

Effect of Attitude of Learners on Kiswahili Summary Writing in Secondary Schools in Kenya: A Case of Voi Sub-County.

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ABSTRACT

The research investigated factors that affect performance in Kiswahili summary in Voi Sub-county of Taita-Taveta County. The need of the study was based on the fact that Kiswahili Summary is an area faced with challenges. The main purpose of the study was to investigate the teaching of Kiswahili Summary in secondary schools. The objectives of the study were; to assess the teaching of skimming and scanning skills in reading and writing, the attitudes of the learners and teachers in learning and teaching of Kiswahili Summary. The theoretical framework was based on Vygotsky's Language and Thought theory and Chomsky's theory of Approach to Language which was adopted by Luttrell which dealt with language development following certain rules. The study employed descriptive research design. The area of study was Voi Sub-County. The target population included teachers of Kiswahili, Heads of Department of Language and the students from all the four Provincial Mixed Schools. Stratified, purposive and sample random samplings were used. There were about 3741 students but the study used 263 students in Forms 2 and 3 classes, 12 teachers of Kiswahili and Four heads of department. The study used both Primary and Secondary data. Data was gathered through questionnaires and documentation. The questionnaires were the main source of Primary data. Data from questionnaires were analyzed and recorded by use of frequency tables, figures and percentage using descriptive statistics.

INTRODUCTION

The chapter.

This chapter examines the background within which the study is set. It also presents the research problem, its purpose as well as the research questions that will direct the course of this study. Also covered in this chapter are the assumptions of the study and theoretical framework. In addition, this chapter describes the significance of the study and outlines its scope and limitation as well as definition of key terms.

Background information

Kiswahili Summary which is the subject of study is a vital skill in communication and instruction. It is listed under writing skills in the Kenya Institute of Education syllabus (2002) and a compulsory section in a Kiswahili paper coded 102/2 by Kenya National Examinations Council (2006).

Summary skills enable a reader to make wise decisions in distinguishing vital issues. This can be done in meetings which are either held internationally, nationally and even in local settings.

Wamitila (2007:115) denotes that summary joins important ideas in a report or passage. This therefore

enables the readers to clearly separate the crucial points from those that are less important. Minute writing relies heavily on summary skills. This is a situation where the main issues are noted as the rest are left out. It is essential, if it was not employed; minutes would come out as novels. Wamitila (2007) says that good minute writing requires skills of summary writing. The secretary does not note everything that is discussed in the meeting but just quotes only the important issues which can give a general view to a person that was not in the meeting. Wamitila therefore underscores the important role of summary writing skills.

Ipara and Waititu (2006) applaud Summary writing as an essential exercise of explaining information briefly. They emphasize that for one to summarize any information; she/he must read, internalize and understand it. They emphasize that the ability to read and summarize is an indication that the reader has understood the text. They observe that, summary writing is an important skill when writing minutes, reports of meetings and enlisting important ideas in a conversation and even in preaching. Summary is also important in writing a diary, keeping records and denoting the activities of a day. They say that summary writing is essential in editing news. The mastery of summary skills has far reaching significances.

At school level, summary writing skills are quite critical. Jamieson (1999) says, “The ability to write an effective summary might be the most important writing skill a student can possess. You need to be able to summarize before you can be successful at most of other kinds of writing that will be demanded of you in school, and it’s an important part of note taking too”. This view shows the wide role played by summary writing skills in other fields. For instance, the writing of an official letter calls for summary writing skills. The official letter is written in summary form avoiding wordy statements.

Besides the official letter, the writing of a composition as that which deals with an advertisement, the writer uses summary skills. The message has to be presented in the shortest and interesting form as possible, (Waititu, 2003). As noted by Jamieson (1999), summary skill is an important part of note making. In the language subjects, summary skills are used in the analysis of literature texts in both Kiswahili and English. The learners and teachers use this skill to take short notes on the text.

