

Teachers' and Students' Perceptions of Kiswahili Classroom Learning Conditions in Secondary Schools in Kakamega North Sub-County, Kenya

Maurine Kang'ahi, Francis Chisikwa Indoshi, Tony Omusonga Okwach

Department of Educational Communication, Technology and Curriculum Studies, Maseno University, Kenya

***Corresponding Author:**

Maurine Kang'ahi

Email: maurine.kangahi14@gmail.com

Abstract: The classroom learning conditions embodies more than physical environment. However, researchers have overly focused on the physical classroom learning environment leaving out other conditions of learning. This study went beyond the physical aspect to focus also on environmental, sociological, emotional and psychological classroom learning conditions. The study objectives were to establish teachers' and students' perceptions of Kiswahili classroom learning conditions and to compare teachers' and students' perceptions of Kiswahili classroom learning conditions. The study was based on descriptive survey design. The target population was 2,520 students and 42 Kiswahili teachers. Yamane's (1967) formula was used to derive a sample of 345 students who were selected by simple random sampling technique. Saturated sampling technique was used to select 38 Kiswahili teachers. Data was collected by the use of the questionnaire. Overall, the study established a statistically significant difference between the teachers' ($M=3.33$, $SD=.55$) and students' ($M=3.69$, $SD=.35$); $t(380) = 3.93$, $p = .00$ perceptions of the stated learning conditions in Kiswahili classrooms. The results imply that teachers and students perceive the classroom climate differently. The study recommends a wholistic approach to classroom design that takes into consideration environmental, sociological, emotional and psychological needs of students in order to realize optimum learning environment. Teachers also need to take into consideration learners' opinions when planning for instruction due to their varied perceptions.

Keywords: compare, perception, learning conditions, Kiswahili classroom.

INTRODUCTION

Background to the Study

Classroom learning condition is a subject of research owing to contribution to learning outcomes. It has been shown that learning and teaching depend upon the student's capacity to learn and the teacher's capacity to teach. However, cognitive factors alone cannot sufficiently explain the success and failure of most students and teachers [1, 2]. Becker, Luthar and Cambourne [1, 2] argue that teachers need to connect with student interests and find the right balance between challenge and support for every student. This calls for an investigation of classroom learning conditions in relation to learners' view points.

Physical classroom environment has dominated research on learning conditions. For instance, LaRocque [3] examined students' perceptions of their physical classroom environment, and the possible effect of these perceptions on academic achievement. LaRocque [3] built her study on the notion that the most valuable information regarding the effectiveness of a classroom environment came from the students within that classroom. She asserted that students are in an excellent position to provide data

about this environment because they are participants, capable of assessing information that an observer may miss or consider unimportant [3]. This study concurs with LaRocque's [3] view; although it goes further to seek teachers' perceptions of learning conditions. This is because teachers too are participants in the teaching-learning environment and their perceptions are equally important.

Lizzio, Wilson and Simons [4] found that perceptions of teaching and learning environment influence students' learning outcomes. Similar to other researches on learning conditions, they focused on physical classroom environment. This prompted the need for research focusing on other equally important classroom learning conditions such as psychological, emotional and sociological aspects, thus the focus of the current investigation.

Statement of the Problem

Research has revealed that classroom learning conditions influence students' learning outcomes. However, few researches have focused on classroom learning conditions, with the few studies available mainly focusing on physical and environmental learning

conditions. Other forms of classroom learning conditions such as sociological, emotional and psychological aspects remain unknown. Also, how teachers and students perceive these learning conditions needs assessment. This study, therefore, compares teachers' and students' perceptions of Kiswahili classroom learning conditions.

Objectives

The specific objectives of the study were to:

- Establish teachers' and students' perceptions of Kiswahili classroom learning conditions.
- Compare teachers' and students' perceptions of Kiswahili classroom learning conditions.

METHODOLOGY

Research Design

The study was based on descriptive survey study design. Descriptive survey design enables a researcher to gather data and use it to describe the nature of the existing conditions [5]. In this study descriptive survey was used to establish teachers' and students' perception of Kiswahili classroom learning conditions.

Study Area

The study was carried out in Kakamega North Sub-County, Kenya which lies between Latitude 0° 4' N and 0° 5' N and Longitude 34° 47' E and 35° 20' E. This area attracted the interest of the researchers because of poor academic achievement in Kiswahili at mean of 4.83 compared to the county average of mean of 6.78 over the period of 2008-2014.

