

**THE INFLUENCE OF SCHOOL BASED FACTORS ON THE PERFORMANCE OF  
KISWAHILI IN SECONDARY SCHOOL IN NYAKACH SUB COUNTY, KISUMU  
COUNTY**

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## **ABSTRACT**

Kiswahili language is a Bantu language and the mother tongue of Swahili people. It is widely spoken in East and Central Africa. It serves as both national and official language of four nations namely: Tanzania, Kenya, Uganda and Democratic Republic of Congo. It is also one of the official languages of the African union. This explains the great importance of Kiswahili. However the spread of Kiswahili to the interior parts of Kenya among Cushitic and Nilotic speakers was limited leading to poor performance by these groups. It is therefore likely that students from Bantu background are likely to perform better in Kiswahili than their Nilotic and Cushites fellows. However trends in the recent past have shown an otherwise trend with schools in Luo Nyanza like Maranda and Kisumu Girls emerging top nationally. It is therefore probable that there are institutional factors that may directly influence Kiswahili performance even among non-Bantu speakers. There is also little evidence of research that has been carried out to determine how institutional factors directly influence performance of students in Kiswahili. This research sought to establish how school based factors influenced students performance in Kiswahili among sub-county and county schools in Nyakach sub county in Kisumu county. The research design of this study was cross-sectional survey. This design was suitable for both exploration and description of characteristics that could be generalized to the population. The population of the study was 1000 students, 10 principals and 10 Kiswahili teachers. Various sampling procedures were use whereby 10 schools were purposively ten teachers and principals were also purposively sampled. The Research instruments were students, teacher and head teacher questionnaires and an interview schedule KR21 formula was used to estimate the reliability coefficient for the questionnaires. Data was analyzed qualitatively using descriptive statistics. Institutional factors were found to have influence on Kiswahili performance in schools. This study is important to teachers, the government and stakeholders who should adopt smart practices to improve in the teaching and leaning of Kiswahili.