

**SCHOOL FACILITIES AND ACADEMIC PERFORMANCE OF  
STUDENTS IN KISWAHILI SUBJECT OF KARINI  
SECONDARY SCHOOL, MAKUYU  
DIVISION**

**A RESEARCH PROJECT SUBMITTED TO THE INSTITUTE OF  
CONTINUING AND DISTANCE STUDIES KAMPALA  
INTERNATIONAL UNIVERSITY**

**IN PARTIAL FULFILLMENT FOR THE AWARD OF BACHELOR  
OF EDUCATION DEGREE**

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**SEPTEMBER 2007**

## DECLARATION

I, Amos Ndungu Ngungi declare that this is my original work which has never been submitted before to any institution of learning for any award of a degree or other wise.

Signature  .....

DATE 20 - 09 - 2007

AMOS NDUNGU NGUGU

## APPROVAL

This is to certify that this report has been submitted in partial fulfillment of the requirements for a Bachelor Degree of Education in Arts with my approval as the university supervisor.

Signed .....

NANKYA OLIVER  
SUPERVISOR

Date.....<sup>26<sup>th</sup></sup> Sept 2007

## **DEDICATION**

I dedicate this research to all my former students especially of Mio Girls Kamangu plus those of my current station –Kariaini secondary school.

I also dedicate this all my future Kiswahili students in whatever school I might teach in future.

## **ACKNOWLEDGEMENTS**

I wish to acknowledge the tireless efforts of my supervisor Ms Olivia Nankya who guided me to the very end of this research. I also acknowledge the perseverance of my family as I had to be detached from them in from time to time as I pursued my degree course.

Last but not least Mr. Balala who typed my manuscript.

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## DEFINITION OF TERMS

For the purpose of this research, the following terms are operationally defined.

**Form Four;** As equivalent of Canadian grade twelve (average 18 years). This is the final level of education in Kenya High Schools (K.C.S.E) The National Exam in Kenya is set at form four level.

**Integration:** Two separate subjects namely *hugla* and *Fasihi* merged into one.

**Lugha:** This is the exam paper that tests the following areas; prose, Drama, poetry and oral literature, it is literature in the Kiswahili language.

**Second Language:** Any language acquired later than the language of early childhood acquisition.

**Standard Kiswahili:** The overall accepted Kiswahili dialect in East and parts of central Africa.

## **ABBREVIATIONS**

K.C.P.E: Kenya certificate of primary education.

K.C.S.E: Kenya certificate of secondary education.

P.E.D.E: Post Graduate Diploma in Education.

## **ABSTRACT**

The main aim of this study was to find out of school facilities on the academic performance of students in Kiswahili subject in Kariaini secondary school. The study used teachers and learners of the above mentioned school.

This book is made up of five chapters. Chapter one deals with the introductory part of research. It talks about the background of they study, the theory, hypothesis, objectives and significance of the study. This is the chapter that gives the general background of the research.

Chapter two is literature review; it gives different views of culture concerning the topic for example, background of Kiswahili language, Kiswahili speakers, and challenges in education, among others.

Chapter three deals with the research methodology it includes design, environment, respondents. Instruments, data collection procedures and satisfied treatment of data.

Chapter four is presentation of the data from the field it deals with the analysis and interpretation, and finely chapter five deals with discussion, recommendation and conclusions.

# **CHAPTER ONE**

## **THE PROBLEM AND ITS SCOPE**

### **10. Introduction**

This chapter examines the problem and its scope. This is done by looking at the rationale of the study and the theory on which the study is based. It also looks at objectives and the hypothesis.

#### **1.1 Rationale of the study**

Swahili is a language that traces its origin far back before even the 19<sup>th</sup> century when some Arabs from Middle East decided to settle at the E. African Coast. After intermarriage with the local population, a race of half Arabs (Swahili people) came into existence which also gave birth to a new language, Swahili language which is a mixture of both Arabic and Bantu language.

Swahili is a significant language that has continued to spread like bush fire throughout the East African countries and even beyond. In Kenya schools today, Swahili is taught not only as a subject but also a national language, it is therefore a symbol of unity in a multi-tribal nation.

