

Factors Militating Against the Effective Teaching and Learning of Krio at the Junior Secondary School Level: A Case Study of Three Schools in the Western Area of Freetown, Sierra Leone

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Abstract

This study was aimed at investigating factors militating against the effective teaching and learning of Krio at the Junior Secondary School (JSS) Level in a sample of JSS pupils in selected schools in the Western Area of Freetown, Sierra Leone.

Questionnaires were administered to both teachers of Krio and pupils offering the subject at the targeted level. These, alongside observation and focus group discussions, were used to determine the level of training and experience of the teachers; facilities which support the teaching and learning of Krio; attitudes of teachers, pupils and other stakeholders towards the teaching and learning of Krio; mode and frequency of assessment; provision of institutional support; and, the success rate of pupils at the Basic Educational Certificate Exams (BECE) in the selected schools. Three schools were targeted. In each of these schools, questionnaires were administered to 50 pupils, giving a total of 150 respondents.

A total of eleven teachers were sampled. The study revealed that:

- The teachers of Krio in the selected schools were trained and qualified. However, none of them studied krio as a major and only about one third read it as a minor.
- Teaching and learning materials are inadequate, and time allocated to the teaching of krio is insufficient.
- Attitude is a major factor which militates against the teaching and learning of krio in the selected schools.
- Written assignments, tests and exams are the main assessment tools.
- Institutional support (in-service trainings/workshops/seminars) plays a great role in building teachers' capacity to teach the subject as all the teachers sampled did not study krio as a major subject.
- BECE results (krio -2010 and 2011) indicate that only a small percentage of the pupils at JSSIII opted for krio

Keywords: Krio, Creole, Pidgin, Attitude and Factors.

Introduction

The Krio language spoken in Sierra Leone is one of four core national languages taught at the JSS level. Krio is also a course of study in some tertiary institutions.

The Krio language spoken in Sierra Leone is closely connected to the Trans-Atlantic slave trade era during which Africans captured as slaves were transported across the Atlantic Ocean to work in mines and plantations in America. The slaves, captured from diverse locations, found themselves in a difficult situation; they could neither communicate among themselves nor with their slave masters. Initially, paralinguistic devices helped; with time, the slaves borrowed lexical items and structures from the language of their masters. These were combined with lexical items from their own native languages. Eventually, a functional language emerged. This was referred to as a pidgin language. It was not as developed as the English language or the native languages of the slaves. Nevertheless, it served the basic purpose of facilitating communication. Close to the end of the 18th century, philanthropists and Christian missionaries fought for the abolition of the inhuman trade.

Their efforts led to the arrival of various groups of freed slaves in Freetown. The freed slaves spoke pidgins, which were mutually intelligible, to ease communication. The Recaptives, the last set of freed slaves to arrive, brought in the African element into Krio; unlike the other groups, they had not been exposed to Western civilization. Krio was born out of a situation of heightened linguistic complexity. There was great intermingling of the following: pioneer settlers (who had some command of English, they spoke pidgin languages they had acquired in the mines and plantations); Recaptives (who knew no English at all – they spoke just their African tongues, the most pervasive being Yoruba) and indigenes (Themnes, Limbas etc., who spoke their

own mother tongues); they needed a common medium to communicate. That was how Krio started off - as a Pidgin (makeshift language). With the passage of time, it evolved into a Creole language, having a status that made it suitable to be used in formal and public spheres. This metamorphosis made Krio the native language of a new generation of speakers. With the inception of the 6-3-3-4 system of Education, Krio was introduced as one of the subjects of instruction at JSS level; it then became necessary to introduce the language in tertiary institutions, as teachers were needed to teach the language in schools.

In the National Teaching Syllabus, JSS Krio - Years II & III, Palmer (1994: iii) states in her acknowledgement:

“With this new system, new fields of knowledge have been identified and recommended for addition to the curriculum at the lower secondary school level. This addition to the curriculum has led to the development of new syllabuses namely, Creative Practical Arts, Electronics, Business Studies, Religious and Moral Education, Physical Health Education, Mende, Themne, Krio and Limba”

Krio is the lingua franca in Sierra Leone; the reason it was selected as one of the four core indigenous languages to be taught in schools and colleges.

The inclusion of Krio, however, seems to have little or no impact at all, both within the educational system and the society as a whole. The BECE results for Krio underscore the fact that little or no learning takes place. Internal examination scripts would show similar patterns, if tests are carefully structured. There seems to be no increase in the areas of competence and performance. A pupil who has been using the structure: “A de pan it.” instead of: “A de it.” (I am eating), still continues to use the same erroneous structure after having gone through the BECE. To take it further, one could ask the following questions - How many of those who passed the BECE in Krio can really write satisfactory compositions in the language? How many of them really develop active interest in creative writing in the language afterwards? Had there not been

factors militating against the teaching and learning of Krio at JSS, things would have been different altogether - hence the need for such a study to be undertaken.

Statement of the Problem

This piece of research seeks to investigate factors militating against the effective teaching and learning of Krio at the JSS level. As mentioned earlier, the inclusion of Krio in the syllabus appears futile. There seem to be several factors militating against the teaching and learning of Krio at JSS level worthy of being investigated. It must be noted, however, that a single research is not likely to be exhaustive. There is need for this enterprise even if others had been undertaken before as the problem is still with us.

Aim and Objectives of the Study

The aim of this study is to determine the factors that militate against the effective teaching, learning of the Krio language at the JSS level in selected schools.