Study Population and Sample size

The study population was 2,520 Form 4 students and 42 Form 4 teachers of Kiswahili for the year 2014 in 42 secondary schools in Kakamega North Sub-County, Kenya. Yamane's [6] formula was used to derive a sample of 345 students who were selected by simple random sampling technique. Saturated sampling technique was used to select 38 Kiswahili teachers. The Yamane formula was appropriate as it assumes a normal distribution with 95% confidence level.

Research Instrument

Data was collected by the use of the questionnaire which sought teachers' and students' perceptions of Kiswahili classroom learning conditions. LaRocque [3] notes that teachers and students are in an excellent position to provide data about classroom environment because they are participants, capable of assessing information that an observer may miss or consider unimportant. The questionnaire contained closed-ended questions that sought information on classroom learning conditions.

Data Analysis

Descriptive statistics: frequency counts, percentages and mean scores were used to determine the distribution of students' and teachers' perceptions on learning conditions. Independent sample t-test was conducted to compare mean scores between teachers' and students' perceptions of Kiswahili classroom learning conditions.

RESULTS AND DISCUSSION

First, teachers' and students' perceptions of Kiswahili classroom learning conditions with regard to environmental, sociological, emotional, physical and psychological elements were established then comparison done using independent sample t-test.

Teachers' and Students' Perceptions of Kiswahili Classroom Learning Conditions based on Environmental Elements

Environmental learning conditions include sound, light, temperature and the formality of seating arrangements. According to Dunn and Dunn [7], environmental elements affect the learner's way of taking in new and difficult information. Table 1 gives a summary of how teachers and students perceived classroom environmental learning conditions in Kiswahili classrooms.

As shown in Table 1, 84.3% of teachers and 76.2% of students disagreed with the statement that Kiswahili classrooms are located in a noisy place. The findings connote that Kiswahili classrooms greatly favor teachers and students who prefer to teach and learn in a cool and quiet environment. Those teachers and students that prefer some form of noise are therefore disadvantaged. The results contradict previous findings by Earthman [8] and Schneider [9] that regard noise as an important factor in a school environment. These studies however lack an assessment of classroom setting with regard to noise level. In the current study Kiswahili classrooms were found to be calm and quiet.

Subsequently, when asked whether Kiswahili is taught and learnt in dimly lit classrooms, a majority of teachers (84.2%) and students (79.1%) disagreed with the statement. This meant that the environment was conducive for teachers who preferred to teach and students who preferred to learn in bright light hence, discriminating against those who preferred a dimly lit environment. These results further support the idea of Barrett and Zhang [10] who acknowledge that good lighting not only helps to create a sense of physical and mental comfort, but also seems to have more far-reaching benefits than merely being an aid to sight. Barret and Zhang's [10] findings do not clearly portray the learning environment of the participants in the study. Kiswahili classrooms are brightly illuminated as perceived by teachers and students.

Regarding temperature as a form of environmental condition of learning, a greater number of students (52.2%) felt that Kiswahili was taught under cool temperatures while a paltry 24.3% of teachers thought they taught under cool conditions. The divergence in perception could be due to the school timetable that dictates the time for Kiswahili lessons. Kiswahili lessons fall between mid-day and afternoon when temperatures range between warm and hot. Earthman [8] rates temperature and heating as the most important individual elements for student achievement. Similarly Schneider [9] rated these factors as likely to affect student behaviour and outcomes. Despite their studies acknowledging the importance of temperature in teaching and learning, Earthman and Schneider's findings do not reveal the temperature conditions in the learning environments.

On the design of the classrooms, 50% of the teachers used field trips to teach Kiswahili concepts while 64.1% of the students felt that they used the same to learn the language. The field trips were ascertained to mostly involve Kiswahili drama and music festivals and symposia, as stated by a number of teachers in the open-ended questions. In a similar study, Tomlinson [11] argued that to achieve the goal of mastery in learning, teachers should vary their instruction in relation to the learning environment. However, Tomlinson does not define the environment that variation should be based on. The present study raises the possibility that some elements of learning environment like light and temperature may be beyond the teachers' control. However, it is possible to make alterations such as varying places where learning can occur such as outdoor activities.