Greanery (2009) says: “Summary writing is part of a class discussion, so that the writing being circumscribed and brief, is closely linked to oral summaries which form the material for writing. The use of summary is part of the tradition of writing in teaching; there is need for summary notes which translates later into full notes.”

Revision for examinations is well done when learners use summary skills. Learners make short notes which contain the major aspects in their detailed notes, (Waititu, Ipara and Okaalo, 2003).

Jamieson (1999) says, “Politicians and corporations employ people to read every newspaper and newsmagazine and summarize relevant stories and articles. The more concise the summary, the better, yet if major details are left out, the purpose of the summary is lost”. This shows that the summaries are important to politicians and business people; their concision and accuracy are important too.

Jamieson also explains that a learner must understand the text that she /he is reading before he/she writes a summary of it. It’s after the writing of the key points that the writer can skim it again to make sure she / he did not omit anything. This use of summary makes one learn and helps to check what may have been learned.

Despite the importance attached to Kiswahili summary, its results country-wide in the national examination has not been appealing. The performance in the summary section affects the overall performance of Kiswahili. KNEC (2007:22) states: there was a decline in the results of Kiswahili 102/2 in 2007 from 40.60 in 2006 to 32.22. These results are almost similar to those of 2005, whose mean score was 34.08. The

questions on summary were a major challenge to the candidates. This therefore gives the effect of summary writing on performance in Kiswahili. See Table 2.1

The hue and cry about performance has not been left out in Voi district. The mean score in KCSE 2009 in Kiswahili stands at **4.63, thus a mean grade of C-**. Hon. Dan Mwazo, the M.P. for Voi Constituency while presiding over an Education Day ceremony on 17th of July 2010, decried the poor performance in Voi District. He noted with concern the limited number of students joining the University from the district. A mean score of 4.63 in Kiswahili affects the overall performance of the students. See Table 1.1.

Table 1.1 KCSE performance of Kiswahili in the Four Provincial Schools in Voi District

School	2007	2008	2009
Mwakitawa	5.357	5.632	4.8847
Voi	5.25	6.23	6.8
Moi –Kasigau	5.28	4.574	6.273
Mwakichuchu	6.406	4.07	4.12

Due to this situation, it therefore calls for the necessity to investigate the probable factors that cause this decline.

Statement of the problem.

The problem of poor performance in Kiswahili Summary in Voi district is a major issue of discussion among the stakeholders in the district. The District analysis from the DEO's office of 4.63 mean score in Kiswahili in KCSE of 2009 is worrying. The research therefore tries to highlight the factors which cause poor performance in Kiswahili summary.

Purpose of the study

The purpose of the study was to investigate the teaching of Kiswahili Summary in secondary schools. The research also found out ways of improving performance in Kiswahili Summary.

Objectives of the study

Major objective.

The major objective of the study was to examine the teaching of Kiswahili Summary and its performance.

Specific objectives.

The specific objective of this paper was to establish and evaluate how the attitudes of the learners and teachers affect the learning of Kiswahili Summary.

THE MEANING OF KISWAHILI SUMMARY.

Summary has been described and explained in different ways.

Waihiga and Wamitila (2003) state that summary involves the ability to identify important and main ideas in a passage and paraphrasing them while the meaning is retained.

Waititu, Ipara and Okaalo (2003) describe summary as a brief explanation. They observe that summary is a very important style of writing. Walibora and Wang'endo (2004) assert that summary writing is one of the most important skills in a language. Summary means writing in brief. Ndungo and Mugambi (2003) say that the noun summary is derived from a verb: to summarize. To summarize therefore means to shorten the length or to explain in few words, fewer than those in the original passage. It is assumed that as one summarizes the passage, the message in it is retained. Summary is therefore said to be a representation of a whole passage. King'ei (2003) says that that Summary writing is an essential skill in writing. Summary is a life skill as it is used in all spheres of human life.

