

**FACTORS INFLUENCING CHILD LANGUAGE DEVELOPMENT IN SECONDARY  
SCHOOLS IN MANDERA SUB COUNTY**

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**DTE/000513/1121/04516**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENT FOR THE AWARD OF DIPLOMA IN EDUCATION,  
DEPARTMENT OF EDUCATIONAL MANAGEMENT AND CURRICULUM  
STUDIES, SCHOOL OF EDUCATION, MOUNT KENYA UNIVERSITY**

**OCTOBER, 2014**



## ABSTRACT

Language is basic to all communication between one person and another world over. This study sort to investigate factors influencing child language development in secondary schools of Mandera Sub County. the study was guided by three objectives that included; to identify challenges faced by students in learning language in public schools in Mandera Sub County; to determine the causes of the challenges faced by students in learning language in public schools Mandera Sub County; to suggest solutions to the challenges faced by class one children in learning language in public schools in Mandera Sub County. The study adopted a survey research design where questionnaire were used as the main tool for data collection. The teachers, head teachers and pupils in five public secondary school in Mandera Sub County were the target population for the study. The district has a population of 1030 boys, 860 girls and 80 teachers. The sample size constituted 50 students, 8 teachers and 5 head teachers in public secondary schools in Mandera Sub County. Data was analyzed using the SPSS version 17.0 and presented using tables, graphs, pie charts and bar graphs. This research on challenges faced by high school students in learning Kiswahili in Mandera Sub County, Mandera County was to identify challenges faced by students in learning Kiswahili. This research also was to determine the causes of the challenges faced by students in learning Kiswahili. It also was to suggest solutions to the challenges faced by students in learning Kiswahili. The study used survey design with the population being randomly chosen

The government should formulate a policy on the appropriate use of Kiswahili in all spheres of life so as cultivate Kiswahili language proficiency for it to achieve the status of an official language as stipulated in the new constitution. Education is a vehicle through which this can be achieved. Therefore, the ministry of education, through KIE, should come up with a policy and legislation to enforce it to ensure Kiswahili is taught at all levels of education including preschool. This would help students to have a good Kiswahili foundation in high schools and the subsequent classes

In appointing secondary Kiswahili teachers head teachers should be considering the qualification of a teacher and teacher's interest in Kiswahili language.