Table 1: Teachers' and Students' Perceptions of Environmental Classroom Learning Conditions (Teacher, n= 38; Student, n= 345)

	Statement		DT F (%)	T F (%)	ST F (%)	NT F (%)	DNT F (%)	MS
1.	Classroom is located in a noisy place.	T	2(5.3)	3(7.9)	1(2.6)	24(63.2)	8(21.1)	3.87
		S	19(5.5)	49(14.2)	14(4.1)	135(39.1)	128(37.1)	3.88
2.	Kiswahili is taught in a dimly lit classroom.	T	1(2.6)	2(5.3)	2(5.3)	19(50.0)	13(34.2)	4.11
		S	16(4.6)	26(7.5)	29(8.4)	100(29.0)	173(50.1)	4.13
3.	Kiswahili is taught under cool temperatures.	T	1(2.6)	8(21.1)	15(39.5)	13(34.2)	1(2.6)	2.87
		S	61(17.7)	119(34.5)	62(18.0)	60(17.4)	42(12.2)	3.28
4.	Field excursions are used	T	3(7.9)	16(42.1)	1(2.6)	12(31.6)	6(15.8)	2.95
		S	138(40.0)	83(24.1)	31(9.0)	54(15.4)	40(11.6)	3.66

KEY: T- Teacher S- Student DT- Definitely True T- True ST- Somewhat True
NT- Not True DNT- Definitely Not True MS- Mean Score

Teachers' and Students' Perceptions of Kiswahili Classroom Learning Conditions based on Sociological Elements

According to Dunn and Dunn [7], sociological conditions determine how students react to working alone, with an authority, in a pair, in a small team or group, in a large team or group, or in other varied circumstances. Table 2 summarizes teachers' and students' perceptions based on sociological learning conditions.

As indicated in Table 2, 76.4% of teachers agreed that students were motivated to work hard by adults while 66.3% of the students felt that their motivation to work hard did not come from adults. Similarly, it was noted that good grades in Kiswahili play a role in career development as stated by 71.1% of teachers and 91.4% of students. Tomlinson [12] and Wilson [13] agree that there exists a connection between motivation and learning styles in educational practice.

Majority of teachers (65.8%) and students (69.6%) agreed that Kiswahili course material is always discussed in groups. It was further noted by 76.3% of teachers and 90.7% of students that Kiswahili teachers give instructions that guide learning. The class discussions were teacher-dominated. The results are in line with Burke [14] who found that group work was commonly used in classroom teaching and noted that students who participate in collaborative learning get better grades, are satisfied with their education and their retention is high. Light [15] argues that group work helps students develop a deeper understanding of topics covered in class as well as gaining deep skills such as writing and communication. The teacher-dominated discussions may be as a result of teacher training and preparation as revealed in Lugendo and Smith's study [16]. In their study, they found that student teachers were not exposed to using tasks and joint activity in groups during their training and that lecture method is dominantly used for pedagogy at university training.

Thus, the teachers could be replicating how they themselves were taught.

Teachers (73.7%) and students (62.9%) reported that they focus on sample questions and make simple charts, diagrams and summary tables as forms of

varied activities when teaching and learning Kiswahili. Muthomi and Mbugua [17] argue that varied instruction is an approach that assumes the diversity of learners in every classroom and that all learners can be reached when a variety of methods and activities are used.

Table 2: Teachers' and Students' Perceptions of Sociological Classroom Learning Conditions (Teacher, n= 38; Student, n= 345)

	Statement		DT F (%)	T F (%)	ST F (%)	NT F (%)	DNT F (%)	MS
1.	Course material is discussed in groups.	T	6(15.8)	19(50.0)	3(7.9)	9(23.7)	1(2.6)	3.53
		S	101(29.3)	139(40.3)	33(9.6)	47(13.6)	25(7.2)	3.71
2.	Teacher gives instructions that guide learning.	T	11(28.9)	18(47.4)	1(2.6)	3(7.9)	5(13.2)	3.71
		S	204(59.1)	109(31.6)	10(2.9)	12(3.5)	10(2.9)	4.41
3.	Questions, simple charts, diagrams and tables are made to help focus learning.	T	25(65.8)	3(7.9)	0(0.0)	3(7.9)	7(18.4)	3.13
		S	108(31.3)	109(31.6)	42(12.2)	56(16.2)	30(8.7)	3.61
4.	Motivation is from adults.	T	25(68.5)	3(7.9)	0(0.0)	3(7.9)	7(18.4)	3.95
		S	51(14.8)	54(15.7)	10(2.9)	75(21.7)	154(44.6)	2.34
5.	Good grades in Kiswahili play a role in career development.	T	24(63.2)	3(7.9)	1(2.6)	2(5.3)	8(21.1)	3.87
		S	251(72.8)	64(18.6)	7(2.0)	9(2.6)	13(3.8)	4.54

KEY: T- Teacher S- Student DT- Definitely True T- True ST- Somewhat True
NT- Not True DNT- Definitely Not True MS- Mean Score

Teachers' and Students' Perceptions of Kiswahili Classroom Learning Conditions based on Emotional Elements

Further, emotional learning conditions were established. Emotional learning conditions include

motivation, persistence in performing tasks and need for structure while performing tasks [7]. Table 3 summarizes teachers' and students' perceptions based on emotional learning conditions.

