

The Factors Affecting Learners Attitude towards Offering Kiswahili Subject in Secondary Schools. A Case Study of Sironko Secondary School in Sironko District

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Abstract: *The following goals served as the guidance for the study, which examined the factors influencing students' attitudes about the availability of Kiswahili as a higher school subject through a case study of Sironko Secondary School in the Sironko District: Determine the factors influencing students' attitudes toward Kiswahili as a secondary school subject, the degree of Kiswahili proficiency in Forms 1, 2, 3, and 4 in Sironko Division schools in Sironko's Eastern District, and the factors influencing Kiswahili proficiency in Sironko secondary schools. According to Field (2013), standard data exhibit values whose level of significance is more than 0.05. Shapiro-Wilk and Levine's tests yielded significant values above 0.05, which suggests that the data set originates from a normal distribution. Additionally, using sensitivity metrics and Variance Inflation Factor, multi-collinearity, which is defined as a condition in which two or more variables are particularly carefully linearly connected, was also assessed (VIF). Field (2013) also noted that VIF values of 10 and above are alarming whereas tolerance levels of 0.1 and 0.2 signal a major multi-collinearity issue. Since the VIF value is higher than 10, complete co-integration is present.*

Keywords: Learners attitude and Kiswahili Language

Background of the study

The original study goal was to determine how students felt about taking a Kiswahili language course at secondary schools in Uganda, using Nkoma Secondary School in the Mbale District as a case study. Due of its similarity to many other European languages, Kiswahili is a powerful language for acting as a unifying language (Ashton, E.O. 1944). It is the dialect that makes it feasible for the largest number of people to participate in national development, increasing the likelihood that a sense of national kinship will develop. (1979, Hinebusch et al. We have seen a situation where Kiswahili was disregarded in formal schooling for a long time. Kiswahili was considered a language of the working class and the uneducated in the 1960s (Maw, Joan. 1985). At the time, it was only used in casual settings like marketplaces, houses, and by members of the military or police. Yet starting in the 1980s, everything changed (Bennett, Patrick R. 1985).

The development of the language, which had been stagnant for a while, has been greatly aided by the Ugandan educational system. Kiswahili is now a required subject at both the primary and secondary levels under the new system (Eshiwani G. S 1983)

Even though the authors make good suggestions and emphasize the importance of promoting Kiswahili in both primary and secondary education, this ideal may only be realized as a paper presented unless the academics take it upon themselves to persuade policy makers to play a larger role in the reinforcing of the language. It is on this background that the study proposed to establish learner's attitude towards offering Kiswahili language subject within secondary schools in Uganda taking Sironko secondary school in Sironko District as a case study.

Statement of the problem

The academic achievement of students who speak Kiswahili has been trending decreasing. It was crucial to try to identify the elements influencing their productivity and, if appropriate, offer recommendations on how they may improve. Romberger and Thomas (2000) described various ways in which academic achievement, such as individual factors, school resources, school structures, and school procedures, influence learning outcomes. Educational credentials and biographical traits including family structure, financial level, ethnicity, and gender are all examples of school achievement. Clearly, aggregated student characteristics—in addition to the effects of each person's characteristics—have been shown to affect educational achievement at the school level. Sources for schools include metrics like instructional expenditures and earnings per student, teacher pay, access to educational, and classroom management.

Specific objectives

1. To determine factors affecting learners' attitude towards offering Kiswahili subject in secondary schools

2. To determine the level of Kiswahili performance in form 1,2,3 and 4 in schools of Sironko division in the Eastern District of Sironko.
3. To determine the factors affecting performance in Kiswahili language in secondary school of Sironko.

Research questions

1. What is the student attitude towards Kiswahili?
2. How is learning environment contributing toward performance of Kiswahili?
3. Does the home background affect performance in Kiswahili?
4. How does the government affect performance of Kiswahili language?

Methodology

Research Design

The study used description survey design which focused on determining the status of the defined population with respect to certain variables. Its primary advantage was that, it was enable the researcher to a great amount of data in a short period of time. Therefore, a descriptive survey design considered appropriate in the study to explore, head teachers, teachers and student's role in the considered academic performance in Kiswahili language in Sironko Division of Sironko District.

Area and Population of Study

The study was conducted in Sironko Division of Sironko District and its targeted students, teachers and head teachers. The area was chosen because it was easily accessible by the researcher.

Sample size determination

The study used a sample of 40 respondents using simple random sampling from a population of roughly 25,000 individuals living in Sironko Division of Sironko District.

Given $n = \frac{Z^2 pq}{d^2}$

d^2

Where;

n is the required sample

z is the standard normal value at 90% level of significance.

Z=1.645

P is the proportion of farmers who access loans

P=0.5, q=1-p q=1-0.5=0.5

d is the permissible error 0.1

$$n = \frac{1.645^2 * 0.5 * 0.5}{0.1^2}$$

n=67.65=40 samples

A sample size of 40 respondents was interviewed from Sironko Division of Sironko District.