It first became examinable in 1971 at the end of form four and at the end of form six in 1973. In 1984, it was made compulsory at all levels that is Kenya certificate of primary education (KCPE) and Kenya certificate of secondary education (KCSE). The impact of this language

in the country today is well felt in the fields of academic, political, social and economic ventures.

Through its oral significance in Kenya is un questionable, its also true to note that on certain occasion students continue to either fail or perform poorly in examinations. This leaves one to wonder how such a circumstance may happen yet it's spoken since infancy.

It is against such a platform therefore that the researcher needs, to probe deep into the problem behind such coincidences. The researcher has a feeling that there is a probability of this being a result of inadequacy of school facilities to supplement the efforts of Swahili search.

## **1.2 Theoretical framework**

This study is based on the theory of Hard wich (1997) which states that to teach Kiswahili or any other subject effectively, the teacher needs t be provided with the resource materials such as textbooks, charts, dictionaries, and audit visual devices. The texts are necessary for she teacher and for the students themselves. The teacher needs relevant textbooks which have content matter as prescribed in the syllabus. According to him, the text books are necessary as the teacher will be able to extract necessary information from them (teaching notes). They will also enable the teacher to access related teaching material for use in advance before entering the classroom.

Textbooks and literature in Kiswahili are very important to students. A relevant textbook will help the students to make his own notes and even prepare him in advance before the teacher enters class.

They also provide exercises at the end of the topic. The student can make use of these to assess his understanding of the topic. In case of a problem, the student can inquire more from the teacher. Availability of textbooks for students promotes a reading culture.

Charts are important in that they make easy grouping of concepts as the learning is made. More concrete. They train students in observation and interpreting different types of literature, poetry and different genres of overall literature in Kiswahili

### **1.3 Objectives**

To determine the impact of school facilities on academic performance of students in Kiswahili subject.

#### **Specific**

- 1 To identify the resources necessary in the proper teaching / learning of Swahili.
- 2 To examine the factors influencing the academic performance in Swahili.
- 3 To investigate the challenges faced by students in Swahili learning.
- 4 To determine the impact of school facilities on the academic performance of students in Kiswahili subject.

### **1.4 Significance of the study**

To policy makers in education, the study will help them to highlight fundamental issues underlying poor performance in Kiswahili so as to devise means of averting the problem.

The teachers shall gain the necessary information regarding how best to handle Kiswahili subjects.

The study shall help the researcher to widen his understanding and skills of research analysis.

The parents and the general community shall be helped to understand their role in effective learning of Kiswahili.

Finally, the future researchers shall utilize this research paper s reference for future research on similar topics.

(4) National languages of Zaire and is extensively used in Rwanda, Burundi, Zambia, Somalia, Malawi, Madagascar, and Cameron Islands.

Kiswahili acquired a written literature in the Sandi script and so even before the advent of the Europeans the Swahili were a literate society. However, Swahili were a literate society. However, the missionaries played a major role in the spread of Kiswahili into the interior the inter-territorial (Swahili) language committee standardized Kiswahili to spread a uniform variety of the language.

Kiswahili was at its peak between 1900-1940's when it was used as a medium of instruction in most primary schools, Between the 1940s and 1960s the language policy change and Kiswahili started declining as a language of education importance. It gained significance in prominence as observed by White (1969) in Datts. A. (1991).

In 1949, the Beecher Report was vested with the responsibilities of looking at the scope, content and advice to the government accordingly. It made Kiswahili the language of instruction. This was later refused by the Binns report in 1951 which was to study the position of African primary and secondary education in East and central Africa. The report instead chooses to preserve selected tribal vernaculars.

## **2.2 Swahili Speakers**

According to the Ominde report, (1986), there are mainly four (4) groups of Kiswahili speakers in Kenya, Native speakers who are the Bantu (these are the Swahili who live along the coast and speak one of the dialects of Kiswahili as a first language) Non native speaker who are Bantu and Non native speaker who are not Bantu but are Africans ( the



Wilstieas and Cushitic tribes who are culturally close to the Bantu but have linguistic difference, and finally natives who are not Africans the Indians and Whites

### **2.3 Requirements for Swahili language**

Just like any other subject, Kiswahili teaching and learning require proper arrangement and procurement of necessary facilities. When learners engage in learning to speak Kiswahili, they should be free from intimidation. To instill brevity in them, the teacher has to use poetry for example, since practicing choral reading is a collaborative and non-threatening way to participate orally. This therefore means that they (learners) require enough textbooks so as to make this a reality. Chewen (1994) if they are exposed to a lot of material, they develop oral fluency and also find it un-intimidating but rather interesting other important facilitation include magazines, charts, newspapers, journals.