From these definitions it is therefore evident that summary gives the message in a terse form. In summary, the message that is presented in it is a replica of the original message though in brief.

The importance of Summary writing.

The importance of summary writing is very wide. Summary skills can be used in different contexts. MOE (1987) says that, the significance of summary is to facilitate in communicating information from a lengthy passage into a brief one without distorting the message in it. Burton and Humphries (1992:137) say that summary involves all the skills required for general competence in the use of language. Far from being an artificial exercise designed by examiners as a test for candidates; it is an accurate measure of your ability to communicate.

Waititu, Ipara and Okaalo (2003) say that summary skills can be used in news bulletin, newspapers and even when answering exam questions. In such cases only the main ideas are outlined. Summary reduces boredom of reading lengthy passages. They observe that summary is an essential skill as it saves time and money especially when sending some messages. For example the popular Short Message Service (SMS) in a cell phone, the telegram, death announcements and business advertisements employ summary.

Walibora and Wang'endo (2004) observe that summary writing is essential in news gathering where a journalist selects the important ideas and discards the less weighty ones.

Olodo and Njogu (2005) assert that summary is important in writing as it enables one to select the main ideas and present them in few words. Efficiency of summary is characterized by the way one conveys the message in brief while adhering to correct grammar and punctuation.

KIE (2011) acknowledges the use of summary in the evaluation of the Supplementary Curriculum Support Materials. After the panelists of the subject at either Secondary or Primary level have read the submission, the strengths and weaknesses are captured in a summary report.

The learning and teaching of Kiswahili Summary.

Kiswahili Summary is listed under a writing skill in the KIE syllabus of 2002. It is taught across board from Form one up to Form Four. The section is also put in Kiswahili paper coded 102/2 in the Exam by KNEC. KNEC (2006) places summary in the ordinary writing section. Summary skills are also taught in different sections of Kiswahili. In a Kiswahili paper coded 102/1, which outlines Kiswahili compositions employs summary skills. Ndungo and Mugambi (2003) say that there are instructions that should be followed while summarizing: to read the passage twice or thrice, to select important points and finally to write the main points in prose. This will enable the writer to have a coherent summary.

Ipara and Waititu (2006) observe that summary skills are crucial in the writing of compositions on recipes. They say that the procedure and weights of the food to be prepared is written in summary form. Besides that, summary skills are also used in the writing of functional compositions such as minutes and reports. It is

therefore evident that summary skills are widely used in learning and teaching.

Arege, Mukhwana and Wamitila (2011) have also discussed the use of summary in poetry. In their discussion on the Kenya Broadcasting Corporation radio program ‘**Lugha Yetu**’, they have emphasized the use of ‘inksari’ in poetry as summary. The poet uses the short form of the words to relay some message. It is therefore worth noting that summary is a life skill.

Attitude of the learners and teachers towards Kiswahili summary.

Suter (2008) quoting Sarnoff (1970) defines attitude as a ‘disposition to react favorably or unfavorably to a class of objects.’ Learning attitudes can therefore be described as disposition to react favorably or unfavorably to a language.

Kiswahili summary is taught to students who speak and identify with other languages. It is also taught to learners with different social and linguistic backgrounds. The fact that it is a compulsory section in Kiswahili coded 102/2 in Kenya’s school system does not in itself guarantee positive attitudes towards it. It is in this dimension therefore that there is need to establish through research the kind of attitude that the learners and teachers hold towards Kiswahili summary and Kiswahili in general. On the establishment of this, it might be necessary to find ways of promoting and sustaining positive attitude towards learning of Kiswahili summary.

Besides the attitudes of the learners, it is essential to find out the attitudes of the teachers towards the teaching of Kiswahili Summary and how this affects performance in Kiswahili in general. Teachers are the curriculum implementers and it would be important to perceive their role as teachers of Kiswahili, (Strong, 1985). How committed are they? Do they like this section in Kiswahili? This research therefore is aimed at promoting and sustaining positive attitudes towards the learning and teaching of Kiswahili summary.