The objectives of the study include the following:

- Determine the level of training and experience of the teachers of Krio in the selected schools
- Identify facilities that exist in the selected schools that could enhance the effective teaching and learning of Krio.
- Determine the attitude of pupils, teachers, parents and other community members towards the teaching and learning of Krio in the selected schools.
- State the means teachers use to assess their pupils.
- Find out how frequent teachers assess their pupils.
- State any institutional support provided to enhance the effective teaching and learning of the Krio language in the selected schools

- Examine the BECE results in Krio of the selected schools between 2010 and 2011 academic years
- Make recommendations as to how the teaching, learning and use of the Krio language at the JSS level could be improved.

Significance of the Study

This research has to do with the educational system: the JSS level to be precise. Any proper research of this kind can have far-reaching effects. The findings of this particular research would be useful not only to teachers and pupils but also policy makers and the nation as a whole.

The findings may help teachers of Krio and the other Sierra Leonean languages do self-evaluation, and tailor their methods accordingly; policy makers would also be guided in the formulation of their policies - for instance, what can be done to ensure high performance rate and to sustain the interest of pupils even after they have passed these languages at BECE?

According to Freeman and Freeman (2004: 200)

“Children come to school knowing the language of their community. This is quite true but it does not mean that they are literate in that language they have need to learn the conventions of their standard written language.”

Research and material production contributes greatly in this respect. Similarly, Philipson (1992) holds the view that trained teachers, well-written textual materials and improved teaching methods are more important than the time for which a language is taught.

Hiep (2005: 3) notes that:

“Knowing a language involves more than knowing a set of phonological rules. Learners need to develop communicative competence which is the ability to use the target language appropriately in a given social encounter”

If pupils learn the language correctly, they could help their peers, their relatives and others in their respective communities. In this way, the standard form of the Krio language (the form spoken by very few people) would be preserved.

Methodology

This piece of research is in the form of a case study involving three schools in the Western Area of Freetown, Sierra Leone: Annie Walsh Memorial School, Prince of Wales Secondary School and Laura Dove Vocational School. It should be noted that the problem investigated is not confined to the selected schools only.

It would have been ideal to have samples drawn from various schools in all the regions of the country, thus making the picture more representative and nationalistic in character. As one may be well aware, the impact of the teaching and learning process is not only felt in the selected schools but in the society as a whole. However, a relatively small group was chosen. The choice of this design was much influenced by time and financial constraints.

Teachers of Krio and JSS pupils offering the subject in the selected schools form the population of this study. The pupil sample size is one hundred and fifty (excluding JSS 1 pupils who are considered beginners). In each of the selected schools, questionnaires were administered to 50 pupils, giving a total of 150. Sampling was randomly done. A total of eleven (all the teachers of Krio in the selected schools) were sampled; six from the Annie Walsh, two from Laura Dove and three from Prince of Wales. The sample size of all respondents was 161(150 pupils and 11 teachers). Structured questionnaires were used as the main instruments of this research. Observations and focus group discussions with teachers and pupils also formed part of the data collection process. Two separate sets of questionnaires were administered – one to the teachers and another to the pupils. Materials obtained from the library and internet were used as secondary sources.

Method of Data Analysis

The responses from pupils and teachers were analysed separately. Simple statistical calculations of means/averages were employed to determine the range of responses, and tables used to explain the analysis.

Results/Findings and Discussion

Teacher Profile -Table 1: Gender distribution of Teachers in the selected schools

	Annie Walsh		Laura Dove		Prince of Wales		Total	
Sex	No.	%	No	%	No	%	No	%
Male	-	-	1	50	1	33.3	2	18.18
Female	6	100	1	50	2	66.7	9	81.81
	6	100	2	100	3	100	11	100

As can be seen from table 1 above, a very high percentage of the teachers of Krio in the selected schools are females (81.8%) whereas the males constitute only 18.1%.

Table 2: Mother Tongue (L1) of teachers

Mother	Annie Walsh		Laura Dove		Prince of Wales		Total	
Tongue	No.	%	No	%	No	%	No	%
Krio	6	100	1	50	2	66.7	9	81.81
Other	-	-	1	50	1	33.3	2	18.18
	6	100	2	100	3	100	11	100

Most of the teachers who teach Krio as a subject in the selected schools are native speakers of the language, a total of 9 (nine), 81.1%. Out of a total of 11 teachers, only two are non-native speakers, 18.1%

Table 3: Qualifications - Level of training and experience

	Annie Walsh		Laura Dove		Prince of Wales		Total	
Qualification	No.	%	No	%	No	%	No	%
TC,HTC	1	16.66	1	50	-	-	2	18.18
HTC	3	50.0	1	50	2	66.7	6	54.45
TC, HTC, B.ED	1	16.66	-	-	-	-	1	9.09
HTC.B. ED	1	16.66	-	-	-	-	1	9.09
HTC. BED	-	-	-	-	1	33.3	1	9.09
	6	100	2	100	3	100	11	100

The table above shows various qualifications held by the teachers of Krio in the selected schools. For the Annie Walsh, six teachers handle the subject, among these 16.66% are holders of both TC and HTC, 50% HTC, 16.66% have TC, HTC and B.ED and another 16.66% are holders of both HTC and B.ED.

At Laura Dove one of the two teachers of Krio has a TC (50%) and the other an HTC. Out of the three at the Prince of Wales, two (66.7%) are holders of HTC, and one (33.3%) has both an HTC and a B.A. Ed. Out of the eleven (11) teachers interviewed, six (6) of them have HTC. Very few possess additional qualifications.