Table 3: Teachers' and Students' Perceptions of Emotional Classroom Learning Conditions (Teacher, n= 38; Student, n= 345)

	Statement		DT F (%)	T F (%)	ST F (%)	NT F (%)	DNT F (%)	MS
1.	Kiswahili revision is done without teacher's supervision.	T	5(13.2)	8(21.1)	4(10.5)	14(36.8)	7(18.4)	3.26
		S	136(39.4)	143(41.4)	20(5.8)	27(7.8)	19(5.5)	4.01
2.	Kiswahili assignments done on time.	T	12(31.6)	15(39.5)	1(2.6)	4(10.5)	6(15.8)	3.61
		S	102(29.6)	117(33.9)	34(9.9)	62(18.0)	29(8.4)	3.58
3.	Answers to questions sought without the help of the teacher.	T	5(13.2)	13(34.2)	5(13.2)	9(23.7)	6(15.8)	3.05
		S	102(29.6)	158(45.8)	25(7.2)	37(10.7)	23(6.7)	3.81
4.	Students reread Kiswahili texts for easy understanding.	T	16(42.1)	11(28.9)	1(2.6)	4(10.5)	6(15.8)	3.71
		S	191(55.6)	102(29.6)	9(2.6)	21(6.1)	22(6.4)	4.21
5.	Students take breaks in the middle of double lessons.	T	5(13.2)	15(39.5)	0(0)	2(5.3)	16(42.1)	2.76
		S	37(10.7)	88(25.5)	11(3.2)	127(36.8)	82(23.8)	2.63

KEY: T- Teacher S- Student DT- Definitely True T- True ST- Somewhat True
NT- Not True DNT- Definitely Not True MS- Mean Score

Table 3 shows that only one third of teachers let students to conduct Kiswahili revision on their own. A total of 47.4% of the teachers challenge students to find answers to questions without their help which imply that teachers guide learning. These results are consistent with Velasco et al. [18] who studied learning style of Marine Engineering students in terms of emotional element of structure focusing on whether students needed directions from their teachers. Velasco et al. [18] found that the students (MS= 3.61) felt best when told precisely what is required of them and when they know exactly how to proceed before starting a task.

Majority of the students (76.92%) were seen to be self-driven during lesson time. Most of them participated at will by being ready to take up tasks, raising up hands to respond to questions. In the same vein, students normally have their Kiswahili assignments done on time as stated by 71.1% of teachers and 63.5% of the students. Most of these assignments include class tasks comprising short exercises that teachers mark towards the end of the lesson. This implied that students' participation was teacher motivated. The findings support previous research by Klopfenstein [19] who found that on-line learners were self-driven. She further noted that in order to provide opportunities for responsibility and self-direction in learners, the teacher must accept a change in pedagogical role from an authority to a facilitator.

Persistent learners pursue tasks to completion, teachers and students differed in their perception as

52.7% felt that their students took breaks in between Kiswahili lessons while 60.6% of students felt that they did not break. The breaks, according to teachers occurred when students excused themselves from class to go to the washrooms. This implied that the learning conditions in Kiswahili encouraged inclination and completion of tasks before breaking. The findings are in accord with those of Huntly and Donovan [20], who found that first year undergraduate students were persistent in completion of assigned tasks. They contend that student persistence can be developed and enhanced through teaching and learning strategies focusing on reflection on learning, shared experiences and positive feedback. Their study however defined persistence as keeping goals in mind and identifying obstacles toward achieving the goals. Kiswahili classrooms, on the other hand, have students sticking to an activity and not giving up during teaching and learning.

Teachers' and Students' Perceptions of Kiswahili Classroom Learning Conditions based on Physical Elements

Physical learning conditions were also established. According to Dunn and Dunn [7], physical learning conditions include aspects of perceptual modality (auditory, visual, tactile and kinesthetic), food intake, time of day and mobility. The teachers' and students' perceptions of physical classroom learning conditions are summarized in Table 4.