### **2.4 Teaching methods**

Oliver R.A (1964) states that in modern teaching, there must be use of different learner centered methods to make learning not only interesting but also permanent. In a group discussion for example,, one member of a group will be able to supply a missing link hence the task of doing will become shared. Discovery, Dramatization, and project methods are also important, among others.

Students will find Kiswahili lessons stimulating if the methods of delivery are concerned with things that interest them. Good methods of teaching that are learner centered encourage the interaction between learner and the teacher in the classroom. A skilled teacher of the integrated

Kiswahili course is likely to use a variety of learner centered methodologies to facilitate proper understanding of content

## **2.5 Importance of Kiswahili**

Kiswahili determined the student's future in National Examination or passing it as a pre-requisite for joining high school, a good pass in the final high school examination. Increases a students' chance of admission to university and other post secondary institution. It is also a requirement for some comes at the university Sfure D.N (1986).

Both primary and high school students take part annually in inter-school music, poetry recital, Drama competitions in both English and Kiswahili. Important also is that it is a National language and so eases communication (Ibid).

## **2.6 Factors affecting performance in Kiswahili**

### **2.6.1**

The High learner-teacher ratio According to Nthembi (1994), the high in the Daily Nation (1994), the high learner- teacher ration may hinder personal attention in the classroom. In many schools, the learners are very many making it difficult for the teacher to monitor individual learners' progress.

### **2.6.2 Inadequate facilities and materials**

Textbooks alongside other materials like students workbooks influence what goes on in teaching and learning in the classroom Oliver R.A (1964). Textbooks fore example present their method of teaching

Kiswahili and Falusi in a way fit for the authors so the way the teacher teaches and the way the textbooks is designed should take into account differences in student's learning styles. Dave L.A (1086)

### **2.6.3 Nature of Curriculum**

The integrated Kiswahili curriculum also discouraged use of guidebooks in the teaching of literature in Kiswahili. It has been noted that heavy reliance on the guidebooks implies little preparedness on the part of the teacher. Teachers who use such materials are unable to help learners develop the necessary skills for responding to texts independently without the influence of another author (MOE 1987).

### **2.6.4 Attitude.**

Attitude problems may also influence the teacher presentation of materials for integrated cense. Nthambi observes that the majority of teachers wanted to revert to the old curriculum where Kiswahili was independent of fasihi. Therefore the teachers negative attitude towards integration may affect their choice in teaching, method Kocchar S.K (2002) students also at homes find Kiswahili lessons less stimulating and those with a negative attitude tend to perform poorly (Ibid).

## **2.7 Swahili challenges**

According to professor Wanyale in the Daily Nation (1995) Kiswahili literature content is narrow which needs to be broadened for proper teaching. Unlike English where learners are explored to world literatures through stores, Swahili seems not to have scholars who are specifically strong writers for children. He also noted that the facilities are few and the scope of curriculum itself is not wide

## 2.8 Gap is knowledge

Though the above literature gives us a basics and proposes foundation on which this record is built, it does not highly highlight all important issues concerning the topic. This therefore creates a space it knowledge that ought to be filled. For example, it does not bring out the impact of school facilities on the impact of school facilities on the teaching of Kiswahili language very well and yet it is the basic them. However, concepts provided are still very useful for the study.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter deals with the methodology part of research. Among others it specifies the research Design, Research Environment, Respondents, instrument, statistical treatment of data and data collection procedures.

#### **3.1 Research Design**

The Study employed both the qualitative and quantitative to investigate the impact of school facilities on the academic performance of students in Kiswahili subject at Kariiani secondary school in manage south District.