Areas of specialization of the teachers

Table 4: Major subjects studied

	Annie Walsh	Laura Dove	Prince of Wales	Total

Major subject	No.	%	No	%	No	%	No	%
Krio	-	-	-	-	-	-	-	-
Other	6	100	2	100	3	100	11	100
	6	100	2	100	3	100	11	100

According to the table above, all the teachers of Krio in the selected schools never studied Krio as a major subject in college. This means that it is not their area of specialization.

Table 5: Minor subjects studied

Minor subject	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%
Krio	2	33.33	1	50	1	33.3	4	36.36
Other	4	66.66	1	50	2	66.7	7	63.6
	6	100	2	100	3	100	11	100

According to table five, the percentage of teachers who studied Krio as a minor subject is relatively lower (36.36%) when compared with those who claim they never had it as a minor (63.6%).

Table 6: Length of service of the teachers - Teaching Experience

Length of service	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%
5	45.45	50	-	-	2	66.7		

6-10 Years	-	-	-	-	-	-	-	-
11-15 Years	1	16.66	-	-	-	-	1	9.09
11 years +	2	33.33	2	100	1	33.3	5	45.45
	6	100	2	100	3	100	11	100

45% of the respondents have taught for a period of 1-5 years; interestingly the same percentage has taught for 16 years or more. The table reveals that none of these teachers fall under the 6-10 years category and only 9% fall under the 11-15 years range

Facilities that exist to enhance teaching and learning of Krio in the selected schools

Table 7: Lack of teaching and learning materials (Teachers' opinions)

Responses	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%
Strongly Agree	-	-	2	100	-	-	2	18.18
Agree	4	66.66	-	-	1	33.3	5	45.45
Disagree	1	16.66	-	-	1	33.33	2	18.18
Strongly Disagree	-	-	-	-	-	-	-	-
Neutral	1	16.66	-	-	1	33.3	2	18.18
	6	100	2	100	3	100	11	100

Information collected from the teachers' questionnaires indicate that a higher percentage of the respondents support the claim that teaching and learning materials are inadequate (18% a population and there is also another 18% that remain neutral; no teacher strongly disagrees with the fact that teaching and learning materials are not available.

Table 8: - Responses to the issue of overcrowded classrooms (Teachers)

Responses	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%
Strongly Agree	1	16.66	2	100	-	-	3	27.23
Agree	1	16.66	-	-	-	-	1	9.09
Disagree	2	33.33	-	-	1	33.33	3	27.23
Strongly Disagree	1	16.66	-	-	2	66.7	3	27.23
Neutral	1	16.66	-	-	-	-	1	9.09
Total	6	100	2	100	3	100	11	100

This table shows the reactions of teachers to the view that classes are overcrowded and difficult to manage. Those who share this view constitute 27% (strongly agree) and 9 % (agree) respectively, the total of which will be relatively lower when compared with those who do not believe that is what obtains (27% disagree and 27% strongly disagree). A very small percentage of the respondents did not indicate their position on the issue. This indicates that teachers in the selected schools generally do not see overcrowding as a major factor that hinders the teaching and learning of Krio. This is represented by 27.23% who disagree and also 27.23% who strongly disagree.

Table 9: Time allocated to the teaching of Krio is insufficient

	Annie Walsh		Laura Dove		Prince of Wales		Total	
Responses	No.	%	No	%	No	%	No	%
Strongly Agree	2	33.3	1	50	-	-	3	27.23
Agree	1	16.66	1	50	1	33.3	3	27.23
Disagree	1	16.66	-	-	1	33.33	2	18.18
Strongly Disagree	1	16.66	-	-	-	-	1	9.09
No response	1	16.66	-	-	1	33.3	2	18.18
	6	100	2	100	3	100	11	100

In relation to time factor, 33.3% of teachers at the Annie Walsh strongly agree that the time allocated to the teaching of Krio is insufficient and 16.66% agree, 16.66% disagree and another 16.66 strongly disagree while 16% adopt a neutral stance. Fifty percent of the teachers of Laura Dove support this view whilst the remaining 50% are opposed to it. At Prince of Wales there is a fine equilibrium, 33% agree, 33% do not share the view and the remaining 33% remain silent on the matter. Generally, a higher percentage of the respondents are of the opinion that the teaching time for Krio is not enough (about 54%) whilst only 27% (18% disagree and 9% strongly disagree) are on the other side of the balance.

Attitudes of colleague teachers, parents and pupils towards the teaching and learning of Krio at the JSS level

Table 10: Colleague teachers' view on the teaching of Krio

	Annie Walsh		Laura Dove		Prince of Wales		Total	
Responses	No.	%	No	%	No	%	No	%

Very relevant	1	16.66	-	-	-	-	1	9.09
Somewhat Relevant	4	16.66	2	100	-	-	6	54.45
Irrelevant	1	16.66	-	-	3	100	4	36.36
Absolutely Irrelevant	-	-	-	-	-	-	-	-
A	6	100	2	100	3	100	11	100

The table above illustrates how colleague teachers in the various schools perceive the teaching of Krio. It is obvious that only a small percentage (9%) subscribe to the proposition that the teaching of Krio is very relevant. A high percentage (54.45%) considers it relevant to some degree and about one third of those sampled view it as irrelevant (36.36%). According to the table, however, there is no figure to show that there are teachers who are of the opinion that it is absolutely irrelevant.

Attitude of Parents/Community Members

Table 11: Responses related to parents' view – Krio should only be taught by native speakers.

