

**CAUSES OF KISWAHILI FAILURE AND POOR
PERFORMANCE IN PROVINCIAL SCHOOLS A CASE
STUDY WITHIN MACHAKOS MUNICIPALITY**

BY

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ABSTRACT

Language development and acquisition is a life long process. During the early years of development or formative years, a persons ability to eloquently speak is build up. For a person to develop well in all dimensions of life he/she needs to be well nourished and provided with all essentials necessary. Among these, a person requires a conducive environment yoked with both intrinsic and extrinsic motivation to learn. It's not only in Machakos municipality where Kiswahili has become a major concern but in all counties in the whole country. In the last few decades Kiswahili performance has raised more questions than answers even in the national settings like the Kenya Examination Council (KNEC) and the Ministry of Education (MOE). The aim of this research project was to find out the effect of poor Kiswahili performance in Machakos municipality which is in Machakos County. The target population was students, teachers and administrators in provincial schools within Machakos municipality. Survey method and random sampling was employed in the study, Administering of questionnaires to teachers, students and administrators, The researcher also used oral interviews to students and through this, the researcher was able to gather vital information. The researcher also gathered information from other researcher's work which proved to be relevant to the study. Data collected was analyzed in tables, pie charts and some descriptive notes. The researcher found that poor performance in Kiswahili has adverse effect in KCSE examinations in Machakos municipality. As a matter of fact, experienced professionals have asserted that language and more so Kiswahili is facing out daily. In a recent research stated by scholars, they are saying that from 1963 the growth of Kiswahili though openly noted, is facing challenges. Odeo et al 2008:15 Finally the researcher made some recommendations to curriculum developers, policy makers and the ministry of education on how to improve language performance in secondary schools. This study if taken into account can also help the KNEC Kenya National Examination council to revisit its policy on languages performance in secondary schools due to the mode of setting exams.