#### **3.2 Research Environment**

This study was conducted at Kariaini secondary school in Mukuyu Division, Murenga south District central province of Kenya. It's a mixed day school located in a hilly semi arid area.

#### **3.3 Respondents**

The study utilized a researcher devised instrument which is a questionnaire. It mainly consisted of respondents profile, school facilities, methods of teaching, among others. It had structured and objective questions. Responses have been grouped, and interpreted for conclusions.

### **3.4 Data collection procedures**

The Researcher sent an introductory letter to the head of the school requesting for permission to conduct the study inside the school premises utilizing the staff and learn after that, questionnaires were distributed to respondents. Data was analyzed and recorded for the final project.

### **3.5 Statistical treatment of Data**

The frequency and percentage distribution was used to determine the forms of the impact of school facilities on the academic performance of students in Kiswahili subject.

Formula:

$$F/n \times 100$$

Where F = frequency

N= total number of respondents

100 = constant.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

In this chapter, the researcher presented relevant opinion about the impact of school facilities of Kariaini Secondary school. The data presented here was mainly collected from the field to represent respondents' views.

#### **Questionnaires**

Questionnaires were distributed to respondents and they were intended for secondary school teachers and students. The totals of 71 questionnaires were distributed but 60 were answered and returned. This represented 84% of the sample population

#### **4.1 Questionnaire findings**

##### **4.1.1 Profit of respondents**

##### **Sex/Gender**

The majority of respondents were female. That is to say 38 respondents (63). 22 respondents were male. This represented 37% of the total population

##### **Age structure**

The youngest category of respondents was falling between 13-18 years of age. These were 36 and were the majority. Their percentage representation was 60%. The researcher found out that they were mainly students. Respondents falling between 20-40 years of age were 12 and this represented 20%. Those under 40 and above years were also 12 (20%)

### **Education background (Qualification)**

Many respondents 36 (60%) had no district qualification as they were students of kariaini secondary school. However, 21 respondents (35%) had diplomas where only 3 respondents had degrees in education. This represented 5%, the latter (those with qualifications) were teachers of kariaini secondary school.

## **4.2 Summary of questionnaire findings according to objectives stated**

4.2.1 Resource necessary for Swahili learning. All the 60 respondents (100%) agreed that for proper teaching and learning of Swahili subject resource were relevant. They outlined the following as the necessary ones; textbooks (Swahili), magazines, news paper, radios, television, among others.

Some respondents also noted that a part from the classroom resources, facilities outside classroom also affect learning and performance for example library, school environment, toilet facilities among others. However, the majority of respondents (80%) noted that in their school such resources (facilities), exist (many of them) but are not enough or up to standard and therefore this means that there is need for restocking or upgrading

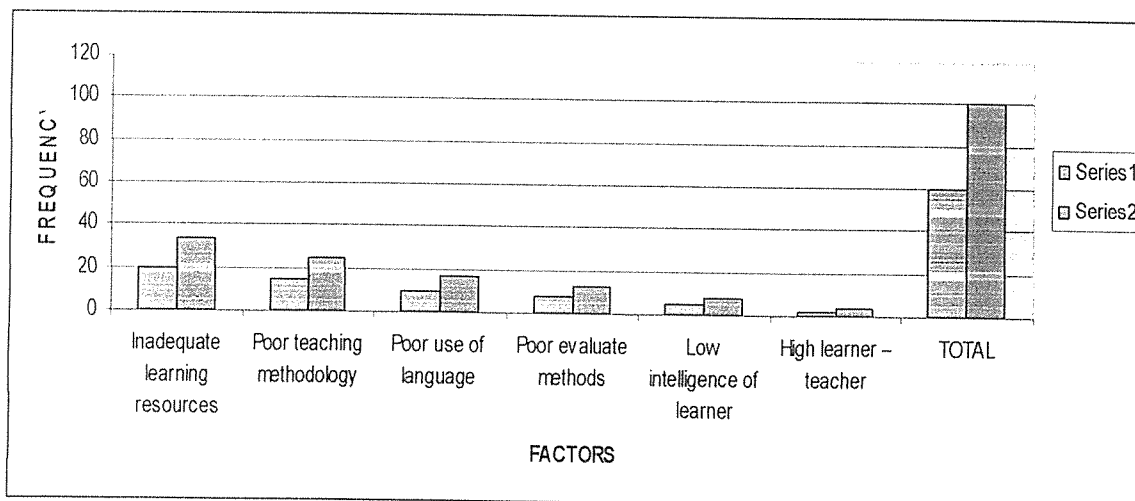
### **4.2.2 Factors affecting academic performance in Kiswahili subject.**