Responses	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%
Strongly Agree	4	80	-	-	-	-	4	40
Agree	1	20	1	50	1	33.3	3	30
Disagree	-	-	-	-	1	33.3	1	10

Strongly Disagree	-	-	1	50	1	33.3	2	20
	5	100	2	100	3	100	10	100

Questionnaires were administered to eleven teachers, one did not respond to any of the questions in this section, leaving a total of ten respondents. Data collected shows that 70% (40% strongly agree, 30% agree) subscribe to the view that parents/community members think that Krio should be taught only by native speakers of the language as opposed to 30% (10% disagree and 20% strongly disagree) who do not share that opinion.

(ii) Krio contributes to the falling standard in the use of English

Table 12: Responses related to parents' view that Krio has a negative influence on English

Responses	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%
Strongly Agree	1	20	-	-	2	66.7	3	30
Agree	1	20	2	100	1	33.3	4	40
Disagree	2	40	-	-	-	-	2	20
Strongly Disagree	1	20	-	-	-	-	1	10
	5	100	2	100	3	100	10	100

It can be seen that the percentage of those who support the view that parents think Krio contributes to the falling standards of English exceed that of those who do not. Thirty percent strongly agree and 40% agree (giving a total of 70%). On the other hand, 20% disagree and 10% strongly disagree (giving a total of 30%).

(iii) Children who learn Krio are better placed for good jobs.

Table 13: Responses related to parents' view on Krio being a job criterion

Responses	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%
Strongly Agree	1	20	-	-	-	-	1	10
Agree	1	20	-	-	1	33.3	2	20
Disagree	2	40	2	100	2	66.7	6	60
Strongly Disagree	1	20	-	-	-	-	1	10
	5	100	2	100	3	100	10	100

With regards to parents view on Krio being a criterion for employment, a high percentage of the respondents strongly do not believe that parents see Krio as a criterion for gainful employment (60% disagree and 10% strongly disagree. Only the remaining 30% support the view.

Table 14: Level of pupils' enthusiasm (Teachers' responses)

Responses	Annie Walsh		Laura Dove		Prince of Wales		To Total	
	No.	%	No	%	No	%	No	%
Very enthusiastic	1	16.66	-	-	-	-	1	9.09
Enthusiastic	4	66.66	1	50	2	66.7	7	63.6
Somewhat enthusiastic	1	66.66	1	50	1	33.3	3	27.23
Not at all enthusiastic	-	-	-	-	-	-	-	-

	6	100		100	3	100	11	100
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Table 14 illustrates that most of the teachers perceive their pupils as being enthusiastic towards the learning of the language (63.6%), but not very enthusiastic as only 9% of the respondents rate their pupils thus; 27% consider their pupils somewhat enthusiastic. However, findings show that none of the respondents think that his or her pupils completely lack enthusiasm.

Table 15: Mode of Assessment

Tools	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%
Tests and exams	1	16.66	-	-	-	-	1	9.09
Assignments test & exams	5	83.33	2	100	3	100	10	90.90
Group work/projects	-	-	-	-	-	-	-	-
Others	-	-	-	-	-	-	-	-
	6	100	2	100	3	100	11	100

The data obtained from teachers' questionnaires, give a clear indication that 91% of the respondents assess their pupils through written assignments, tests and exams. A very tiny percentage (9%) use just tests and exams

Table 16: Frequency of Assessment

Frequency	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%

Once a term	-	-	-	-	-	-	-	-
Twice a term	6	100	2	100	3	100	11	100
Once in the academic year	-	-	-	-	-	-	-	-
others	-	-	-	-	-	-	-	-
	6	100	2	100	3	100	11	100

All the respondents claimed that they assess their pupils twice a term, giving an overwhelming 100% as shown in the table above.

4.1.5 Institutional support

Table 17: Participation in in-service training

Responses	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%
Yes	6	100	1	50	1	33.3	8	72.7
No	-	-	1	50	2	66.7	3	27.2
	6	100	2	100	3	100	11	100

Results show that most of the teachers of Krio in the selected schools have participated in in-service trainings conducted by the administration (73%). Those who have never benefited from such trainings constitute only 27% of the population.

Table 18: Attendance to workshops/seminars related to the teaching of Krio.

	Annie Walsh		Laura Dove		Prince of Wales		Total	

Responses	No.	%	No	%	No	%	No	%
Yes	5	83.33	2	100	2	66.7	9	81.81
No	1	16.66	-	-	1	33.3	2	18.18
	6	100	2	100	3	100	11	100

The table above clearly indicates that most of the teachers of Krio in the selected schools have attended workshops or seminars pertaining to the teaching of the language (82%), and only a small percentage (18%) have not had an opportunity to participate in such workshops.

Pupils' Questionnaires - Pupils' particulars

Table 19: Gender Distribution of sampled pupils

	Annie Walsh		Laura Dove		Prince of Wales		Total	
Sex	No.	%	No	%	No	%	No	%
Male	-	-	29	58	50	100	79	52.66
Female	50	100	21	42	-	-	71	47.33
	50	100	50	100	50	100	150	100

A total of one hundred and fifty pupils (50 from each school) were given questionnaires. Annie Walsh School is for girls, Prince of Wales is for boys whilst Laura Dove comprises both sexes. Even though these schools were chosen for gender parity, results indicate that more boys offer Krio at Laura Dove making the overall percentage of boys (53%) a bit higher than those of girls. However both sexes are well represented.

