

## **Analysis of Students' Attitudes towards the Use of Kiswahili in Teaching Communication Skills in Technical Institutes in Kenya**

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### **Abstract**

*This study investigated students' attitudes towards the use of Kiswahili in teaching communication skills in technical institutes, in Kenya. An adapted communication skills attitude scale was used as a tool for measuring attitudes. Also, 5 institutions and 148 respondents were involved. A descriptive survey design and SPSS data analysis tool was used. 2.82% of 142 respondents depicted negative attitudes, while 97.18% were positive about being taught Communication Skills in Kiswahili. Alongside, students pursuing arts-related courses posted low positive attitudes compared to the science ones. Likewise, the diploma students reflected low positive attitudes compared to the certificate ones, hence the level of study had no attitudes influence towards the use of Kiswahili in teaching communication skills. The reason behind the positivity and difference in attitudes, was feeling of incompetence, hence the need to sharpen their communication skills. Contrary, the gender factor influenced attitudes towards the use of Kiswahili in teaching communications skills.*

**Keywords:** attitude, communication skills, Kiswahili, students, technical institutes, Kenya

### **1. Introduction**

Communication skills is a subject which deals with ways and strategies on how to remove the barriers to effective communication among speakers. In any organization geared towards achieving good results, overtime, it evaluates interpersonal relationships among its staff and how to improve the same. In this regard, communication skills have been appreciated in various service-delivery oriented disciplines, for example, medicine, especially in medical education. On the same, several researches investigating attitudes of medical students towards Communication Skills in English at university level have been conducted. For example, Lumma-Sellenthin (2012), Rees and Sheard (2002) studies among others. However, studies dealing with students' attitudes towards communication skills instructed in other languages, for example, Kiswahili have not been explored. In simple terms, Eagly and Chaiken (1993) defines attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (p.1). This entity may be to ones' language or other peoples' language or may be an object. Attitude is a very important aspect which influences how people respond to an individual, language or something. For example, various researches have established attitude and motivation contributes a lot in second language acquisition (Lightbown & Spada, 1993).

Basically, attitudes evaluate how individuals attach value towards a person, language, an institution or an object. Attitudes, as well, propel behavior to a certain direction. They can shape inner feelings of an individual towards various objects. This is why Mohochi (2005) observed that attitudes caused delay in researching Creole and Pidgin languages. This turn of events happened as a result of researchers' attitude towards these languages at the time. Since the colonial era, English language had been given high status in Kenya compared to Kiswahili language. According to Nabea (2009) apart from Kiswahili having a high number of speakers (85%), its status is lower compared to English, which has less than 25% speakers in Kenya. As a result of English and Communication Skills in English being regarded highly in Kenya, it is taught in all institutions of higher learning, including technical institutes.

Also, English language for long has been the official language and medium of instruction, while Kiswahili took the backstage of being the national language until promulgation of the 2010 constitution when it was made the first official language. Consequently, Communication Skills in Kiswahili have not been given any attention in technical institutes. This belies the importance of communication between the graduates of these institutes after graduation and the clientele they are supposed to serve which does not understand the English language. Many times, employers prefer and maintain the need for graduates being trained in communication skills, especially oral skills (Maes, Weldey & Icenogle, 1997); likewise, in persuasion strategies (Reinsch & Shelby, 1997). Similarly, Goln, Catanach and Moeckel (1997), noted the importance of interpersonal communication among the employees and those they are supposed to be serving.

Also, Shitemi (2001) and other Kiswahili scholars, were of the opinion that the language of communication should not be a barrier as the case exemplified by the graduates of technical institutes in Kenya as they are deployed to serve the local people who cannot express themselves in English. Therefore, as a result of this, they proposed the use of Kiswahili in teaching of communication skills in these institutions so that they may sharpen the students' communication skills. Although propositions have been made to teach Communication Skills in Kiswahili and Kiswahili language in institutions of higher learning, technical institutes included, the attitudes of the recipients who are the students, have never been put into consideration. This is against an observation by Obanya (1981) that the recipients' attitudes of any educational product are very important if it has to succeed as he says that "one has to note that even where the language innovation is likely to benefit users if they do not view it as such they are unlikely to support the language change because it would suffer from tissue rejection" (as cited in, W. Kadodo., M. Kadodo., Timothy., & Cordial, p.37).