Attitudes of the learners.

The 1995 KCSE report states, the problem with language is the candidates’ attitude towards the language. Their attitude is not positive. Hardly any knowledge of Kiswahili language beyond the assignment given by the teachers.

Meyer (1993) describes attitude as a mental and neutral state of readiness, organized through experiences and exerting a directive or dynamic influence upon individuals responses o all objects and situations within which it is related.

Kayembe (1992) says that attitude affects achievement and achievement affects attitudes.

Ayot and Patel (1992) say that attitude is a dynamic interaction between feelings and behaviour as observed in performance. Ayot and Patel reveal that experienced feelings lead to a particular self-image, which in turn influences pupil’s expectation of future performance which in turn affects performance. This therefore shows the impact of attitude on Kiswahili summary.

RESEARCH DESIGN

Kothari (2006:31) defines research design as the arrangement of conditions for collection and analysis of data in a way that aims to combine relevance to the research purpose with the economy in procedure. This research adopted a descriptive research design to establish the factors that affect performance in Kiswahili summary. Descriptive research is used to obtain information concerning the current status of the phenomena to describe ‘what exists’ with respect to variables or conditions in a situation (James 1997).

Gay (1981) defines descriptive research as a process of collecting data in order to test hypothesis or to answer questions concerning the current status or subjects in the study. A descriptive research determines and reports the way things are. This type of research attempts to describe such things as possible behavior, attitudes and values and characteristics. Mugenda and Mugenda (1999:160). Nsubuga (2000) infers that descriptive research has the capacity to describe the present status of a phenomenon, determining the nature of prevailing conditions, practices and attitudes and seeking accurate descriptions of activities.

Descriptive research is the most commonly used. The basic reason for carrying out descriptive research is to identify the cause of something that is happening. This study investigated the causes of poor performance in Kiswahili summary. This study collected both quantitative and qualitative data. The descriptive research design enabled the researcher divulge information into the factors that affect performance in Kiswahili summary.

Study area.

The study was carried out in Voi district. It is located in the Western part of Coast Province. The sites for the study were all secondary schools in Voi District where Kiswahili is taught and tested. There are fourteen secondary schools. The location of schools in Voi district largely corresponds to the pattern of settlement. There is a strong correlation between the location and religion missionary institution and the cluster of schools in the districts they are also located at the foot of the famous Taita hills.

See appendix 1.

Voi district has little and erratic rainfall, except areas around Sagalla hills. The whole of Voi district covers approximately 3290.9 km². The 2009 Population and Housing census estimates the population of the district at 93,119 people though the population may have risen. (Source: Kenya Bureau of Statistics- Voi District) The population density is 28 people per square kilometer. The population is expected to rise up to 99,346 by 2012. Voi district borders with other districts for example Kinango, to the East, Mwatate to the West and Makueni to the North.

The Study population.

Voi district has fourteen secondary schools; eleven public and three private. There are four provincial mixed day and boarding secondary schools. The target population was students in form two and three, the teachers of Kiswahili and Heads of Department of Languages.

Sampling procedure of the study.

Sampling is usually applied in the empirical research because it would be too wide, too expensive, too time consuming or simply unnecessary to study the entire population

(Goetz and Le Compte 1984)

Mugenda and Mugenda (1999:44) state: Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group, from which they are selected. The researcher employed stratified random sampling techniques.

Kothari (2006:16) says stratified sampling is used if the population from which a sample is drawn does not constitute a homogeneous group. Stratified sampling technique is used to obtain a representative sample.

Stratified sampling was used because of gender; all the schools in the district are mixed except three. The student population stands at 2181 boys and 1560 girls.

Simple random sampling was used after the stratified sampling. After sampling out the population in terms of gender, the sample picked numbers at random.