Table 20: Mother Tongue (L1) of pupils

	Annie Walsh	Laura Dove	Prince of Wales	Total

Mother Tongue	No.	%	No	%	No	%	No	%
L ₁ – Krio	10	20	9	18	29	58	48	32
L ₁ Other	40	80	41	82	21	42	102	68
	50	100	50	100	50	100	150	100

The above table gives a clear indication that there are far more non-native

Speakers of Krio than native; 32% are native speakers of Krio (it is their

L₁) whilst 68% belong to some other ethnic group. It is only at the Prince of Wales School those whose L₁ is Krio outnumber those who are non-native speakers.

Facilities to enhance learning

Table 21: Time allocated to the teaching of Krio.

No. of period	Annie Walsh		Laura Dove		Prince of Wales		Total	
Per week	No.	%	No	%	No	%	No	%
2	25	50	50	100	36	72	111	74
3	-	-	-	-	-	-	-	-
4	25	50	-	-	14	28	39	26
Above 4	-	-	-	-	-	-	-	-
	50	100	50	100	50	100	150	100

According to the table above, the teaching time allocated to Krio is mostly (2) two periods per week. This is represented by 74% of the respondents.

Table 22: Teaching/learning materials most frequently used

	Annie Walsh	Laura Dove	Prince of Wales	Total

Materials	No.	%	No	%	No	%	No	%
Text books	-	-	3	06	7	14	10	6.66
Flash cards	-	-	-	-	-	-	-	-
Chalk and blackboard	-	-	32	64	17	34	49	32.66
Local materials	-	-	-	-	-	-	-	-
Text books+ Chalk and blackboard	50	100	15	30	26	52	91	60.66
	50	100	50	100	50	100	150	100

Table 22 clearly indicates that a lot of teachers heavily depend on the use of Table 22 clearly indicates that a lot of teachers heavily depend on the use of texts books + chalk and blackboard (60.66%) and there is another 32% who frequently used materials such as the chalk and blackboard. A small percentage (6.66%) depends on textbooks. The table also reveals the teachers do not make use of materials such as flash cards or others from the environment

Table 23: Reasons for learning Krio

Responses	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%
It is easy-requires less study	6	12	13	26	3	06	22	14.66
Want to learn about the Krio culture	8	16	3	06	7	14	18	12.0
For creative writing	6	12	6	12	13	26	25	16.66

Learn the correct form - to correct others	30	60	28	52	27	54	85	56.66
	50	100	50	100	50	100	150	100

As can be seen from the table above, over half of the respondents (56.66%) claim they want to learn the correct form of the language and ultimately be in a position to correct others who may use it wrongly; 16.66% are interested in learning Krio so that they can use it as a medium for creative writing, 14.66% consider it an easy option which requires less studying and 12% said that they want to learn the language because they are interested in learning about the Krio culture.

Attitudes of parents/community members towards the teaching and learning of Krio

Table 24: Learning Krio in school is unnecessary

Responses	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%
Strongly Agree	11	22	30	60	19	38	60	40
Agree	13	26	7	14	8	16	28	18
Disagree	11	22	6	12	14	28	31	20.66
Strongly Disagree	15	30	7	14	9	18	31	20.66
	50	100	50	100	50	100	150	100

A higher number of the respondents are of the opinion that parents consider the learning of Krio in school as absolutely unnecessary as 40% strongly agree and 18% agree which gives a total of 58%.

Those who differ in their opinion constitute 42% (20.66% disagree and 20.66% strongly disagree). As far as most parents are concerned, Krio contributes to the falling standards of English. Interaction with pupils further revealed that majority of them think their parents and many community members view Krio as irrelevant in terms of job opportunities and therefore learning in school is a sheer waste of time. According to them one's time is better spent learning maths and English which are core subjects; krio on the other hand for them is rather insignificant.

Assessment

Table 28: Mode of Assessment (Most frequently used assessment tools)

Assessment Tools	Annie Walsh		Laura Dove		Prince of Wales		Total	
	No.	%	No	%	No	%	No	%
Assignment/Tests/Exams (Written)	50	100	50	100	48	96	148	98.6
Group Work/pair work	-	-	-	-	02	04	02	1.3
Oral exercises	-	-	-	-	-	-	-	
Class discussions	-	-	-	-	-	-	-	
Observations	-	-	-	-	-	-	-	
Others	-	-	-	-	-	-	-	
	50	100	50	100	50	100	150	100

The figures in the table above clearly indicate that the most frequently used tools of assessment are written assignments, tests and exams, 98.6% of the respondents ticked this option and an insignificant percentage (1.3%) said they are assessed through group work/pair work. Responses

gotten from discussion with pupils further revealed that in all the three schools assessment is done twice a term

Krio BECE Scores for 2010 and 2011 Academic Years.

Table 30: BECE Scores (for Krio) 2010.

Grade	No.	%	No	%	No	%	No	%
1	6	5.17	-	-	-	-	6	3.8
2	10	8.6	-	-	-	-	10	6.4
3	53	45.68	5	13.15	1	50	59	37.8
4	19	16.37	3	7.89	-	-	22	14.1
5	8	6.89	3	7.89	-	-	11	7.05
6	14	12.06	11	28.94	1	50	26	16.66
7	6	5.17	16	42.10	-	-	22	14.1
	116	100	38	100	2	100	156	100

(Source: WAEC)

A total of 156 pupils from the three schools (Annie Walsh 116; Laura Dove 38; Prince of Wales 2) took the exams in 2010. A very small number 3.8% got 1; 6.4% got 2 the highest occurring grade was 3 with an average of 37.8%. Those who had a 4 constitute 14.1%. Eleven (7.05%) scored 5, twenty-six (16.66%) got 6 and twenty-two (14.1%) failed with grade 7.