In this respect, Baker (1992) says "... any policy for language, especially in the system of education, has to take account of the attitude of those likely to be affected" (as cited in Mbori, p.26). Those who were likely to be affected were students from technical institutes and they were the respondents in this study. Therefore, it is out of this realization, critical analysis of technical students' attitudes towards use of Kiswahili in teaching communication skills is important in technical institutes in Kenya before any proposal is executed. This study was therefore out to fill that gap.

## **2. Purpose of the study**

The purpose of the current study was to analyze students' attitude towards use of Kiswahili in teaching communication skills in technical institutes in Kenya. It was guided by the following specific objectives:

- (i) To analyze arts and science students' attitudes towards the use of Kiswahili in teaching communication skills in technical institutes in Kenya.
- (ii) To investigate the attitudes of certificate and diploma students towards the teaching of Communication Skills in Kiswahili in technical institutes in Kenya.
- (iii) To analyze the female and male students' attitudes towards the use of Kiswahili in teaching communication skills in technical institutes in Kenya.

## **3. The literature on Attitudes**

Previous studies related to the current one can be grouped into three. These include studies conducted based on other languages other than Kiswahili; those based on Kiswahili language and Communication Skills in English related studies. Those dealing with teaching/learning Communications Skills in English are very few and have only been directed towards medical students from universities and engineering students. There is no available evidence of researches exploring attitudes towards the use of Kiswahili language in teaching communication skills, hence, the need for the current study.

Fazel and Aghamolaei (2011) assessed attitudes of Hormozgan University medical students towards learning Communication Skills in English and the results indicated that there was a variation in attitudes between basic sciences and clinical science students. In comparison, the basic science students registered high positive attitudes towards learning communication skills than the clinical science students. Though their study is similar to the current study, the subjects of the area of study, which were arts and science oriented were different, hence posting different results. Trifkovic, Lorber, Denieffe and Gonc (2017) research explored the University of Mozibor nursing students' attitudes in relation to learning communication skills. Their research showed that there was difference in attitudes, whereby second and third year students' high positive attitudes compared to the first year nursing students.

However, the attitudes between the male and female nurses towards learning communication skills showed no significant difference. The female nurse students displayed high positivity and low negativity in attitudes compared to their male counterparts.

This study, though is related to ours, it is different in terms of the language used in learning communication skills, as well as their areas of study and the program exposed to the respondents. This may explain the different results in the two studies. Other studies which have so far explored attitudes in relation to Communication Skills in English include studies of Al-Bizrah, Tarique and Arain (2016), M. S. Neupane, H. C. Neupane, Adhikari and Aryal (2012), Alotaibi and Alsaedi (2016), Karin, Ragnhild, Ingunn and Sofia (2017), and Sheard (2002), among others.

After evaluating the above studies, it is clear these studies dealt with respondents from the medical fraternity; respondents drawn from various universities. On the other hand, the current study drew respondents from technical institutes in their final year, that is, in the second year from certificate level and third year diploma level. Our study, therefore, aimed at establishing whether their attitudes were positive or negative towards learning Communication Skills in Kiswahili. This is different from Communication Skills in English. Likewise, the levels of certificate and diploma are quite different from medical students, who mostly undergo their studies for more than 5 years. Also, previous studies were done in universities while the current one was conducted in technical institutes.

#### **4. Research methodology**

The descriptive survey design was used in the current study. This study aimed at collecting data from technical students on their attitudes and opinions towards use of Kiswahili in teaching communication skills in technical institutes in Kenya. The researchers used questionnaires in sourcing primary data and secondary information through books, journals and internet. Through this design, open-ended, partially-closed, closed-ended and rating scale questions were formulated. It as well provided numeric description on part of some population and helped describe and explain events as they are and as they were and as they may be in the future (Onen and Oso, 2009).

Five randomly chosen national polytechnics were used in the study. These institutions included Kabete, Kenya Coast, Kisii, Meru and The Eldoret national polytechnics. A sample size of 148 participants were randomly chosen from these institutions, pursuing arts and science-related courses gravitating towards service delivery, especially in rural areas. The participants comprised of the second and third year finalists pursuing certificate and diploma courses respectively. The participants used in data analysis were 142; 64 certificate students forming 45.07% while, the diploma students were 78, registering 54.93%.