Purposive sampling technique was used. Purposive sample is a sampling technique that allows a researcher to use cases that have required information with respect to the objectives of his/her study, Orodho (2008:37). This was done when using the teachers of Kiswahili subject and heads of department of languages.

Sample size.

The study targeted all secondary schools in Voi district. According to the Ministry of Education data bank (Voi D.E.O.’s office). Voi has a total student population of 3741 and 153 teachers both in public and private secondary schools. The researcher therefore used samples from four provincial mixed secondary schools. There are 336 girls and 533 boys inform two and three in the four provincial schools. The research used 30% of the population in these classes in the four schools which translated into 263 students. The researcher used purposive sampling to select the samples from the four provincial mixed schools so as to ensure that there was homogeneity. The 30% sample was got from the population of the girls and boys in these schools. A total of 102 girls and 161 boys. All the twelve teachers of Kiswahili and four Heads of Department of Languages in those schools were included in those sample size. The total sample size used in this study was 279 respondents. Refer Tables 3.1 and .4.2

Table 3.1 Student enrolment and teacher establishment of Voi District 2010.

Schools	Students			Teachers		
	female	male	total	females	male	total
Voi	175	342	517	10	14	24
Mwambiti	106	153	259	1	8	9
Mwakitawa	244	327	571	2	12	14
David Kayanda	80	103	183	2	6	8
Marungu	30	70	100	1	2	3
OLOPS	214	—	214	4	5	9
Mwangea	204	223	427	6	10	15
Moi – Kasigau	100	185	285	5	7	12
Mwakichuchu	150	212	362	7	4	11
Mwaghogho	156	211	367	5	11	16
Bartholomew	—	180	180	3	6	9
Coast boys	—	34	34	1	5	6
Jeansy	16	20	36	2	6	8
Kajire	85	121	206	1	7	8
TOTAL	1560	2181	3741	50	103	153.

Study variables

Mugenda and Mugenda (1999) state: A variable is a measurable characteristic that assumes different values among the subjects. Independent variable is a variable that a researcher manipulates in order to determine its

effect or influence on another variable.

A dependent variable attempts to indicate the total influence arising from the effect of independent variables.

Independent variables included the following: Scanning skills, Skimming skills, Attitudes of learners, Attitudes of the teacher, Teacher preparation and Regular practice while the dependent variable was Performance.

Data collection techniques.

This study collected primary data through the use of questionnaire schedules and secondary data from document analysis. The use of more than one research instrument has an advantage in that the instruments will compliment and supplement each other.

Research Instruments.

These are the tools the researcher employs in data collection. They included: the questionnaires and document analysis.

Questionnaire

(Young, 1987) defines a questionnaire as a method in which a set of questions is used for collecting data and carrying out research.

Mugenda and Mugenda (1999:71) say that questionnaires are commonly used to obtain important information about the population. Each item in the questionnaire is developed to address specific objective research question or hypothesis of the study.

The researcher used the questionnaire to seek information on the factors that affect performance in Kiswahili summary, the use of skimming and scanning, the attitude of learners and teachers, the effects of regular practice and punctuation on performance of Kiswahili summary. The questionnaire method is beneficial because of great reliability and validity of information collected through standardized questions, collection of the information according to the objectives set and uniformity from one measurement situation to another. The questionnaire has an advantage of gathering large amount of data from many subjects cheaply. However; the researcher cannot clarify the responses given by the respondents when employing questionnaires.

The questionnaires were used on all the respondents; the students in form two and form three classes, the teachers of Kiswahili and the heads of department of Languages in the secondary schools. The research used structured or close ended questions, since they were easier to analyze as they were in an immediate usable form, they were easier to administer and they were economical to use in terms of money and time.

The researcher also used matrix questions to test on the use of resources in Kiswahili summary. These are easier to complete and the respondent is unlikely to be put off. See appendices 2, 3 and 4.

Documents.

