

**FACTORS INFLUENCING IMPLEMENTATION OF THE INTEGRATED
ENGLISH CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN
KANDUYI DIVISION, BUNGOMA SOUTH DISTRICT, KENYA**

By

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**A Research Project Submitted in Partial Fulfillment of the Requirements of
the Degree of Master of Education in Curriculum Studies**

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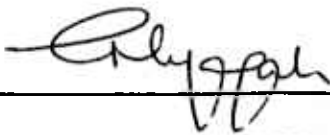
DECLARATION

This Research Project is my original work and has not been presented for a degree in any other University



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DEDICATION

This work is dedicated to my loving brother and friend Engineer Japheth L. Barasa of Ericsson Kenya Ltd. for his relentless support; financially and morally throughout this programme.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG	-	Board of Governors
CDF	-	Constituency Development Fund
DEO	-	District Education Office
JICA	-	Japan International Co-operation Agency
JKF	-	Jomo Kenyatta Foundation
KBC	-	Kenya Broadcasting Corporation.
KIE	-	Kenya Institute of Education
KLB	-	Kenya Literature Bureau
KU	-	Kenyatta University
MOE	-	Ministry of Education
NGO's	-	Non- Governmental Organizations
NZ	-	New Zealand
SMASSE	-	Strengthening Mathematics and Science in Secondary Education
TSC	-	Teachers Service Commission

ABSTRACT

The study investigated factors that influence the implementation of integrated English curriculum in public secondary schools in Kanduyi Division of Bungoma South District. The study sought to achieve four objectives which included one, to establish how teachers' initial professional qualifications influenced the implementation of the integrated English curriculum and two, to determine how the frequency of in-service courses for teachers of integrated English influenced the implementation of the curriculum. Data was collected using two sets of questionnaires; teachers' and students' questionnaires. The reliability index for teachers' questionnaire was 0.93 and that of the students was 0.91. Descriptive statistics was used in the data analysis.

The findings included one, whereas 50% of the teachers had received in-service training on how to implement the integrated English curriculum, 46.7% of the sample had not. This lack of in-service training courses had influenced their implementation of the curriculum since the said teachers had been teaching as they were taught without the knowledge of new approaches to teaching English. This is because the syllabus was constantly changing. In addition, majority of the schools had inadequate supply of charts and audio visual tapes. The lack of some learning materials impeded the implementation of the integrated English curriculum in the sense that some teaching methods like lecturing were emphasized more than others.

Based on the findings, the following recommendations were made. First, the Ministry of Education (MOE) should liaise with teacher training colleges and universities to ensure there is harmony between pre-service training programmes for teachers of integrated English and the implementation of the curriculum in secondary schools. This will empower the teachers to implement the curriculum with competence and confidence. In addition, the Kenya Institute of Education (KIE) through the MOE should organize comprehensive and regular in-service training courses for teachers of integrated English at national, provincial and district levels.

Suggestions for further research included a similar study to be carried out in Kanduyi division or other districts in Kenya but with special emphasis on time allocated to teach integrated English and sometimes how it is utilized during the learning-teaching of English.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning, idea or thought. (www.unixl.com/~unixl/dir/education/languages/language_definition/). Suffice it to say that language is a fundamental tool that enables people conduct daily business. English is essentially spoken worldwide with over 500- 600 million people using the language (Crystal, 2005). In Kenya, English is recognized as the official language and a medium of instruction in schools. Hence English is at the epicenter of most social, religious, economic and political dimensions of life in the country (K.I.E, 2002).

English language is one of the core subjects taught in the Kenya Secondary Education Curriculum. (K.I.E. 2002). The English syllabus adopts an integrated approach to the teaching of language (English language and Literature in English). Integration is the merging of two autonomous but related entities in order to strengthen and enrich both. Curriculum integration as a principle is not only confined to Kenya. At Freyberg High School in New Zealand (NZ) integration has been practised as far back as 1986. Initially, four core curriculum subjects: English, Mathematics, Social Studies and Science were integrated into a theme based programme (year 9 & 10 students). However, as more classes

became involved, in practice it was difficult to implement and a modified version evolved. The decision was made to combine the delivery of English and Social Studies as integrated studies and include elements from other areas when possible and appropriate. In this case the English curriculum achievement objectives would be used as a basis for assessing student's communication basis. (NZ Curriculum Framework, MOE 1993).

In the Kenyan situation, the secondary English curriculum asserts the importance of integration. That literature is part and parcel of language learning (K.I.E. Syllabus, 1992). However, in practice both the teaching and examination contained different aspects of the language English and Literature. This failure in implementation necessitated the revision of the curriculum in 2002. The English curriculum was, this time round, integrated in practice in both the teaching and examinations (K.I.E. syllabus, 2002). Curriculum integration poses several challenges such as adequately prepared teachers through in service, textbooks and other teaching learning materials. Teacher attitudes towards integration could be problematic as some teachers view themselves as subject specialists. The said teachers will go to great lengths to guard their areas of specialty jealously since they would like to be seen as mathematicians, linguists or historians.