Adapted communication skills, measuring scale developed by Rees, Sheard and Davies (2002) was used. 26 items from this scale plus 10 items crafted by researchers, specifically to suit Communication Skills in Kiswahili were exposed to 30 participants during pilot study. These items were passed through a dropping system and 24 items were retained, based on a formula by Kothari (2004). These included 20 items from Communication skills attitude scale and 4 from the researchers. Out of 24 items, 13 were loaded positively, while 11 negatively loaded.

The researchers administered the questionnaires. However, contact instructors known to the researchers confirmed the enrolment of the students in various courses. This was only done in Kenya Coast and Meru national polytechnics. In this study, we decided to use the adapted statement modified-instrument because it had internal consistency in measuring respondents' attitudes towards use of Kiswahili in teaching communication skills.

Before the researchers went for the final data collection exercise, the pilot study items were exposed to *Statistical Package for the Social Science Program* (SPSS version. 23) to analyze a coefficient of reliability. A Cronbach's alpha of 0.767 which was approximately 0.8 was obtained, and which was tendentious with the proposal made by Tavakol and Dennick (2011) that, a data is acceptable for use when a Cronbach alpha (Coefficient) obtained is greater or equal to 0.7.

As for the validity of the items used for data collection, two experts from the department of psychology, St. Augustine University of Tanzania in Tanzania read and rated them highly, hence valid for use. Alongside, data analysis was done through *Statistical Package for the Social Science Program* (version. 23) so as to meet the objectives of the study. From SPSS, the ANOVA-one way and the two sample t-test were used as tools of data analysis. The results from the computations were used to establish the relationship between technical students' attitudes and use of Kiswahili in teaching communication skills.

## 5. Findings and discussion

This study used 148 respondents. However, only 142 respondents were used for data analysis. Therefore, 95.5% of the respondents filled the questionnaires. Although 6 respondents participated in this exercise the questionnaires were half-filled, hence this rendered them ineffective for data analysis, and consequently discarded. Table 5.1 reflects the demographic profile of the respondents. Students who were pursuing science-related courses were 51.41% while the arts-related courses were 48.59%.

**Table 5.1 Technical institutes, students' demographic characteristics**

Characteristics (age, area of study, level of the study and the gender)	Number of respondents (n)	Percentage (%)
<b>Age</b>		
<20	20	14.00
20 – 25	107	77.00
26 – 30	10	7.00
31 – 35	1	1.00
>35	1	1.00
<b>The area of study</b>		
Arts	69	48.59
Science	73	51.41
<b>Level of study</b>		
Certificate	64	45.07
Diploma	78	54.93
<b>Gender</b>		
Male	71	50.00
Female	71	50.00

Source: Field, 2017

### 5.1 Technical students' attitudes towards use of Kiswahili in teaching communication skills in technical institutes in Kenya

Students' overall attitudes towards use of Kiswahili in teaching communication skills was positive. After data analysis, technical institutes posted positive mean scores towards use of Kiswahili in learning communication skills. Table 5.2 displays summary results of analysis whereby Kabete National Polytechnic had a mean score of 80.94; Kenya Coast National Polytechnic 87.79. Kisii National Polytechnic 85.26, while Meru National Polytechnic had 87.75. Finally, The Eldoret National Polytechnic posted a mean score of 86.16 on average. However, the students from all the institutions had posted on average positive attitude scores (PAS) towards use of Kiswahili in teaching communication skills. The overall mean score is reflected in table 5.3 whereby the mean attitude score for all the students was 85.31; the anticipated minimum and maximum score being 24 and 120 respectively. In the same breathe, the average mean attitude of neutrality was 72. If the mean score was more than 72, it meant the students' attitude was positive and if less than 72, this denoted their attitude was negative towards use of Kiswahili in teaching communication skills. We can conclude that the students' favorable perception towards the subject was as a result of its importance. For instance, it would help them deal with *Sheng*, minimize pronunciation problems, mother tongue interference, buttress their oral skills and eventually improve service delivery once they were sent to the field.