Review of the documents shows that the researcher is aware of the available function of research, identifies what the researcher takes to be the key issues, the crucial questions and the obvious gaps in the current state of knowledge and provide direction to the reader on where the research is coming from. Document analysis involves a critical examination of public and private recorded information related to the issues under investigations. The documents that were analyzed in this case included school progress records and

academic reports, analysis from the D.E.O's office on K.C.S.E performance in Kiswahili, KNEC reports on K.C.S.E. performance, documents on school enrolment and teacher establishment. Other documents were from the Ministry of State for National Planning, Development and Vision 2030 to verify the population of Voi district and its distribution per square kilometer. Document hold vast amount of information and provide a cost effective method of obtaining data, particularly large scale. However, data appearing in print are not necessarily trust worthy

Reliability and Validity of the Research Instruments.

For the instruments to give reliable information there is need to standardize the tools. Through reliability and validity instruments perform intended function.

Reliability of research tools.

To establish reliability of questionnaires, pre-testing through piloting was done in the neighboring Mwatate District. The reliability of the items was based on the estimates of the variability of students responding to the items.

Mugenda and Mugenda (1999:95) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trails. The aim of reliability is to ensure that later investigations arrive at the same findings and conclusions if they follow exactly the same procedures described by earlier researchers and conducting the same case study all over again. The purpose of reliability is to reduce the errors and biases in the study. In this study the instruments were tested for reliability using test- retest method. The instrument was piloted on ten students in Mwatate District. After three weeks, it was repeated on the same individuals and a Pearson Moment correlation coefficient (r) estimated. Pearson Moment Correlation Coefficient of 0.5 or more led to acceptance of the instrument. Cohen and Manion (1980) observe that Pearson's Product Moment Correlation Coefficient is one of the best-known measures of association.

Validity of research instrument.

Mugenda and Mugenda [1999:99] define validity as accuracy and meaningfulness of inferences which are based on research results. Validity is the degree to which results obtained from the analysis of data represent the phenomenon under study. Validity therefore has to do with how accurately the data obtained in the study represents the variables of the study. The purpose of validity is to have accurate and meaningful data as it is obtained from the variables. Content validity of the instrument was determined through piloting where the respondents of the subjects were checked against research objectives. This also gave a research content that had to be used. Kerlinger (1986) argues: For research instrument to be considered valid, the content selected and included in the questionnaire must be relevant to the variable being investigated. Pilot study was done to assess the clarity of the instrument items so that those which were found inadequate were revised or discarded.

In this study validity was also tested by the supervisors in the Faculty of Education by validating the questionnaires. Advice was given regarding the sets of questionnaires in certain aspects. Closed-ended questions were highly recommended.

Administration of the research tools

The researcher administered the research tools to the respondents in person. The questionnaires were administered to heads of department of Languages, teachers of Kiswahili and students on planned days as had earlier agreed on when seeking permission from the school. The researcher started by visiting the

schools which were far from the researcher’s residence and finished with those nearer. The researcher had to take at least a week to visit the schools, however; this was not consecutively but with breaks in between. The researcher assumed that the questionnaires were filled in correctly and had reliable information. The Document analysis was both from the schools and the D.E.O’s office.

Data analysis.

Data analysis means summarizing or putting some order into the collected information. This consists of examining, categorizing, tabulating or otherwise recombining the evidence to address the initial proposition for the study (Yin 1994). The analysis of case study is one of the least developed aspects of the case study methodology. Data in this study was analyzed qualitatively and quantitatively. Data was checked for accuracy, completeness or recording, errors and omissions. Data was used to tabulate and analyze descriptive statistics. Descriptive statistics such as frequency distribution and percentages were used to summarize and describe data. This analysis used qualitative analysis where the researcher established the patterns, trends and relationship between performance in Kiswahili Summary with scanning and skimming skills and teacher preparation.