The number of those who had credits (1-4) is more than that of those with ordinary passes and failing grades (5-7) 62% of the candidates who took the exams scored 1-4 and 38% fell under the 5-7 grades.

Table 31: Overall percentage of pupils who took Krio at BECE 2010

School	Total No of candidates who took the BECE	No. of candidates for Krio	%
Annie Walsh	425	116	27.29
Laura Dove	198	38	19.19
Prince of Wales	92	2	2.17
Total	715	156	21.8

According to table above, the number of pupils who took Krio at BECE in each of the selected schools is relatively low. At the Annie Walsh school 116 out 425 pupils took the subject –an average of 27.29%; only 19.19% sat to it at Laura Dove (38 out of 198). Prince of Wales of course has the least - 2.17%. On the whole, 21.8% sat to it at BECE (156 out of 715 candidates) in the selected schools.

Table 32: BECE Scores (for Krio) 2011

Grade	Annie Walsh		Laura Dove			Prince of Wales		Total	
	No.	%	No	%	No	%	No	%	
1	7	12.5	-	-	2	6.9	9	6.97	
2	12	21.4	-	-	5	17.2	17	13.17	
3	12	21.4	4	9.09	12	14.4	28	21.7	
4	6	10.4	4	9.09	4	13.8	14	10.85	
5	8	14.3	1	2.27	1	3.4	10	7.75	
6	8	14.3	19	36.36	3	10.3	30	23.25	
7	3	5.4	16	43.18	2	6.9	21	16.27	
	56	100	44	100	29	100	129	100	

(Source: WAEC)

A total of 129 pupils from the selected schools took the Krio exams in 2011. An average of 6.97% got a grade 1; 13.17% got 2, 21.17% got a 3 and 10.85% got 4. This means 53% got credit (1-4). 30 % got passes (7.25% got 5 and 23.25% got 6). The remaining 17% failed the Krio exams.

Table 33: Overall percentage of pupils who took Krio at BECE 2011

School	Total no. of candidates who took the BECE	No. of candidates for Krio	%
Annie Walsh	353	56	15.9
Laura Dove	189	44	23.3
Prince of Wales	406	29	7.14
Total	948	129	13.6

In 2011, only 13.6% of those who sat the BECE in the selected schools attempted the Krio exams (129 out of a total of 948). At the Annie Walsh 15.9% took the subject, Laura Dove 23.3% and 7.14% at Prince of Wales.

Discussion of Findings

The results of the survey conducted revealed a lot of issues pertaining to factors which either support or hinder the effective teaching and learning of Krio at the JSS level. Even though the survey was limited to selected schools, findings could not be totally different from what obtains in others.

Responses from the teachers' questionnaires reveal that most of the teachers of Krio in the selected schools are females 81.8%. At the Annie Walsh Memorial School, for example, all the teachers who handle the subject are females. That may be partly responsible for the success rate at BECE, as it is the firm belief of most people that women are better teachers. In terms of

providing a safe psychological environment, they are more caring and understanding, therefore children love to be with them especially during their early stages of primary and secondary schools. A close look at the results also reveals that 81.8% of those who teach Krio in the selected schools are native speakers of the language. At the Annie Walsh for example, all six teachers are native speakers. One might be also tempted to attribute the dedication of the teachers to their ethnic affinity. This does not however mean that those teachers who are non-native speakers of Krio are not effective.

In terms of the level of training and experience of the teachers, one can say that all of those targeted are trained and qualified. However, teachers of Krio at Annie Walsh and Prince of Wales are better placed with additional qualifications like B.ED and B.A. Ed. Another interesting phenomenon is that all the teachers of Krio in the selected schools never studied the language as their major subject. Those with well over 16 years' experience may claim that it was not a part of the curriculum at the time when they went through their tertiary education. Others whose teaching experience fall under the one to five or six to ten years range cannot make the same claim as the 6-3-3-4 system of education came into being over 15 years ago (1994). The fact that there is a 100% negative response in this area triggers some degree of apprehension. This becomes further heightened when one learns that only 36% of these teachers studied the language as a minor option, a figure considerably lower than the 64% of those who studied other subjects. However, when one learnt from discussions with the teachers that most of them studied Language Arts, (and in a few cases French), that helped to allay the fears. This is because background knowledge in any language subject could serve as a guide in the teaching of Krio. Another point that is also encouraging is the teaching experience (length of service) of the teachers. A greater percentage of the teachers have taught for over ten years (9.09%, 11-15 years), 45.45% above 16 years; total 55). The remaining 45% fall under the one to five years range. Teachers

who have been in the field for a relatively longer period may be in a better position to overcome challenges and therefore be more successful.

Facilities that support the teaching and learning of Krio in the Selected schools Results generally indicate that most teachers are of the opinion that teaching and learning materials are inadequate. An average of 64% are on the strongly agree/ agree side (18.8% and 45.45% respectively). Two of the teachers (18.2%) disagree and two remain neutral. The inadequacy of materials should not however be a hindrance altogether. In the review of related literature, it came out clearly that the teacher makes all the difference. A dedicated and creative teacher can be successful even amidst difficult situations. Teachers do not have to rely heavily on textbooks. They need to make use of local materials, for example. Here, one is talking about a language situation, teachers need to be creative; make use of charts, flash cards, write short stories and even encourage the children in the area of creative writing. Theoretical perspectives also reveal that improved methodologies are a strategy for success in the teaching and learning processes. In other words, a teacher must be dynamic or reflexive in his or approach. The data obtained from pupils' questionnaires also point to the fact that teachers heavily depend on the use of textbooks and chalk and blackboard. Sixty percent ticked this option as their teachers' most frequently used materials. In response to the issues of time allocated to the teaching of Krio, 54% of the teachers share the view that time is insufficient.