**Table 5.2 Mean attitude score (PAS & NAS) per technical institution**

NATIONAL POLYTECHNIC	POSITIVE ATTITUDE SCORE (PAS)	NEUTRAL ATTITUDE SCORE (NEAS)	NEGATIVE ATTITUDE SCORE (NAS)
Kabete	80.94	0.00	66.50
Kenya coast	87.79	0.00	0.00
Kisii	85.26	0.00	68.00
Meru	87.75	0.00	0.00
The Eldoret	86.16	0.00	0.00

Source: SPSS version. 23 Analyzed Data Output, 2017

Minimum Attitude Score = 24; Neutral Attitude Score = 72; Maximum Attitude Score = 120

**Table 5.3 Overall mean score of technical students’ attitude towards use of Kiswahili in teaching communication skills**

Variable	Observations	Mean	Std. Dev	Min	Neutral	Max
Score	142	85.31	9.00	24	72	120

Source: SPSS version. 23 Analyzed Data Output, 2017

Similarly, Alotaibi and Alsaeedi (2016) while exploring attitudes of Taif university medical students towards learning communication skills found out that, the students were highly positive towards learning Communication Skills in English. This was as well displayed in the study of Richa, Yashoda & Puranik (2017) which explored the determinants of students’ attitude towards learning Communication Skills in English in the Bengaluru city in India. They posted a mean positive attitude score of 50.44 and a mean negative attitude score of 29.77. Their attitudes showed that they were positive towards learning communication skills. 96.8% of the students welcomed communication skills in their curriculum.

The high positivity of technical students’ attitudes were reflected in their perceptions where they inferred the importance of service delivery to their-would be clients after completing their studies. They felt Kiswahili language was the best suited in disseminating their ideas since it is a national language and known by many people in Kenya especially in the rural areas.

**5.1.1 Attitudes towards use of Kiswahili in teaching communication skills based on the area of study**

The first objective of this study was to analyze the arts and science students’ attitudes towards use of Kiswahili language in teaching communication skills. To achieve this objective, the researchers were supposed to respond the question, “What were the attitudes of arts and science students towards the use of Kiswahili in teaching communication skills?”

To be able to answer the above question, the ANOVA-one way statistical tool of variance analysis was used to compute the differences in students’ attitudes in regard to two areas of study. Table 5.4 shows that the p-value displaying a variance of 0.2031. In this respect, equal variance is assumed to have been met because the probability value of 0.2031 is greater than the alpha coefficient of 0.05 which is at 5% level of significance. In this regard, the SPSS output indicated that there was no meaningful difference in arts and science students’ attitude towards the use of Kiswahili in teaching communication skills based on the two areas of study.

**Table 5.4 Attitude towards use of Kiswahili in teaching communication skills based on the area of study (Arts & Science)— ANOVA-one way & t-test**

ANOVA-one way	F=1.64	P-value 0.2031
t-test	Mean (Arts)=84.32 t-value (p-value)=1.2787 (0.2031)	Mean (Science)=86.25. Difference=1.93

Source: SPSS version. 23 Analyzed Data Output, 2017

In summary, the SPSS output depicted that the F-value of 1.64, had associated p-value of 0.2031 which is greater than 0.05, hence there was no meaningful difference between the arts and science students’ attitudes in regard to the use of Kiswahili in teaching communication skills. In short, it may be reflected as  $F=1.64, p=0.2031 > 0.05$ . These results were, as well, confirmed through the two sample t-test by calculating the p-value and the results were the same as tabulated in table 5.4. Otherwise, the mean score for arts students was 84.32, while the science ones registered a mean score of 86.25, which was above the neutrality mean of 72, hence depicting positivity. The corresponding mean difference was 1.93 with a p-value of 0.2031, being statistically insignificant at the 5% level of significance. Hence, based on both the ANOVA-one way variance analysis and the two sample *t-test* analysis, attitudes for arts and science students towards use of Kiswahili in teaching communication skills were almost at par. However, the science students posted slightly higher positive attitudes compared to the arts students. This could have been due to the science students perceiving themselves less competent in communication skills in Kiswahili if it were to be taught and therefore in anticipation they could not have served the general public effectively. This may be unlike the arts students who feel they are more equipped with language skills compared to their counter parts whom they referred to as “machine talkers” in their responses. To quantify the above views, both groups were asked whether they agreed with the view that Communication Skills in Kiswahili suits those students, who study arts-related courses than science-related courses?