The respondents' views about factors affecting performance can be summarized in the table below



|   | FACTOR                        | FREQUENCY | PERCENTAGE |
|---|-------------------------------|-----------|------------|
| A | Inadequate learning resources | 20        | 33         |
| B | Poor teaching methodology     | 15        | 25         |
| C | Poor use of language          | 10        | 17         |
| D | Poor evaluate methods         | 08        | 13         |
| E | Low intelligence of learner   | 05        | 08         |
| F | High learner - teacher        | 02        | 04         |
|   | <b>TOTAL</b>                  | <b>60</b> | <b>100</b> |

**Graph 1: FACTORS AFFECTING ACADEMIC PERFORMANCE IN KISWAHILI.**



#### 4.2.3 Challenges of Kiswahili teaching and learning

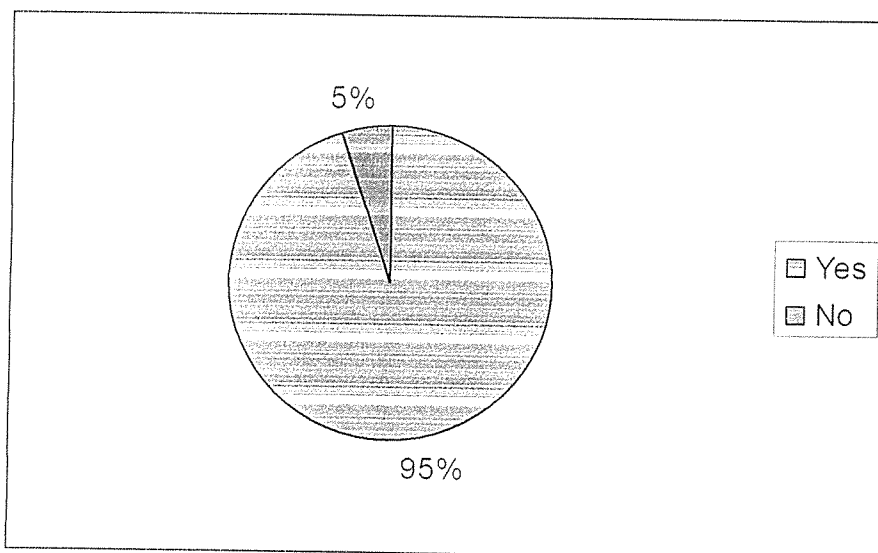
Respondents views this topic indicate that Kiswahili teaching and learning are challenging and outlined the following as justification for their stand, negative attitude toward the subjected, lack of enough resource especially textbook, narrow curriculum scope, among

overcome, respondents referred to the government of Kenya and specifically to the ministry of education.

*"The only solution can come from the government. Government officials put up policies in education and so they should try to ensure that such are implemented in the best way possible" – Respondent.*

#### **4.2.4 School facilities and academic performance in Kiswahili subject.**

When asked whether there is an impact of school facilities on the academic performance of students, the majority of respondents (95%) said yes while only 5% said no as represented below.



Respondents, continued to give the following as their justifications.

Those who said yes gave the following reasons.

The presence of enough facilities helps students to learn easily as they learn by seeing (visual aids)

It also helps learners to do their own revision in their free time (text books)

A good school environment with spacious facilities aid proper concentration of student

Learning becomes permanent and so students do not forget quickly.

Enough materials make learning interesting and meaningful.

Those who said no simply reasoned that though some materials is lacking, some students continue to perform well.

Finally, since its this objective that had to answer and test the hypothesis, according to the majority (95) who said, the implication is that there is significant relationship and impact of school facilities or students academic performance in Kiswahili subject. This means that the Null hypothesis was tested wrong.