ATTITUDES OF THE LEARNERS

Attitudes of the learners towards Kiswahili Summary indicate how the learners may either be positive or negative. The positive attitudes mean that learners develop a liking on the section or the negative where they dislike the section. Asked to state their preference of the sections in Kiswahili paper 102/2, they responded as presented in Table 4.5.

Table 4.5 Learner’s attitude

The sections of Kiswahili 102/2 they like,	Students		Teachers of Kiswahili		Heads of department	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Comprehension	51	19.4	2	16.7	1	25
Summary	36	13.7	1	8.3	0	0
Grammar and Language use	76	28.9	3	25	1	25
Socio-linguistics	100	38	6	50	2	50
Total	263	100	12	100	4	100

The analysis on learner attitudes towards Kiswahili summary shows 51 (19.4%) of students agreed that they liked the comprehension section of Kiswahili 102/2. 36 (13.7%) like the summary section. The learners do not take the section seriously hence failing to attain good marks. It was also observed that 100 (38%) of the students like Socio-Linguistics section. Two (16.7%) of the teachers of Kiswahili and 1 (25%) of the Heads of Departments also agreed that learners liked the comprehension section as compared to summary section. Seventy six (28.9%) of the students agreed that they like the grammar and language use section. Three (25%) of the teachers noted that some students do like that section on grammar.

The heads of department, 2 (50%), were of the opinion that students like the section on grammar.

Two (50%) of the heads of departments said that learners like Socio-Linguistics section. As a result of the responses given, the students’ attitudes had a great impact on performance in Kiswahili summary. The analysis given in Table 4.5 shows how learners do not perform well in Kiswahili summary because of the

dislike of that section.

This preference explains why learners fail in the summary section. This prejudice and preference of sections cost them on the general performance in Kiswahili paper 2 and also affects the overall grade in the Kiswahili subject.

According to the findings, the Majority of the respondents, 100 (38.4%) of the students, 6(50%) of the teachers and 2 (50%) of the heads of departments said the learners liked the section on socio-linguistics (**Isimu-jamii**). Seventy six (28.9%) of the students liked the section dealing with grammar and language use. The attitudes of the learners affect performance in Kiswahili summary. This showed that the learners failed to perform well in Kiswahili summary because they disliked that section.

Researchers like Gardner (1985) claim that favorable attitudes would be expected to result in a better performance than negative attitudes. On the contrary; Strong (1984) suggests that, success in second language learning contributes to heightened motivation to learn a second language; this shows that the satisfaction a learner derives from achievement of the learning task may influence his/her attitudes towards learning a particular language. This argument therefore shows no agreement on the role of attitude in language learning. These views show that attitude does positively or negatively. In sharing these sentiments it's evident that those learners who have positive attitudes towards Kiswahili Summary will work hard and in turn excel.

The findings of the study showed that teachers liked teaching grammar and socio-linguistics.

CONCLUSION.

It is believed that a positive attitude by students towards a subject can motivate them hence improve performance in the subject.

The study also established that learners do not have favorable attitudes towards Kiswahili summary. The research established that learners preferred the socio-linguistics section to that of summary. This attitude led to dismal performance in the section and in the end affected the overall performance in Kiswahili.

It is also evident that teacher's attitudes played a big role in the performance in Kiswahili summary. The attitude of the teacher was displayed from the preference of teaching the different sections of Kiswahili paper 102/2 in teaching. This attitude hindered the delivery of content in the said subject. This kind of attitude made the teachers to allocate more time to the sections they preferred most and denied others adequate time. The study established that the teachers have a positive attitude towards teaching socio-linguistic section hence affecting performance in summary section.

RECOMMENDATIONS

The learners should have a positive attitude towards all the sections in Kiswahili 102/2 if they have to realize good results in the subject. Negative attitude should be shunned as it is disastrous. The teachers should not show preference of sections to others. This affects performance since the outcome is based on the integrated approach of evaluation.

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