The majority of the science students did not agree, and in their responses they said “the science students require Communication Skills in Kiswahili more because they are incompetent than arts students, hence will help them sharpen their communication skills.” Also, they felt all the students require Communication Skills in Kiswahili because the skills were beneficial, since those they were anticipating to serve after graduation, were more competent in Kiswahili than English.

Our findings in this study resemble those of Fazel and Aghamolaei (2011) who found that, specialization influenced attitudes towards learning communication skills among the basic science and clinical science students in Hormozgan University of Medical sciences in Iran. Hence, in their findings, there was meaningful difference in attitudes between the two groups towards the learning of Communication Skills in English. As for the study at hand, arts and science students posted positive attitudes which were statistically not significant.

### 5.1.2 Attitudes towards use of Kiswahili in teaching communication skills based on the level of study

Secondly, our study investigated the certificate and diploma students’ attitude towards the use of Kiswahili in teaching communication skills based on the level of study. To achieve this objective, the researchers were supposed to answer the question, “What were the attitudes of certificate and diploma students towards use of Kiswahili in teaching communication skills in technical institutes in Kenya?”

To be able to respond to the above stated question, the researchers used the ANOVA-one way tool of variance analysis as well as the two sample *t-test* to confirm the results. Table 5.5 shows the difference in attitude of certificate and diploma students towards the use of Kiswahili in teaching communication skills. In this respect, the ANOVA-one way results whereby F-value of 3.66 was realized, and whose associated probability value (p-value) of variance was 0.0577. Therefore, equal variance was assumed to be met because the p-value of 0.0577 is greater than the alpha coefficient of 0.05 being the level of significance. Nevertheless, the SPSS output depicted that there was no substantial difference in attitudes depicted among the certificate and diploma students towards the use of Kiswahili in teaching communication skills. Therefore, the results can be summarized as  $F= 3.66, p= 0.0577 > 0.05$ .

**Table 5.5 Attitude towards use of Kiswahili in teaching communication skills based on the level of study (Certificate & Diploma)— ANOVA-one way & t-test**

ANOVA-one way	F=3.66	P-value 0.0577
t-test	Mean(Certificate)=86.89 t-value (p-value)=1.9139 (0.0577)	Mean (Diploma)=84.01 Difference=2.88

Source: SPSS version. 23 Analyzed Data Output, 2017

This outcome was confirmed through the two sample *t-test* in computing the p-value and the results were the same as the ANOVA-one way as tabulated in table 5.5. The two sample *t-test* tool of analysis produced a mean score of 86.89 for certificate students and 84.01 for the diploma students; these means being above the neutrality mean of 72, hence realizing positivity. Consequently, the corresponding mean difference was 2.88 with a p-value of 0.0577 hence, less than 0.05 (5%) level of significance, which indicates their means were almost the same. Therefore, in this regard, based on both the ANOVA-one way and the two sample *t-test*, attitudes for certificate and diploma students towards the use of Kiswahili in teaching communication skills were almost the same.

However, the certificate students posted slightly higher mean positive attitude scores compared to the diploma students. This slight difference in attitudes may have been due to the fact that the certificate students, through their responses, perceived a feeling of incompetency in Communication Skills in Kiswahili compared to the diploma students who are academically superior.

Similar researchers have been explored elsewhere producing the same results. For example, Al-Bizrah, Tarique & Arain (2016) their findings showed that in the last year of the students’ program, their attitudes tended to decrease compared with the previous years. In the current study, the junior certificate students posted a higher positivity in attitude scores in comparison with the diploma ones who are senior academically. However, the study at hand, and the above-mentioned study is inconsistent with Rees & Garrud (2001) whose findings showed that the older and the advanced students were more receptive to learning communication skills compared to the young and inexperienced ones. More so, Alotaibi & Alsaedi (2016) posted the same results whereby in their study, the students in level 5 had more positive attitudes compared to the students in Level 2.