On the same issue, 74% of the pupil respondents claim that Krio is taught for two periods a week, and the remaining 26% said that they have Krio four periods a week on their time table. This disparity, perhaps, has to do with the level of the pupils. Pupils in JSS III might be given more contact hours in some schools as they have to take external exams.

However the 100% response (for two periods per week) at Laura Dove does not indicate this preference. Two periods per weeks is really not enough for the teaching of a language subject considering the various kinds of activities that make for effective learning. However, one has to

bear in mind that Krio has to compete with other subjects on the time table for the limited time. Moreover, most schools operate on a double shift system rendering the situation even more difficult. This goes back to the teacher who must tailor activities in such a way that something is achieved within the prescribed time. The issue of overcrowded classrooms is another factor which came up. Surprisingly though, considering the Sierra Leonean situation, only 36% of the teachers' responses are on the strongly agree/agree side. At Laura Dove, however there is a 100% response of teachers who strongly believe classes are overcrowded and difficult to manage. Most teachers at Annie Walsh and Prince of Wales differ in their opinion of the issue. The reason for this variance is very clear; Annie Walsh has six teachers who handle the teaching of Krio, Prince of Wales has 3 and Laura Dove has only one. The teachers at Prince of Wales have smaller classes to manage especially at JSSIII level, so the work load is not very heavy. There are more pupils at the Annie Walsh but they have enough teachers who can cope with the number. That is why 50% of the teachers there are against the view that classes are overcrowded and difficult to manage. Laura Dove, as has already been mentioned has only two teachers who deal with the teaching of Krio from JSSSI -III. This factor affects even the performance of the pupils at BECE, the lighter the work load, the greater the efficiency of the teacher. Annie Walsh and Prince of Wales always have better results. In addition to the relationship between workload weight and degree of efficiency, the nature of enrolment could also be equally responsible for performance. Annie Walsh and Prince of Wales always admit brainy pupils whereas most high fliers do not go in for Laura Dove. This plus the enabling environment result in high quality performance.

Attitudes

This phenomenon goes a long way in either supporting or hampering the teaching and learning processes. Colleague teachers (of other subjects) mostly perceive the teaching of Krio

as somewhat relevant 54.45%. In spite of the fact that none of the respondents think colleague teachers consider the teaching of Krio absolutely unnecessary, 35% claim that their colleagues view it as irrelevant. Those who are of the opinion that colleagues perceive the teaching of Krio very relevant constitute only 9.09%. This almost negative perception, can affect the teaching and learning of the subject adversely. The data collected from pupils indicate that most of them (56.66%) claim they want to learn the correct form of the language so that they can correct others who use the language wrongly. Unfortunately there seems to be very little or no evidence to support this claim. Another 16.66% want to learn the language so that it can serve as a medium of creative writing, 12% want to learn about the Krio culture and 14.66% consider the subject an easy option. This implies that teachers have a big job of making the pupils realise their dreams, particularly those who want to learn the standard form of the language. Those who are interested in creative writing are equally important. Much of the failure or low grades at BECE in krio are as a result of poor performance in the area of continuous writing. Continuous writing is very important in that encourages critical thinking and develop some language competence. The least percentage has to do with pupils interested in the krio culture (12%) This perhaps has some link with the attitudes of parents (which come from stereotype and ethnocentrism).

Information obtained from teachers and pupils' questionnaires point to the fact that parents/community members have a negative attitude towards Krio being taught as a subject at the JSS level. Seventy percent of teacher respondents are really convinced that parents/community members think Krio should only be taught by native speakers. Being a native speaker is not the only criterion for teaching a language. In fact the issues of training and exposure are of even greater importance. That is why Philipson (1992) calls it a fallacy. The schools which form the study area of this research are however fortunate as all of them have native speakers handling the language, in the case of Annie Walsh 100%, Laura Dove 50% and Prince of Wales 66.7%.

The belief that Krio contributes to the falling standards of English is another factor which hinders the teaching and learning of Krio. Results obtained from data of teacher respondents reveal that 70% strongly agree/agree that parents consider Krio as having a negative influence on the English language and 30% disagree. Data obtained from pupils also show similar figures; 72% of the pupils in the sample subscribe to the view that parents/community member see Krio as a contributing factor to the falling standards in the use of English, whilst only 28% differ in their opinion. This striking correlation between teachers and pupils responses might be a clear indicator that this is the prevalent situation. Views from theoretical sources also suggest like attitudes. It is because of these perceptions that results from pupils data show that parents think learning Krio in school is insignificant, 58% strongly believe this point and 42% (less than half) of the respondents think otherwise. In relation to the issue of Krio being a criterion for gainful employment, 54.7% of the pupils and 70% teachers subscribe to the view that parents do not consider Krio relevant in terms of employment. Even though these figures are not as closely related as those concerning the Krio and English issues, the fact that both teacher and pupil respondents who support the view are greater than those who don't, implies that there may be some truth in it. This definitely signals the reason for higher figures on the agree side as concerns the issues of parents attaching more importance to core subjects like Maths and English. Seventy percent of the respondents (pupils) strongly agree/ agree that parents think one's time is better spent studying subjects like Maths and English and 30% disagree/strongly disagree.

