of disintegrating trends in Kiswahili performance among candidates.

**Table 4.3: KISWAHILI MEAN GRADE PERFORMANCE IN URIRI DISTRICT**

YEAR	MEAN SCORE	MEAN GRADE
2008	48.01	4.8440
2009	40.60	4.0149
2010	41.06	4.1703
2011	39.67	3.9967
2012	38.01	3.7513

*Source:* Uriri District Education Office.

No change is a trend until a statistical test says it is. Performances over the last five years indicate that the mean score of many schools fall in the range of 31-40 and 41-50. Roughly 50% of head teachers who participated in in-depth interviews agreed that in 2007 the mean score was in the range of 41-50 with a quarter of the interviewed teachers reporting a mean score of 51-60.



On the other hand, in 2010, an approximate of 30.8% experienced a range of 31-40; another 30.8% reported a mean score of between 41-50 and the remaining 38.5% giving a slightly higher mean score of 51-60 as indicated in the table above.

At the end of the eighth year, the Kenya Certificate of Primary Examination (K.C.P.E.) is taken and the results are used to determine placement at secondary school on a merit basis. K.C.P.E candidates are examined in; Kiswahili, English, Mathematics, Science, Kenyan sign Language, Religious studies and Social studies (Education Info Centre, 2006). Performance in the Kenya Certificate of Primary Education shows a declining trend in the national average in Kiswahili performance. A 50% score is the average score as the students are examined out of 100%. The performance in the five year period has declined from 57.28% (2010), 52.76% (2011), and 52.50% (2012). This is alarming as the statistics in Kiswahili language performance in the three periods indicates a downward trend. The year when the rate started to change is taken to be the beginning of the trend (Fitzgerald, 2003). Statistical tests evaluate the likelihood of changes happening and they can tell pretty quickly whether or not a change is likely to be consistent over time. They also give a pretty good idea of how strong the trend is (Fitzgerald, 2003). The national average, Kiswahili Language performance in the 2012 Kenya Certificate of Primary Education was a mean score of 52.50% nationally. But Uriri district average was at 38.01%. This is 13.49% below the national average. Findings from this study are in line with this trend as illustrated in the table below. A five year Performance 2007-2012 indicates a declining trend from 48.01% (2007), 40.60%(2008), 41.06% (2009), 40.89% (2010),39.06% (2011) and 38.01% (2012).

#### 4.1.2. Influence of economic and social context conditions on Kiswahili language performance

Table 4.1: Distribution of respondents with respect to the effect of social environment over Kiswahili performance

	FREQUENCY	PERCENT	VALID PERCENT	CUM.PERCENT
Valid YES	14	100.0	100.0	100.0

Findings of the study reveal that 100% of the teachers interviewed supported positive and negative influence of the social environment on Kiswahili performance as shown in the table 4.4 below. This is in line with Liddicoat et al, (2003) who argues that, social life and language of interaction in families and community social places will influence second language acquisition. For instance, if mother tongue use is prevalent then all second language acquisitions will be understood in relation to mother tongue.

Study results further show that those who were interviewed in the in-depth study agreed that the social environment has an effect on the performance Kiswahili in the study area. The responses were both positive and negative. 20% of the participants argued that the social environment enabled pupils to imitate the elderly who speak Kiswahili. For example, a male teacher argued that, most children imitate the grown-ups and mostly those from towns.

The approximated 80% argue that the surrounding do more mother tongue than Kiswahili hence many pupils speak vernacular. They further report that the surrounding community has a



negative attitude towards Kiswahili and it is adopted by pupils and carried on in education. For example, a female teacher argued that, there is mother tongue influence from the environment. Most pupils view Kiswahili as difficult and hence they have poor attitude towards Kiswahili. Thus, language in its cultural context creates meaning: creating and interpreting meaning is done within a cultural framework.

Socio-cultural factors have been identified as a source of pull down in learning of Kiswahili language in Uriri district as illustrated in the table 4.5 below. Majority (100%) of the interviewed teachers view socialization of an individual as a key barrier in improvement of Kiswahili language in the study area. This is in line with Spolsky (2004) who reports that, the family is the basic social unit of an individual's life. The language of interaction in the family will influence the development of other languages that the child will use later in life. The study results have proved that socialization of an individual is a key barrier in the improvement of Kiswahili language in the study area. Key in-depth interviews revealed that development of 'sheng' has greatly burred development of Kiswahili and while others regard negative attitude, lack of exposure and role models as cause of the barrier.