**5.1.3 Attitudes towards use of Kiswahili in Teaching Communication skills in technical institutes based on gender**

Thirdly, our research analyzed the male and the female students’ attitudes towards the use of Kiswahili in teaching communication skills in technical institutes in Kenya. To achieve this objective, the researchers were supposed to answer the question, “What were the female and male students’ attitudes towards use of Kiswahili in teaching communication skills in technical institutes in Kenya?” To be able to answer this question, dealing with the differences in the students’ attitude towards use of Kiswahili in teaching Communication Skills, ANOVA-one way analysis tool was employed coupled with the two sample *t-test* for confirmation. The ANOVA-one way tool of data analysis was used to analyze differences of the female and the male students’ attitudes towards use of Kiswahili in teaching communication skills. Table 5.6 tabulates the results, whereby the F-value being 7.66 with a corresponding probability value of 0.0064. Therefore, if the probability value is less than the alpha coefficient of 0.05, it means that there is a marked difference in attitude between the female and male students towards the use of Kiswahili in teaching communication skills. Basically, the ANOVA-one way analysis summary results are posted as  $F=7.66^*$ ,  $p\text{-value} = 0.0064 < 0.05$  (alpha Value).

**Table 5.6 Table 4.4 Attitude towards use of Kiswahili in teaching communication skills based on gender (Female & Male)-ANOVA-one way & t-test**

ANOVA-one way	F=7.66*	P-value 0.0064
t-test	Mean (Female)=87.35 Mean (Male) = 83.27 <i>t-test</i> t-value (p-value) = 2.7675 (0.0064).	Difference 4.08*

Source: SPSS version. 23 Analyzed Data Output, 2017

The two sample *t-test* tool was as well used to confirm the results posted by ANOVA-one way analysis. The results posted by the two sample *t-test* indicated that the female students’ attitude mean was above the mean of neutrality which was 72, hence posting a positive mean score of 87.35, while the male students on average registered 83.27. The corresponding mean difference was 4.08 with a probability value of 0.0064, hence having a significant difference at 5% level of significance. Therefore, the female students had a mean positive attitude score which exceeded the mean score of the male students.

The significant variance based on gender could have been due to the fact that the female were more responsive to matters of communication, more serious and firm with the choices they make than the male. Previous researchers are consistent with the current study as observed by Lumma-Sellenthin (2012) that: “female students were [are] positive towards communication skills training than their male counter parts. This is often explained by female students’ stronger openness towards information giving.” (pp. 205).

Likewise, Karin, Ragnhild, Ingunn and Sofia (2017) observed that the female and the male differ in terms of the way they are socialized, hence the female lean more to counseling roles than the male. This behavioral norm of female posting more positive attitudes compared to the male is similarly observed by Atteya, Saleh, & Essam (2017) when they compared attitudes based on gender between dental students at Alexandria University and Pharos University. They concluded that the female naturally lean towards the art of communication compared to the male, hence appreciate more and more suited to patient-communication. This being the case, the technical female student is not an exception and therefore may have this trait of naturalness embedded in their system as any other female in various places in the world.

This can as well be attested by other researches consistent with the current study. In this regard, other similar studies with similar results includes that of Alotaibi and Alsaedi (2017), Cleland, Foster & Moffat (2009), Fazel and Aghamolaei (2011) among others. However, Trifkovic, Lorber, Denieffe, Gonc (2017) study is inconsistent with the current study and they were of the opinion their results indicated there was no attitude difference. Their study established that the female slightly posted higher positive attitude scores.

In conclusion, based on the current study and the previous studies, the female may naturally have a natural trait inherent in them towards likeness to communication skills, though this has not been proved from the innate perspective. Also, the African female is completely socialized differently compared to the male in terms of firmness and love for their choices, hence the reason why they were significantly different in opining that “Communication Skills in Kiswahili is as important as the other courses they were pursuing.”

## 6. Recommendations

The first objective analyzed arts and science students' attitude towards use of Kiswahili in teaching communication skills. Both groups posted high mean positive attitudes; arts students depicting low attitudes compared to science. They felt the communication skills was important in service delivery. They were upbeat Communication Skills in Kiswahili may help them deal with the *Sheng*' menace, mother tongue interference, pronunciation and listening inadequacies which may be reduced or eradicated. Also, in buttressing and acquiring public address discourse as well as sharpening interview skills among others. They admitted they were mostly incapacitated in oral skills. It is in the interest of effective service delivery, the researchers recommend, Kenya Institute Curriculum Development (KICD) in collaboration with the Ministry of Higher Education Science & Technology (MOHEST), to incorporate Communication Skills in Kiswahili in the technical education curriculum, emphasis laid on oral skills (listening and speaking) and the lessons that support or strengthen these skills.