## **CHAPTER FIVE**

### **DISCUSSIONS, RECOMMENDATIONS, CONCLUSIONS**

#### **5.0 Introduction**

This is the last chapter of this research paper ideas presented here were got from different authors of textbooks. The researcher put comparative analysis between them and views from the respondents. Finally, conclusions were drawn after thorough discussion on the ideas above. In this chapter also, the researcher has suggested some areas for more research.

#### **5.1 Discussions.**

In this unit, views of different authors in chapter 2 have been compared with those collected from the field-basing on the stated objectives.

##### **5.1.1 Resources necessary for Swahili learning**

According to the literature available, authors highlight that there is need proper learning and teaching of Kiswahili language Chauhan SS (1994) says that learners require enough textbooks so as to make this a reality.

Different respondents also agreed with the above mentioned author. They listed the following, newspapers, Radios, Television among others this therefore implies that facilities (materials resources) are very important in the struggle to uplift the academic performance of learners in Kiswahili.

### **5.1.2 Factors affecting the academic performance in Kiswahili subject.**

In the literature review, authors put it up clearly that certain factors affect student's performance (academic) in Kiswahili subject specifically, authors mentioned the high student teacher ratio methodologies of teaching, inadequate facilities and materials, nature of school curriculum and attitude.

Respondents from Kariarini secondary school did not differ from author. According to their views, a lot of factors in fact affect the academic performance of learners in Kiswahili subject. A part from the above mentioned factors, they added the following, poor user of language, low intelligence of learners and higher learner teacher ration. It should however be noted that many respondents pointed out the inadequate of learning facilities (resources) which is represented by 33%, the biggest percentage in this category. This therefore refutes the NW hypothesis which states that there is no significant impact of school facilities on the academic performance of students in Kiswahili subject.

### **5.1.3 Challenges faced in Kiswahili teaching and learning**

Authors views in literature indicate that Kiswahili teaching and learning are faced with a couple of challenges implying that its not an easy ride. Professor Wangels for example specified that Swahili literature content is narrow and so needs to be broadened for proper learning. He also noted a problem of few and poor facilities plus the very narrow scope of the curriculum.

According to responses from different respondents the challenges are quite many. These range from lack of enough resources, poor methodologies used in teaching to a negative attitude of both teachers and learners. This therefore implies that though several stakeholders try to make proper Swahili teaching and learning a reality, certain problems frustrate these efforts.

#### **5.1.4 School facilities and academic performance in Kiswahili**

Though the available literature does not properly highlight the impact of school facilities on the academic performance of students in Swahili to subject respondent stressed if. This was proved by the response they gave for example; "school facilities enable learners to participate in their own learning and to make learning more easy and permanent.

### **CONCLUSSIONS**

Basing on the study conducted by the researcher, the following findings were made:

It was discovered that the academic performance of learners is affected by many factors and not only school facilities. Others include; teacher-learner ratio, methods of teaching, teaching-learning material, learner's background, among others.

Swahili teaching and learning just like other subjects is faced with a lot of challenges. These include; poor methods of teaching, poor language usage, inadequate text books, poor attitude among students and teachers, and others.

This research made it clear that certain resources and facilities are important in Swahili teaching and learning not only in the classroom, but also outside. These include textbooks, radios, newspapers, spacious compound, story books, and others. The availability of these can make Kiswahili and learning easy.

## **RECOMMENDATIONS**

The researcher recommends that it is a responsibility of every stakeholder in education to identify where the problem is for general betterment of education. The school facilities as already mentioned makes a significant impact on the students' academic performance in Kiswahili. On this note therefore, it is a responsibility of everybody (parents, teachers, administrators, students and others) to ensure that the school facilities and materials are in place and well maintained so as to make a positive impact on students' performance.

## **AREAS FOR FURTHER RESEARCH**

1. Language of instruction and academic performance of students.
2. The role of instructional materials in the teaching-learning process.

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**APPENDIX A.**  
**TRANSMITTAL LETTER**

August / 10/2007

THE PRINCIPLE  
KARIAINI SECONDARY SCHOOL

Dear Sir

**RE: RESEARCH**

I am a graduating student at the faculty of Education, institute of *continuing and distance learning*, Kampala International University. I request for permission to conduct my research inside your school premises entitled "school facilities and academic performance of student in Kiswahili" The responses shall be treated with confidentiality.