**Table 4.2: Distribution of respondents with respect to the effect of socio-cultural factors on Kiswahili performance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	75	100.0	100.0	100.0

*Source:* Survey Data

Out of the study results, approximately all schools in Uriri district have encountered socio-economic challenges that have been associated with poor performance in Kiswahili in the region as illustrated by in-depth interviewees. Several head teachers who participated in the in-depth study argue that poverty has been the key factor that has affected Kiswahili performance in the study area. Majority of the head teachers reported poverty as a key challenge while others viewed lack of social amenities and resources as a challenge to Kiswahili performance. One of the male head teachers argued that:

Lack of resources, persons, libraries, religion etc. is a source of challenge.

#### **4.1.3. Structural factors that affect performance of Kiswahili in primary schools**

Structural factors are not a completely accurate determinant of reading achievement, but it is closely related to broadness of experience and language facility. The existence of a library in the schools without sufficient books highly influences the performance in Kiswahili and other subjects. The library is an important resource in the school society. Findings reveal that approximately 71% of the schools in Uriri district have a library resource with 29.3% not having the facility.



**Table 4.3a Distribution of respondents with regard to availability of a library in the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	53	70.7	70.7	70.7
	NO	22	29.3	29.3	100.0
	Total	75	100.0	100.0	

Source: Survey Data

**Table 4.3b: Distribution of respondents with respect to schools with books in the library**

	FREQ.	PERCENT	VALID PERCENT	CUM. PERCENT
Valid YES	8	57.1	72.7	72.7
NO	3	21.4	27.3	100.0
Total	11	78.6	100.0	
Missing system	3	21.4		
<b>TOTAL</b>	14	100		

Source: Survey Data

The availability of the library is assumed to indicate availability of books. However, according to the findings, this is not the case; approximately 50% of the schools in Uriri district have libraries without sufficient Kiswahili books. An approximated 28% have fully stocked Kiswahili books in the library. This has also been supported by more than half (72.7%) of the head teachers and refuted by 27.3% as shown in the table 4.6b above. This result enables one to associate lack of sufficient books in the library as a cause of failure. The findings corroborates with Barton

(1962), he reports that societal care, encouragement, attitude towards children and their education, and provision of adequate stimulating reading materials would develop pre-requisite readiness skills in children. This means that absence of such facilities would contribute to academic delay.

**Table 4.4: Distribution of Respondents with respect to the number of untrained Kiswahili teachers available in school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	5	35.7	35.7	35.7
1	2	14.3	14.3	50.0
3	2	14.3	14.3	64.3
4	4	28.6	28.6	92.9
5	1	7.1	7.1	100.0
Total	14	100.0	100.0	

*Source:* Survey data

This is important because it would influence poor performance in Kiswahili especially if these categories of teachers are assigned the duty to teach the subject. However, the study revealed that some of these untrained teachers teach Kiswahili. The head teachers who formed part of the interview argued that at a rate close to 45.5%, they do not teach Kiswahili while 18.2% reported having one untrained teacher teaching Kiswahili and the remaining 36.4% revealed that 2 untrained teachers engage into teaching of Kiswahili subject as illustrated in the table 4.4 above.



**Table 4.5: Distribution of respondents with regard to number of untrained teachers who teach Kiswahili**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	35.7	45.5	45.5
	1	2	14.3	18.2	63.6
	2	4	28.6	36.4	100.0
	Total	11	78.6	100.0	
Missing	System	3	21.4		
Total		14	100.0		

*Source:* Survey Data

A number of schools in Uriri district are approximated to have some untrained and PTA teachers. Roughly 28.6% have 4, 14.3% have 3 and 35.7% had none of untrained or PTA Kiswahili teachers as illustrated in the table 4.8 below from the in-depth interview carried out on the head teachers.

**Table 5.0: Distribution of the respondents with respect to sufficiency of teaching resources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	12	16.0	16.0	16.0
NO	63	84.0	84.0	100.0
Total	75	100.0	100.0	

*Source:* Survey Data

Table 5.0 above indicates findings on the sufficiency of teaching resources in the school. Roughly 16% of the interviewed argue that there are enough resources while 84% argue that there are no enough resources in the schools within Uriri district. This is very important because, poor distribution of resources has contributed dearly to the poor performance of Kiswahili in the region. This then calls for the government to ensure distribution of sufficient necessary resources in the region.



## **5.0: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This section gives the summary of findings, the conclusions, recommendations and suggestions for further research.