Attitude greatly affects the teaching and learning of Krio; findings reveal that parents prefer their children studying other subjects. Some teachers at Prince of Wales disclosed that parents even insist on their children doing French because it is an international language; more prestigious; in their view, Krio is a widely spoken language; it is irrelevant to teach it in schools. Besides it contributes to the falling standards in the use of English.

Assessment

Data from both sets of questionnaires indicate that the most frequently used tools of assessments are written assignments, tests and exams, and these are administered twice a term. Even though other forms of assessment are sometimes used, teachers do not attach much value to them because they are not graded. Emphasis is laid on summative assessment. Teachers need to know that not all forms of assessment should be graded. Formative assessment is there to help teachers to design better instructional strategies and so help their children learn. This is one of our greatest problems. Children are mostly taught to pass exams.

Institutional support

A lot of the teacher respondents, 72.7% said they have participated in in-service trainings and 81.8% have attended workshops or seminars pertaining to the teaching of Krio. That is why even though a lot of them did not study Krio as a major or minor subject, they can teach the language. Among the factors which affect the teaching and learning of Krio at the JSS level attitude is a major one.

Key findings associated with each objective

Results reveal the following:

- Level of training and experience of the teachers.

The teachers in the selected schools are trained and qualified and most of them have taught for over ten years. However, none of them studied Krio as a major and only about one third of them studied it as a minor subject. This means they are not adequately equipped to handle the subject.

- Facilities that exist to enhance the teaching and learning of Krio.

Most of the teachers agree that teaching and learning materials are inadequate and that time allocated to the teaching of Krio is insufficient. In relation to over-crowding, a large

number of teachers do not think their classes are overcrowded or difficult to manage. It is only in one of the schools (Laura Dove) that teachers had that challenge, and this can reduce the teachers' efficiency.

- Attitudes

It was found out that attitudes (especially those of the parents/community members) constitute the factors which militate against the teaching and learning of Krio at the JSS level.

- Assessment

The teachers' most frequently used assessment tools include written assignments, tests and exams. Emphasis is laid on summative assessment. Much importance is attached to scores. All respondents (teachers and pupils) said that assessment is done twice a term.

- Institutional support

Results indicate that institutional support (in terms of in-service training/workshops/seminars) helps build the capacity of the teachers as they had not studied the subject at college. It was through such trainings that they acquired some knowledge and skills; that is however not enough for effective teaching and learning.

- BECE Results (Krio – 2010 and 2011)

BECE results indicate that only a small percentage of the pupils at JSS III level opt for Krio. None of the schools in the study got 100% passes for Krio; the failure rate is however not very alarming.

Conclusion

Several points came up in the discussion of results. The level of training and experience of the teachers is an important factor for effective teaching and learning to take place. Result obtained at BECE (Krio) by the selected schools in the study point to this fact. Most of the

teachers studied Krio neither as a major nor a minor subject. However, their experience in the field and participation in workshops/seminars have helped them in their practice considerably. Inadequate teaching and learning materials, insufficient time, and overcrowded classrooms hinder the teaching and learning of Krio. However, such problems could be surmounted if the teacher is creative. Improved methodologies make for effective teaching and learning especially in relation to language learning. Findings reveal that teachers heavily depend on textbooks and chalk and blackboard. One track approach can be monotonous; teachers must exercise some flexibility.

Attitudes play a great role in either supporting or hindering the teaching and learning of Krio.

A good number of the pupils in the sample claimed they are interested in learning the correct form of the language. It is the duty of teachers to make this a reality. Attitudes of parents/community members also serve as a hindrance. A lot of people think that Krio spoils the English language. In fact as far as most parents are concerned, Krio has no relevance in the curriculum. These attitudes are reflected in the number of pupils who opt for Krio at BECE.

Assessments - The most frequently used tools are written assignments, tests and exams. Both teachers and pupils said assessment is done twice a term. The summative type of assessment is mostly used. Much importance is attached to scores.

Institutional support, particularly the area of professional development contributes positively to effective teaching and learning. It is now obvious that there are factors militating against the teaching and learning of Krio. In any case, these are not insurmountable problems.

Recommendations-One has learnt about some factors, which affect the effective teaching and learning of Krio at the JSS level. The following are some suggestions/recommendations as to how the teaching and learning of Krio could be improved:

- Krio (and the other core indigenous languages) should be made compulsory in teacher training colleges so as to ensure that there are trained teachers to handle the subject.
- Government should facilitate the production of adequate materials (for example text books) to enhance teaching and learning.
- School administrators should see to it that teachers benefit from opportunities for professional development (regular in-service trainings, workshops, seminars pertaining to the teaching and learning of Krio).
- Teachers should use more improved methodologies to make their lessons more interesting and easy to comprehend.
- Teaching syllabus must be made available to all teachers of the subject.
- Parents/community members and even pupils should be sensitized on the importance of Krio through TV and radio programmes; Community Teachers Association meetings; performances related to Krio culture during prize-giving or on open day.
- An association for teachers of Krio (and may be the other core languages) could be formed. This could serve as a forum for dealing with issues related to improved methodologies, performance of pupils at BECE, effective assessment strategies, appreciation of cultural diversity, materials production etc.
- Teachers of Krio should have access to Chief examiners report. This will serve as a feedback. They will then know exactly the areas that need special attention.
- There is need for a change of attitude towards Sierra Leonean languages generally and Krio in particular. Pupils, parents and community members should appreciate the inclusion of Sierra Leonean languages in the curriculum.

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