Thank you.

Yours respectively,  
Amos Ndugu Ngugi

Noted by  
Nankya Oliver

Supervisor

## APPENDICES

### APPENDIX B QUESTIONNAIRES

#### HEAD REACHER'S QUESTIONNAIRE

Dear

Respondent

This questionnaire is intended to collect information for a research paper entitled "school facilities and academic performance of students in Kiswahili subject"

The researcher is a student of Kampala International University. All the Data collected shall be treated with confidentiality.

Thank you.

Name (Optional)

Age .....

Sex.....

Education level.....

Tick the appropriate box

1. What is the status of your school?

Boys Day

Mixed Day

Mixed Boarding

Girl Boarding

2. What the class sizes in your school?

Between 20-30

Between 30- 40

More then 50

C) Do you have specify resource for specific subjects.

Yes  No

b) List the necessary resources in Swahili subject

1) .....

2).....

3).....

4).....

What are the challenges you face in Swahili instruction?

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

How has been the performance of Kiswahili in the last four years?

V. good  Good  Average  Poor

b) Give reasons for four answer

.....  
.....

Do you think there is an impact of school facilities on the performance of students in Kiswahili?

Yes  No

b) Justify your stand.

.....

.....

.....

## TEACHER'S QUESTIONNAIRE

Name ..... (optimal)

Age .....

Sex .....

Academic questionnaire .....

### PART A

Please be guided by the following choices below.

4. Strongly agree (you agree with no doubt at all)
3. Agree (Agree with some doubt)
3. Disagree (disagree with some doubt)
1. Strongly disagree (disagree with no doubt at all)

1. There is adequate space for curriculum activities in my school
2. There are enough teaching material in the library
3. School laboratories are clear, spacious and well ventilated
4. There are enough furniture in the class
5. There are enough toilets for student's use and learning activation
6. There are enough textbooks for teaching and learning activation
7. There are audio-visual aids to motivate the students.
8. There are enough charts, magazines, Newspapers that attract the learner
9. There is enough literature and poetry Kiswahili textbooks in the school

**PART B GIVE YOUR OPINIONS**

10. What are the challenges in Kiswahili instruction?

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

b) How this can the above be overcome?

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

c) Do you think there is an impact of school facilities on the academic performance of learners?

Yes  No

d) Give reasons for your answer

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

## STUDENT QUESTIONNAIRE

Follow the given instruction: Tick the appropriate answer or fill in the best alternative.

Name (optional)..... Sex.....

Age .....

Class.....

Direction choose one of the given answers below;

A - Strongly Agree

B- Agree

C- Disagree

D - Strongly Disagree



1. The Kiswahili teacher employs varied teaching methods
2. The Kiswahili teacher uses understandable language
3. He /she asks questions regularly in class
4. He is audible while teaching in class
5. He summarize, the topics at the end of the lesson
6. Allows students top actively participate
7. The sitting arrangement allows students to move freely
8. The class is well ventilated
9. There are enough desks, chairs and tables for students use
10. The teacher gives tests and assignments frequently
11. The teacher encourages group discussions
12. The teacher encourages students interaction in class
13. The absence of some facilities affects our learning Kiswahili





## APPENDIX E

### CURRICULUM VITAE

#### (a) PERSONAL BACKGROUND

Name : AMOS NDUNGU NGUGI  
REG NO : BED/15178/62/DF  
AGE : 49  
GENDER : MALE  
GUIL STATUS : MARRIED  
DATE OF BIRTH : 2<sup>nd</sup> May 1958  
ADDRESS : KARIAINI SECONDARY SCHOOL  
BOX 58, KAMBITI – KENOL KENYA

#### (b) EDUCATIONAL BACKGROUND

College / school

Kampala International University  
(2006 – 2007)

University of Nairobi  
(2004 – 2006)

Kikuyu Day Sec school  
1973-1976

Cikambure primary school  
1965 – 1972



#### (c) RESEARCH EXPERIENCE

Currently undertaking a paper entitled "School facilities and academic performance of students in Kiswahili subject in Kariaini secondary school".