Table 4: Teachers' and Students' Perceptions of Physical Classroom Learning Conditions (Teacher, n= 38; Student, n= 345)

	Statement		DT F (%)	T F (%)	ST F (%)	NT F (%)	DNT F (%)	MS
1.	Kiswahili is learnt early in the morning.	T	6(15.8)	12(31.6)	11(28.9)	5(13.2)	4(10.5)	3.29
		S	30(8.7)	102(29.6)	100(29.0)	68(19.7)	45(13.0)	3.01
2.	Students rarely move around in classroom.	T	12(31.6)	11(28.9)	6(15.8)	6(15.8)	3(7.9)	3.61
		S	151(43.8)	108(31.3)	23(6.7)	31(9.0)	32(9.3)	3.91
3.	Teacher allows students to write on the chalkboard.	T	11(28.9)	14(36.8)	3(7.9)	4(10.5)	6(15.8)	3.53
		S	52(15.1)	136(39.4)	57(16.5)	62(18.0)	38(11.0)	3.30
4.	Students eat something when learning.	T	7(18.4)	9(23.7)	2(5.3)	15(39.5)	5(13.2)	2.95
		S	32(9.3)	39(11.3)	40(11.6)	131(38.0)	103(29.9)	2.32
5.	Students take down notes.	T	30(78.9)	5(13.2)	1(2.6)	1(2.6)	1(2.6)	4.63
		S	205(59.4)	68(19.7)	16(4.6)	31(9.0)	25(7.2)	4.15
6.	Students act and role-play.	T	7(18.4)	8(21.1)	1(2.6)	7(18.4)	15(39.5)	2.61
		S	159(46.1)	120(34.8)	9(2.6)	27(7.8)	30(8.7)	4.02
7.	Concepts are related with visual aids.	T	4(10.5)	12(31.6)	0(0)	14(36.8)	8(21.1)	2.74
		S	263(76.2)	37(10.7)	11(3.2)	21(6.1)	13(3.8)	4.50

KEY: T- Teacher S- Student DT- Definitely True T- True ST- Somewhat True
NT- Not True DNT- Definitely Not True MS- Mean Score

Teachers and students were asked about the time of day of Kiswahili lessons. As revealed in Table 4, slightly more than a half (57.4%) of the teachers who responded to the questionnaire said they taught Kiswahili early in the morning, while only more than one third (38.3%) of the students agreed that they learnt it early in the morning. This meant that Kiswahili lessons were spread throughout the school day. The findings are in agreement with those of Klein [21] who found that mathematics lessons varied in times of the day which interfered with students' attention levels. Klein [21] further argued that school administrators must not bear the sole responsibility for planning class schedules; they should also consider learner interests.

Kinesthetic learning conditions include playing games, movement activities, making models, setting up experiments, engaging in role-playing and skits [22]. Teachers (60.5%) and students (75.1%) felt that learners listened attentively up to the end of the lessons and rarely moved around in Kiswahili classrooms. However, a significant number of teachers (23.7%) allowed students to move around the classroom while 18.3% of the students moved around the classroom. Further, Kiswahili teachers allow students to write on the chalkboard, a practice acknowledged by 65.7% teachers and 54.5% of the students. The findings, therefore, indicate that the most common form of kinesthetic learning in Kiswahili classrooms is construction of sentences on the chalkboard. Consequently, teachers (39.5%) and students (80.9%) felt that learners act and role play during Kiswahili lessons which led to divergent perceptions regarding kinesthetic modes of modality preferences. The findings indicate that teachers do not give learners adequate chance to fully engage in kinesthetic learning activities. However, previous research, for instance by Kia, Aliapour and Ghaderi [23] and Reese and Dunn [24] has established that kinesthetic style is the most dominant learning style for high school students.

In the same vein, teachers (92.1%) and students (79.1%) noted that students take down notes during Kiswahili lessons. This is a good practice for tactile learners who most of the time would wish to use their hands in underlining and taking down notes when learning Kiswahili. According to Safaa [22] and Xu [25], tactile learning activities include writing and drawing, playing board games and making models. Note taking was therefore the most common form of tactile learning style in Kiswahili classrooms. The results corroborate those of Sabeh, Bahous, Bacha and Nabhani [26] who found that majority of Lebanese students (n=103) fall between tactile (77.1%) and kinesthetic (79.2%). These preferences may not reflect real learning situations of the students. Kiswahili classrooms only employ note taking and construction of sentences on the chalkboard as the most common forms of tactile and kinesthetic learning.

Regarding food intake, both teachers (52.7%) and students (67.9%) indicated that learners do not chew or nibble at something during Kiswahili lessons. In relation to the present findings, Kopsovich [27] found that female mathematics students expressed the need for food intake while learning.

Further, teachers (42.1%) greatly differed with their students (86.9%) that Kiswahili concepts are related with visual aids during Kiswahili lessons. The visual aids that were noted to be commonly used in Kiswahili classrooms were the chalkboard and Kiswahili course books. Other visual aids such as charts, models, pictures, videos, computer simulations and animations were not used. This scenario purported that learners who desired a visual presentation of the concepts were disadvantaged. These results are in agreement with those of Kapadia [28] who found that most engineering classes did not employ visual learning as most professors verbally presented new information and concepts.