1.2 Statement of the Problem

The revised 8-4-4 curriculum in 2002 introduced significant changes and innovations in all the subjects taught in secondary schools in Kenya.

The introduction of the revised integrated English curriculum was received with optimism on the part of curriculum developers and scholars; stemming from the fact that the two domains of the subject (Language and Literature) actually complement one another.

English Language continues to enjoy its status as the medium of instruction in the Kenyan education system. It is the official language recognized in the Kenyan constitution; it is the language of commerce, computer programmes are run in English; English Language therefore enjoys a special place in the Kenya curriculum set up. It is used as the language of examination. Following the importance of the language as indicated above, it is therefore important that the language be well taught at all levels of the education system.

Table 1: K.C.S.E. Candidature and National Performance in Core KCSE Subjects in Percentages, 2002 – 2004.

Subject	2002	2003	2004
	%	%	%
English	30	31	35
Kiswahili	44	49	41
Maths	20	19	18

Source: KNEC 2009

The performance of English at secondary schools in Kenya has been dismal especially since the introduction of the revised curriculum in 2002 – The above table can attest to this fact. For instance in the Bungoma District 2006 subject ranking, English was 13th with a mean score of 5.3702(out of a maximum of 12) as compared to C.R.E which was first with a mean score of 7.4999. Kiswahili and French had a mean score of 6.2763 and 6.7471 respectively (Bungoma K.C.S.E analysis, 2006). The superiority of French and Kiswahili over English in terms of performance is unfortunate since both are languages just like English. This does not augur well for English Language given its importance in the society today.

The problem is that English, given its importance is still being performed poorly in national examinations pointing to the fact that there could be challenges in implementing the curriculum. This therefore justifies the study “factors influencing the implementation of integrated English curriculum in public secondary schools in Kanduyi division, Bungoma South district.

1.3 Purpose of the Study

The study sought to analyse factors influencing the implementation of the integrated English curriculum in Public Secondary schools in Kanduyi Division, Bungoma South District, Kenya.

1.4 Objectives of the Study

The study intended to:

- i) Determine how teaching methods employed by teachers of integrated English influenced the implementation of the curriculum.

- ii) Establish the extent to which the frequency of in-service courses for teachers of integrated English influenced implementation of the curriculum.
- iii) Assess how the availability of teaching-learning resources in public secondary schools influenced the implementation of the integrated English curriculum.
- iv) Establish how teacher's initial professional qualification had any influence on the implementation of the integrated English curriculum.

1.5 Research Questions

The research study sought to answer the following questions:

- i) How do the teaching methods employed by teachers of integrated English influence the implementation of integrated English curriculum?
- ii) To what extent does the frequency of in-service training courses for teachers of Integrated English influence the implementation of the curriculum?
- iii) How does the availability of teaching-learning resources in public secondary schools influence implementation of the integrated English curriculum?
- iv) To what extent does the teacher's initial professional qualification influence the implementation of Integrated English in public secondary schools?

1.6 Significance of the Study

The findings and recommendations of this study are likely to be of immense value to both the teachers and educational planners. The findings intend to help curriculum planners and developers to always seek and factor in the views of

teachers of English in the entire curriculum development process. The findings are likely to assist teachers of English in re-evaluating their strategies in the teaching and learning of integrated English. In addition, the findings of the study are likely to help university lecturers and teacher trainers to harmonize their programmes with the changing trends in the teaching of English in Secondary Schools. This in turn helps teachers to acquire relevant knowledge and skills commensurate with the reality on the ground.

1.7 Limitations of the Study

This study was limited in the sense that survey studies rely on 'self-report', data, that is, they depend on participants to truthfully and accurately report on their attitudes and characteristics. Therefore information unknown to the respondents was not tapped in the survey. This information would have otherwise enhanced the finding of the research.

1.8 Delimitations of the Study

The study was conducted only in public secondary schools whose control and management are directly under the government. The study therefore left out private secondary schools since their proportionate number was almost negligible; there was also the probability that the sampling techniques may exclude them in the study. Second, the study was only conducted in Kanduyi division of Bungoma South district. It was hoped that through employment of proper sampling techniques, the findings of this study would epitomize the reality nationally.

1.9 Basic assumptions of the study

It was assumed that respondents were honest and willing to co-operate and gave honest and uninfluenced answers.

1.10 Definitions of significant terms

Curriculum Implementation: the process of putting in practice the designed curriculum and ensuring that it is effective.

Initial Teacher Training: a pre-service course before entering the classroom as fully responsible teacher.

Integrated English: the teaching of English language and literature in English as one subject; English.

Public Secondary Schools: refers to those schools that are registered as such and supplied with teachers and occasional grants by the government.

1.11 Organization of the study

The study was organized in five chapters. Chapter one consisted of the background of the study, statement of the problem, purpose of the study, objectives of the study, hypotheses of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of significant terms and organization of the study.

Chapter two focused on review of related literature in which the concept of integration language and literature, challenges facing teachers in the implementation of the curriculum were discussed; Attendant to this was the

discussion on the polemics of whether to integrate or not theoretical framework and conceptual framework.