### **5.1 Summary of Findings**

#### **5.1.1 Trends of Kiswahili Language Performance among primary School Candidates**

The first objective of the study was to examine the trends of Kiswahili language performance amongst primary school candidates in Uriri District. To achieve this objective the study sought to know the five year performance in K.C.P.E both nationally and at the district level. The five year district average performance in Kiswahili showed a declining trend from 48.01% (2007), 40.60% (2008), 41.06% (2009), 40.89% (2010), 39.06% (2011) and 38.01% (2012). The findings of the study therefore reveal that the performance in Kiswahili in Uriri district is declining and thus proper corrective measures need to be taken.

#### **5.1.2 Social and Economic Conditions Influencing Kiswahili Performance**

The second objective of the study was to investigate how the social environment and economic conditions influence Kiswahili performance amongst primary school candidates. To achieve this objective the study sought to know whether social and economic conditions affect the performance of Kiswahili. The study found out that social- economic conditions and family environmental factors lead to individual differences. The type of social, economic and family background in which a learner is nurtured in either facilitates or inhibits a learner's performance. The study also found out that parental care, encouragement, attitude towards their children and their education had an impact on language performance. The results from the study show



that social –economic status has a positive correlation with achievement, examination and anxiety.

### **5.1.3 Structural Factors Influencing Kiswahili Performance.**

The third objective of the study was to explore the structural factors and how they affect the performance of Kiswahili. To achieve this objective the study sought to know the structural factors that affect language performance. The study found out that learning is first developed through social interactions and then internally through the mind of the individual. Therefore the social life and language of interaction in the family and community social places influence second language acquisition. The study further found that several structural factors affect Kiswahili language performance. These include; language policy, language of interaction, use of sheng, code mixing and blended language.

### **5.2 CONCLUSIONS.**

This project has examined the socio-economic, institutional determinants and socio cultural factors stated in the main objectives and from its findings it is clear that these factors have direct links with language performance in primary schools. Schools' economic strength and family economic strength influence the resources available to the students to enhance the learning of the language. On the other hand, socio cultural factors like use of slang', and the pupils' environment will influence their acculturation to the second language

1). A trend cannot be inferred from two points. If the performance of Kiswahili language drops from one year to the next, that's not evidence of a downward trend in Kiswahili language (FitzGerald, 2003). Its unlikely performance is going to be exactly the same from one year to the next. This then calls for proper attention and clear definition of roles to enhance improved performance in Kiswahili.



2). Socio-economic conditions and family environmental factors lead to individual differences. It is clear that, the type of social, economic and family background in which a learner is nurtured either facilitates or inhibits the student's performance. Children from low economic status who are deprived of these facilities are unable to develop their talent. This calls for support by the government and the community to come out strongly and provide social and economic resources to enhance proper development of Kiswahili language. Socio-economic status has positive correlation with achievement, examination and anxiety.

3). Structural factors are not a completely accurate determinant of reading achievement, but it is closely related to broadness of experience and language facility. In the interpersonal process previous knowledge is challenged, creating new insights through which students connect, reorganize, elaborate and extend their understanding. In many families a monolingual language policy will be the result of the members of the family having proficiency in one language alone; mostly it is the indigenous language. This then calls for efforts by the community in enhancing the language policy to improve on the language of the pupils.

### **5.3 Recommendations**

The following recommendations pertinent to policy making, practice and further research are made as follows:

#### **5.3.1 Recommendations for Policy and Practice**

The trends in Kiswahili performance at both the national and district level show a declining trend. Thus there is need to study each trend keenly as it occurs. This will help to ease mitigation on the same.

There is need to create awareness in the community and even members of the households the pupils come from on the effect of the social factors and how they affect the performance of the pupils in exams. Stakeholders should also be sensitised on the effect of economic conditions and known they affect the performance.

There is need to improve on the quality of human resources as they are key to better performance in Kiswahili language .libraries should also be built in schools and be stocked with Kiswahili books.

### **5.3.2 Suggestions for Further Research**

The existing literature on the social environment and how it affects the performance of Kiswahili amongst primary school candidates is limited. Relatively few studies have been conducted in Kenya due to the diversity of the social environment in which language is learnt and its effects. This then remains an essential area for future research. Research of this nature would provide a greater and more accurate awareness of the relationship between the performance of Kiswahili and the social environment.

There is need for further research on how knowledge about the social environment affects the performance of Kiswahili amongst primary school candidates either positively or negatively. This has clearly been shown from this study that knowledge on the effect of the social environment and its effects is scanty. This in return is affecting the performance of Kiswahili among primary school candidates.



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