Teachers' and Students' Perceptions of Kiswahili Classroom Learning Conditions based on Psychological Elements

The study finally established perceptions on psychological learning conditions which are summarized in Table 5. Psychological learning conditions are categorized into global, analytical, impulsive and reflective [7]. Global learning conditions gear towards getting the whole meaning and the end results of concepts whereas analytical conditions involve learning details in a meaningful sequence. Impulsive conditions involve drawing conclusions and making decisions quickly and reflective conditions are where evaluation and various alternatives are thought of before making decisions.

Table 5 reveals that few teachers (39.5%) and students (32.1%) agreed to the fact that students make guesses when they encounter unfamiliar vocabulary in Kiswahili. This meant that Kiswahili students are keen on the precision and accuracy of facts. A similar number of teachers (36.9%) and students (31.3%) felt that learners are normally advised to make up new words when they do not know the right ones in Kiswahili. The findings connote that Kiswahili students are not impulsive. Therefore, a possible explanation for these results is that Kiswahili learning conditions do not favor impulsive learning. The findings are in contrast with those of Shi [29] who found English learners to be impulsive as they would react quickly in acting or speaking without thinking of the situation thoroughly. Shi noted that it is inevitable for impulsive learners to make mistakes. For global learning conditions, 63.2% of teachers and 72.4% of students felt that learners are always encouraged to make connections between Kiswahili and other subjects. The findings are

supported by Bhat [30] who observes that global learners learn better when they focus on the overall topic.

Table 5: Teachers' and Students' Perceptions of Psychological Classroom Learning Conditions (Teacher, n= 38; Student, n= 345)

	Statement		DT F (%)	T F (%)	ST F (%)	NT F (%)	DNT F (%)	MS
1.	Students make connections between Kiswahili and other subjects.	T	15(39.5)	9(23.7)	5(13.2)	5(13.2)	4(10.5)	3.68
		S	95(27.5)	155(44.9)	40(11.6)	42(12.2)	13(3.8)	3.80
2.	Kiswahili sentences are broken into smaller parts.	T	9(23.7)	17(44.7)	3(7.9)	6(15.8)	3(7.9)	3.61
		S	104(30.1)	151(43.8)	33(9.6)	43(12.5)	14(4.1)	3.83
3.	Students make guesses of unfamiliar vocabulary	T	3(7.9)	12(31.6)	8(21.1)	9(23.7)	6(15.8)	2.92
		S	36(10.4)	75(21.7)	47(13.6)	89(25.8)	98(28.4)	2.60
4.	Students advised to avoid using words that they are not sure of.	T	9(23.7)	16(42.1)	4(10.5)	7(18.4)	2(5.3)	3.61
		S	146(42.3)	128(37.1)	9(2.6)	30(8.7)	32(9.3)	3.94
5.	Students are advised to make up new words.	T	6(15.8)	8(21.1)	7(18.4)	10(26.3)	7(18.4)	2.89
		S	39(11.3)	69(20.0)	51(14.8)	112(32.5)	74(21.4)	2.67
6.	Students think through Kiswahili concepts.	T	5(13.2)	22(57.9)	2(5.3)	3(7.9)	6(15.8)	3.45
		S	132(38.3)	153(44.3)	24(7.0)	24(7.0)	12(3.5)	4.07

KEY: T- Teacher S- Student DT- Definitely True T- True ST- Somewhat True
NT- Not True DNT- Definitely Not True MS- Mean Score

In view of analytic conditions of learning styles, teachers (68.4%) and students (73.9%) perceive that complex sentences are normally broken into smaller parts when teaching and learning Kiswahili. The findings are in line with Bhat's [30] study. He claims that analytic students learn by bringing little pieces together to form a whole. Further, on reflective conditions of learning, teachers (65.8%) and students (79.4%) felt that students are advised to avoid using Kiswahili words that they are not sure of. Likewise, teachers (71.1%) and students (82.6%) felt that learners normally think through Kiswahili concepts in order to understand them better. According to Bhat [30],

reflective students learn by considering options before a response is made.

Comparison between Teachers' and Students' Perceptions of Kiswahili Classroom Learning Conditions

After establishing classroom learning conditions in terms of environmental, sociological, emotional, physical and psychological learning styles, teachers' and students' perceptions were compared using t-test. Results from the independent sample t-test analysis are summarized in Table 6.