The second objective sought to investigate the certificate and diploma students' attitude towards the use of Kiswahili in teaching communication skills. The results indicated that they were positive towards communication skills teaching, although the certificate students posted a slightly higher attitude mean. It was established that students undertaking Social work and community development course at certificate level were taught Kiswahili unlike their counter parts in the diploma level. Students pursuing other courses are equally not taught Kiswahili or Communication Skills in Kiswahili. Teaching of Kiswahili to Social work and community development students, being a service-oriented course, opens doors to other service oriented courses easily to be incorporated in the technical education curriculum. KICD in liaison with MOHEST will not find it hard to tag the service-oriented courses in the technical education curriculum. At this juncture, it is prudent to mention the courses which were involved in the study. They included Medical laboratory science and technology, Science laboratory technology, General agriculture, Electrical engineering, Fashion design and garment making, Hair dressing and beauty therapy, Marketing, business management, Sales and marketing, Social work and community development, Cooperative management, Chain supply management, Purchasing and supplies management. Others, though not involved in the study are Pharmaceutical sales and marketing, Land surveying among others. All these are service-oriented courses and have tentacles to the common man, who is disadvantaged in speaking English, hence they can be taught Communication Skills in Kiswahili first. Also, the Kiswahili course already in place may be replaced with Communication Skills in Kiswahili because the latter is more tailored for service delivery.

The results of the third objective indicated that female students were more appreciative to being taught Communication Skills in Kiswahili. It is believed the female is more receptive to communication issues compared with men. This being the case, if this subject is rolled out, the female students will be in front helping their counter parts deal with difficult areas of the subject and encourage them further.

This study, as well, gives MOHEST and KICD to look a fresh technical education curriculum. This is because the recipients of the product have indicated, they are receptive to the subject. It should as well be noted that, there is a very big relationship between Communication Skills in Kiswahili and service delivery, hence the reason this subject is required in the technical education curriculum. This relationship gave the respondents the motivation and the reason to appreciate the importance of the subject, especially after their graduation as they prepare to go and serve the general public. However, it is of importance for future researchers to look at the relationship between development and Communication Skills in Kiswahili vis-à-vis Communication Skills in English. Also, the attitudes of graduates of technical institutes in the field may be analyzed.

## 7. Conclusion

This study has explored various issues touching attitudes and their relationship with the use of Kiswahili as a language of presentation of communication skills to learners in technical institutes in Kenya. The findings of this study clearly indicate the students in technical institutes appreciate the importance of Communication Skills in Kiswahili in service delivery. They understand the initiation of Communication Skills in Kiswahili will help them communicate with their future clients in the simplest and concise manner, and the subject will help them sharpen their communication skills. More so, though certificate and diploma students' attitudes towards use of Kiswahili in teaching communication skills are not statistically significant, it was clear the certificate students posted more positive attitude scores. This indicates that they feel incompetent in the terms of the endowment of Communication Skills in Kiswahili compared with their counterparts. Likewise, students pursuing science related courses gravitating towards service delivery posted more positive attitude scores compared to the arts students.



This may have been due to the feeling of incompetence in Communication Skills in Kiswahili and therefore require the subject more to sharpen their skills. It is hoped that, the findings of this study will help the departments concerned as they make informed decisions touching the needs of technical students and in general, technical education.

Something worth mentioning is that, out of the institutions exposed to this study, only 2 (Kabete and Kisii— see Table 5.2) had students who posted negative attitudes. Only 4 students translating to 2.82%, had posted attitudes depicting low negativity as opposed to high negativity. The rest either posted low positivity or high positivity in their attitudes towards use of Kiswahili in teaching communication skills. They were 138 in number and formed 97.18%. No students expressed neutrality. This is a clear indication they were very particular and they knew the importance of Communication Skills in Kiswahili to effective service delivery.

Finally, female students posted significant attitudes towards use of Kiswahili in teaching and learning communication skills compared to their counter parts. Therefore, they can act as a catalyst to their male colleagues if the program is established in the future. They will have a head start in giving direction in terms of encouraging those who are not willing or who are slow to learn because they have the motivation.

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