

**FACTORS AFFECTING PERFORMANCE OF
KISWAHILI LANGUAGE IN PUBLIC PRIMARY
SCHOOLS IN KIAMBU COUNTY.**

**ARESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENT
FOR THE AWARD OF DEGREE OF BACHELOR OF EDUCATION
(ARTS)**

AT

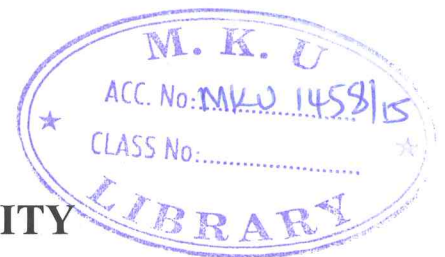
MOUNT KENYA UNIVERSITY

BY

MANJI CATHERINE WAIRIMU

REG NO. BEDA/112/03769

AUGUST 2015



ABSTRACT

Performance in Kiswahili by learners has persistently been affected. This study sought to find out factors affecting performance in Kiswahili language and to establish the strategies that can be adopted to improve performance in Kiswahili language by learners in Kiambu County in Kenya.

The study was to determine the school based factors, family factors and personal factors that affect performance in Kiswahili language, and establish the strategies that can be adopted to improve performance in Kiswahili.

Descriptive survey research design was adopted for the study. The target population was 1000 respondents which comprised of primary learners in Kiambu County, 100 Kiswahili teachers and 10 head teachers.

The data for the research was collected by use of three questionnaires; teachers, head teachers and guided questionnaires for learners. Scheduled interviews were also used.

Study findings revealed that factors affecting performance include; the structure and resource, size and school compositions, physical and emotional malpractice. There was general negligence especially from the parents who do not have time with their children and the poverty and earning level of parents also affected performance of learners in Kiswahili language. No emphasis is made from the head teachers especially if they do not teach the subject. Most of the learners find it difficult to understand Kiswahili at a high level because of poor background/foundation.

Improving on these factors and sensitization of the local community would enhance learner's effective participation in learning Kiswahili language and this could improve performance in Kiswahili language. It is anticipated that the findings of this study will give curriculum developers new insights into emerging issues on performance and influence the Ministry of Education on policy formulation. Learners are also expected to benefit from the findings; because improved Kiswahili performance will give them opportunities to pursue related courses in higher institutions of learning and middle level colleges.