

2014

The causes of poor performance in Kiswahili subject in Mandera among students in public secondary schools: A case of Mandera east district in Mandera county

Noor, Sahara Mohamed

Mount Kenya University

<http://erepository.mku.ac.ke/handle/123456789/1840>

Downloaded from Mount Kenya University, Institutional repository

**THE CAUSES OF POOR PERFORMANCE IN KISWAHILI SUBJECT IN
MANDERA AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS; A CASE
OF MANDERA EAST DISTRICT IN MANDERA COUNTY.**

BY

SAHARA MOHAMED NOOR

E35S111/07032

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT AND CURRICULUM STUDIES IN PARTIAL
FULFILLMENT FOR THE REQUIREMENTS OF THE AWARD OF THE
BACHELOR OF EDUCATION (ARTS) OF MOUNT KENYA UNIVERSITY**

2014

ABSTRACT

For any education to achieve its objective, teachers and education planners must put ways of testing the level of understanding among learners. Kiswahili subject has for years shown declining results. It is for this reason the researcher wanted to find out the causes of poor performance of students in public secondary schools in Kiswahili subject in Mandera East District. The study used descriptive survey design because it can give elaborate results compared to other design. The sample size was 10 teachers, 50 students and 20 parents from the one school that were chosen. Teachers were purposively sampled while students and parents were sampled through simple random sampling. Views were collected through questionnaire from teachers and interview guide for students and parents. The findings were presented through frequency tables involving simple percentages and bar graphs. This addressed the three research questions formulated to guide the study. Inadequate Teaching and learning materials and other study materials, teaching not done to the relevance of the syllabus, teacher and student absenteeism and lateness and Inability to complete the content of the teaching syllabus are some of the factors that were checked to be relevant to the study. The research was controlled by the use of Maslow's Needs Theory by Maslow (1968), to ensure it remain relevant to the study objectives.