Sample and Sampling techniques

Five zones make up Sironko Division: Buwalasi, Budadiri, Butandiga, Nansundenga, and Konta. As a result, the stratified random selection method was appropriate for choosing the sample schools. The strata were determined by the placement of schools geographically. Out of the 49 government high schools in the division, five being chosen as a sample. The students' sex was likewise sampled randomly from the group. The process was pertinent to the investigation of a sample's relationship to the population it represented (Grinnel, 1993). Participating in the study were 50 students, 15 instructors, and a quality management officer

Method of data analysis

The Statistical Package for Social Sciences (SPSS) version 25 was used for quantitative data analysis in order to show and process the data. While linear regression revealed the degree to which predictability of the predictor factors to deviations from the dependent variable, correlations analysis was used to identify the nature and magnitude of the connection between internal control variables and financial performance. The study used factor analysis to determine the weights assigned to various internal control strategy.

RESULTS

Table 1: Showing data normality and homogeneity tests

| Dependent variable | Independent variables | Shapiro-Wilk | | | |
|--|--|------------------|-----|------|------|
| | | Statistic | df | Sig. | |
| ACADEMIC PERFORMANCE | Learners attitude | .933 | 12 | .565 | |
| | Level of Kiswahili performance | .681 | 6 | .228 | |
| | Factors affecting performance in Kiswahili | .704 | 3 | .539 | |
| Test of homogeneity of variance | | | | | |
| | | Levine statistic | df1 | df2 | Sig. |
| Internal controls | Based on mean | 1,376 | 1 | 39 | .251 |

Source: Primary data, 2019.

According to Field (2013), normal data exhibit values whose level of significance is more than 0.05. Levine's and Shapiro-significant Wilk's values were both over 0.05 in Table 2, which suggests that the data set is from a normally distributed. Additionally, using tolerance statistics and Variance Inflation Factor, multi-collinearity, which is defined as a condition in which two or more variables are extremely closely linearly connected, was also assessed (VIF). Field (2013) also noted that VIF values of 10 and above are a sign of concern whereas pain threshold of 0.1 and 0.2 signal a major cross issue. Since the VIF value is higher than 10, complete multi - collinearity is present.

Testing the dependency level between dependent and independent variables

Table 2 shows factors affecting learners' attitude towards offering Kiswahili subject in secondary schools

| Risk assessment | Strongly disagree | agree | Strongly agree | Disagree | TOTAL |
|-----------------|-------------------|----------------------|----------------------|-------------|--------------------|
| No | 5 9.2 14.33 | 15 60.43 75 | 10 30.37 30.77 | 0 0 0 | 30 100 45 |
| Yes | 8 17.24 25 | 22 51.72 88.24 | 10 31.03 30.00 | 0 0 0 | 40 100 55.00 |
| TOTAL | 13 34 100 | 37 40 100 | 20 26 100 | 0 0 0 | 70 100 100 |

PEARSON CHI-SQUARE 15.999 and P-value =0.01

From the Table 4 above, a chi-Square test of tabulation of learners' attitude towards offering Kiswahili subject in secondary schools, the probability (0.01) is less than the alpha level (0.05) of significance which implies that it is statistically significant at 95% confidence interval

Table 3 shows the level of Kiswahili performance in schools of Sironko division in the Eastern District of Sironko.

| Responses on level of Kiswahili performance | Strongly disagree | agree | Strongly agree | Disagree | TOTAL |
|---|---------------------|----------------------|----------------------|-------------|--------------------|
| No | 10 9.52 11.76 | 40 71.43 75 | 30 19.05 30.77 | 0 0 0 | 80 100 42 |
| Yes | 15 17.24 25 | 45 51.72 88.24 | 20 31.03 69.33 | 0 0 0 | 80 100 58.00 |
| TOTAL | 17 34 100 | 20 40 100 | 13 26 100 | 0 0 0 | 160 100 100 |

Pearson Chi-Square 6.789 and P-value 0.00

From the Table 3 above, a chi-Square test of tabulation of the level of Kiswahili performance in schools of Sironko division in the Eastern District of Sironko, the probability (0.00) is less than the alpha level (0.05) of significance which implies that it is statistically significant at 95% confidence interval

Table 4 shows the factors affecting performance in Kiswahili language in secondary school of Sironko.

| Responses on the factors affecting performance in Kiswahili language in secondary school of Sironko. | Strongly agree | disagree | agree | TOTAL |
|--|----------------------|----------------------|----------------------|--------------------|
| No | 8 24.46 40.06 | 2 12.59 18.00 | 10 62.95 66.92 | 20 100 40.00 |
| Yes | 17 38.41 50.04 | 30 51.09 60.00 | 3 10.5 20.08 | 50 100 60.00 |
| TOTAL | 25 34 100 | 32 40 100 | 13 26 100 | 70 100 100 |

Chi-square =7.67

Prob= 0.04

From the Table 5 above, a chi-Square test of tabulation of the factors affecting performance in Kiswahili language in secondary school of Sironko, the P-Value (0.04) is less than the alpha level (0.05) of significance which implies that it is statistically significant and therefore we conclude by saying that the factors affecting performance in Kiswahili language in secondary school of Sironko has a significant effect on the academic performance of the Sironko district.

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