Table 6: Means, Standard Deviation and t values for the Learning Conditions in Kiswahili Classrooms (Teacher, n= 38; Student, n= 345)

learning conditions	Mean		Sd		df	t	P value
	T	S	T	S			
Environmental	3.45	3.74	.55	.63	381	2.69	.01
Sociological	3.64	3.72	1.20	.58	379	.42	.68
Emotional	3.28	3.65	1.00	.68	380	2.21	.03
Physical	3.33	3.60	.72	.50	381	2.21	.03
Psychological	3.36	3.49	.63	.57	381	1.29	.20
Average	3.33	3.69	.55	.35	380	3.93	.00

** $P > .05$

Table 6 gives a summary of means, standard deviations and *t* values for learning conditions in Kiswahili classrooms with respect to environmental, sociological, emotional, physical and psychological aspects. Summarily, there was a statistically significant difference in teachers' ($M=3.33, SD=.55$) and students' ($M=3.69, SD=.35$); $t(380) = 3.93, p = .00$ perceptions of the stated learning conditions in Kiswahili classrooms. The findings connote that teachers and students' opinions varied on the learning conditions.

The results also indicated a statistically significant difference between teachers' ($M=3.45, SD=.55$) and students' ($M=3.74, SD=.63$); $t(381) = 2.69, p = .01$ perceptions of the environmental learning conditions in Kiswahili classrooms. This denoted that students viewed some of the conditions of the learning environment differently from their teachers. Similarly, LaRocque [3] examined student's perceptions of their physical classroom environment as well as the possible effect of these perceptions on academic achievement. LaRocque [3] did not seek teachers' perceptions on classroom environmental conditions which differ with students' perceptions in Kiswahili classrooms.

Consequently, the results revealed a statistically significant difference in teachers' ($M=3.28, SD=1.00$) and students' ($M=3.65, SD=.68$); $t(380) = 2.21, p = .03$ perceptions of the emotional learning conditions in Kiswahili classrooms. Teachers and students seemed to differ in their perception regarding emotional learning conditions. Further, comparison between teachers and students perceptions on physical learning conditions too revealed a statistically significant difference for teachers' ($M=3.33, SD=.72$) and students' ($M=3.60, SD=.50$); $t(381) = 2.21, p = .03$. Therefore students viewed conditions of the physical learning conditions differently from their teachers. The findings on different perceptions on environmental, emotional and physical learning conditions connote that teachers should not only rely on their own opinions when planning for instruction, rather learners views can help them improve the learning conditions.

There was a statistically non significant difference in teachers' ($M=3.64, SD=1.20$) and students' ($M=3.72, SD=.58$); $t(379) = .42, p = .68$ perceptions of the sociological learning conditions in Kiswahili classrooms. This meant that teachers and students perceived social conditions of learning Kiswahili in a similar way. Similarly, there was a statistically non-significant difference in teachers' ($M=3.36, SD=.63$) and students' ($M=3.49, SD=.57$); $t(381) = 1.29, p = .20$ perceptions of the psychological learning conditions in Kiswahili classrooms. This denoted that students viewed some of the psychological learning conditions in a similar way as their teachers. In support of the findings on classroom learning

conditions, Lizzio, Wilson and Simons [4] found that perceptions of teaching and learning classroom conditions influence students' learning outcomes. Their study, however, only focused on environmental conditions. Kiswahili classrooms have teachers and students holding a similar perception on sociological and psychological conditions but they differ on environmental, emotional and physical learning conditions.

Conclusions and Implications

Teachers and students have varied perceptions of classroom learning conditions. Teachers need to consider students' perception of the learning conditions when planning for instruction. This study furthers the understanding of the multidimensional approach to classroom learning conditions. The results of this study imply that learning environment can be defined vastly in terms of physical surroundings, psychological and emotional conditions, and social influences that affect acquisition and retention of information. There is need for teachers to assess learning conditions wholesomely in the light of the above aspects so as to establish favourable learning conditions. Further, teachers need to scaffold instruction based on conditions in the learning environment in order to improve learning outcomes.

Acknowledgements

The authors would like to thank all the teachers and students who participated in this study. We also thank the German Academic Exchange Programme (DAAD) for sponsoring the study.

References

1. Becker B, Luthar S; Social-emotional factors affecting achievement outcomes among disadvantaged students: closing the achievement gap. *Journal of Educational Psychologist*, 2002; 37(4):197-214.
2. Cambourne B; Conditions for Literacy Learning: The conditions of learning: Is learning natural? *The Reading Teacher Journal*, 2002; 55 (8):758-762.
3. LaRocque M; Assessing the perception of the environment in elementary classrooms: the link with achievement. *Journal of Educational Psychology in Practice*, 2008; 24(4):289-305.
4. Lizzio A, Wilson K, Simons R; University students' perceptions of the learning environment and academic outcomes: implications for theory and practice, *Journal of Studies in Higher Education*, 2002; 27(1): 27–51.
5. Cohen L, Manion L, Morrison KPB; *Research methods in education*. London: Croomhelm, 2000.

6. Yamane T; Statistics: an introductory analysis. New York: Harper and Row, 1967.
7. Dunn R, Dunn K; Teaching secondary students through their individual learning styles. Boston: Allyn and Bacon, 1992.
8. Earthman GI; Prioritization of 31 criteria for school building adequacy. Available at http://www.aclu_md.org/facilities_report.pdf. Accessed on 23/08/2015.
9. Schneider M; Do school facilities affect academic outcomes? National clearing house for educational facilities. Available at <http://www.edfacilities.org/pubs/outcomes.pdf>. Accessed on 23/10/2014.
10. Barrett P, Zhang Y; Optimal learning spaces: design implications for primary schools. Salford: Design and Print Group, 2009.
11. Tomlinson CA; Reconcilable differences? Standards-based teaching and differentiation. *Journal of Educational Leadership*, 2000; 58 (1):1-7.
12. Tomlinson CA; Grading and differentiation: paradox or good practice? *Theory into Practice*, 2005; 44(3):262-269.
13. Wilson ML; Learning styles, instructional strategies, and the question of matching: a literature review. *International Journal of Education*, 2012; 4(3):67-87.
14. Burke A; Group work: how to use groups effectively. *The Journal of Effective Teaching*, 2011; 11(2):87-95.
15. Light RJ; Making the most of college: students speak their minds. Cambridge: Harvard University Press, 2001.
16. Lugendo D, Smith H; Scaffolding for mediated learning during 'whole class exercises' in Kenyan secondary English lessons. In Jenks, C. J. and Seedhouse, P. (Eds), *interaction perspectives on ELT classroom interaction* (pg 129-148). UK: Palgrave Macmillan, 2015.
17. Muthomi MW, Mbugua ZK; Effectiveness of differentiated instruction on secondary school students' achievement in mathematics. *International Journal of Applied Science and Technology*, 2014; 4(1):116-122.
18. Velasco AG, Gonzales AA, Agena FM, Beldia RA, Orence AC, Laguador JM; Emotional elements on learning style preference of high and low performing junior marine transportation students. *International Journal of Multi disciplinary Academic Research*, 2015; 3(1):1-8.
19. Klopfenstein BJ; Empowering learners: strategies for fostering self-directed learning and implications for online learning. Edmonton: Alberta, 2003.
20. Huntly H, Donovan J; Supporting the development of persistence: strategies for teachers of first year undergraduate students. *International Journal of Teaching and Learning in Higher Education*, 2009; 21(2):210-220.
21. Klein J; Attention, scholastic achievement and timing of lessons. *Scandinavian Journal of Educational Research*, 2001; 45(3):301-309.
22. Safaa MA; Investigating the relationships between learning styles, strategies and the academic performance of Saudi English Majors. *International Interdisciplinary Journal of Education*, 2012; 1(8):511-520.
23. Kia M, Aliapour A, Ghaderi E; Study of learning styles and their roles in the academic achievement of the students of Payame Noor University (PNU). *Turkish Online Journal of Distance Education*, 2009; 10(2):24-37.
24. Reese V, Dunn R; Learning style preferences of diverse freshmen in a large, private, Metropolitan University by gender and GPA. *Journal of College Student Retention*, 2008; 9(1):95-112.
25. Xu W; Learning styles and their implications in learning and teaching. *Journal of Theory and Practice in Studies*, 2011; 1 (4):413-416.
26. Sabeh G, Bahous R, Bacha NN, Nabhani M; A match or a mismatch between student and teacher learning style preferences. *International Journal of English Linguistics*, 2011; 1(1): 162-172.
27. Kopsovich RD; A Study of correlations between learning styles of students and their mathematics scores on the Texas assessment of academic skills test. Available at http://digital.library.unt.edu/ark:/6753/metadc2889/m2/1/high_res_d/dissertation.pdf. Accessed on 12 October 2015.
28. Kapadia RJ; Teaching and learning styles in engineering education. A paper presented at the 38th ASEE/IEEE Frontiers in Education Conference, October 22-25, 2008, Saratoga Springs, 2008.
29. Shi C; A study of the relationship between cognitive styles and learning strategies. *Higher Educ. Studies*, 2011; 1(1):20-26.
30. Bhat MA; Understanding the learning styles and its influence on teaching/learning process. *International Journal of Education and Psychological Research*, 2014; 3(1):9-13.