Chapter three described the research methodology. This included research design, target population, sample selection and sample size, research instruments, validity of instruments, data collection procedures and data analysis techniques.

Chapters four and five not only consisted of data analysis and discussion of the findings but also summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature related to the area being focused by the study. The section was divided into nine sections namely: teacher initial training and professional qualification, in service training, choice and use of teaching strategies, teaching-learning resources, attitudes towards English and integrated approach, pro-integration and ant-integration scholars, summary of literature review and theoretical framework. Finally, the conceptual framework showing the relationship between independent and dependent variables.

2.2 Teacher Initial training and Professional Qualifications

Bishop (1985) asserts that poorly educated teachers can teach only what they know and as a result, cling to the textbook and depend on the narrow framework of the system to give them a sense of security. Such teachers when in doubt will always fall back on their familiar dogma. Parrot (1982) enumerates two types of teachers. First, there are teachers who are adequately trained and lack experience. These teachers are normally discouraged and are reluctant to change due to their inefficiencies. Secondly, there is the experienced teacher. This crop of teachers is intransigent to change as they feel their expertise and confidence is challenged by the new curriculum. Innovation "de-skills" the experienced teacher it makes his or her expertise irrelevant. They feel out of place and insecure. Studies show

students incompetence is a direct result of the teacher's inadequate initial training capabilities. Some teachers show a lack of skill and knowledge in their preparation and teaching of English (Ochieng, 2006).

It was also indicated that teacher related factors, to some extent, influenced the implementation of integrated English course. Factors that affect teacher's ability to perform, a heavy work-load, large classes and inadequate time for teaching and learning English. (Magoma, 1999).

2.3 In-Service training

In-service courses are important and useful to teachers. Teachers should practice and reflect upon all the skills and knowledge gained from any in-service training they receive. (Buchler, 2003). Teachers should not be left on their own in the event of an innovation. Teachers need support through in-service courses in order for them to achieve their objective in teaching. In-service training equips teachers with skills, knowledge and attitudes needed for the implementation of any given educational program.

There is need for teachers to be exposed to continuous training (K.I.E. 2002). In-service courses may be organized and disseminated at various levels in Kenya. The Kenya Institute of Education organizes and facilitates in-service courses at national levels for selected subject teachers from different regions who in turn train teachers from their respective regions.

The study sought to find out whether teachers trained by K.I.E do go back and organize effective in-service course for teachers in their regions.

Oluoch (1982) posits that teacher preparation should be intensified and extended during implementation stage. Teachers should understand and accept the new curriculum if it has to succeed. A suggestion is therefore made to the effect that teachers should go through specially designed programmes for both serving teachers and teacher trainees. He further recommends that suitable in-services training programmes will enable the serving teacher acquaint himself or herself with the new curriculum. It is also observed that teacher experience determines competence and efficiency. Continuous teacher training makes the teacher receptive and flexible in the implementation of the curriculum (Mutoro, 2001).

2.4 Choice and use of teaching methods

The teaching-learning approach in integrated approach should be multi-dimensional. The choice and use of learning strategies will be determined by the nature and type of learner, the availability of teaching-learning resources and the experiences of the teacher. Hence the teacher's job is to make the teaching-learning situations and experiences interesting (Bishop, 1985). That there should be insight learning as opposed to rote learning. Relationships and principles are more important than facts; and applying what is learned is more crucial than merely learning it. Learners should be helped to learn how to discover for themselves if they have to face future challenges of life. Integrated English

envisages all the above where the teacher is the facilitator and the learners are the contributors in learning.

The teacher should help learners to develop holistically. That is physically, intellectually, aesthetically, affectively and spiritually. The teacher can only accomplish this if he or she is better prepared. Integrated approach calls for modern day teaching strategies such as the discovery method; where learners discover for themselves the concepts or knowledge necessary to learn. Other strategies include problem solving, discussion, dramatization, story telling and so forth. This study sought to find out what teaching strategies teachers used and if they enhanced or impeded the implementation of the integrated English curriculum.

Parrot (1982) observes “as is the teacher so is the teaching,” in essence, better trained teachers tend to be creative, innovative and easily improvise teaching strategies to suit the subject matter and context. Inexperienced or rigid teachers, on the other hand, rely on traditional methods of teaching which may be irrelevant. Wilkins (1974) asserts that teacher’s mastery of content of teaching are crucial for understanding on the part of the learners. It is not realistic or ultimately desirable to expect teachers of English to happily and efficiently change their approach to language teaching suddenly. Integration requires an inquiry method of teaching.

Bishop (1985) asserts that if teachers are fully involved in the process of educational change, they must understand the principles behind and the reason for the change. Meaningful change only comes about if the teacher is fully involved in the process of change. This study sought to find out whether language teachers were continuously involved in the process of curriculum development and whether there was continuous interaction between the curriculum developer and the teacher of English.

2.5 Teaching- learning resources

According to the Ministry of Education (2000), the availability and quality of teaching - learning materials is a key factor in the effective delivery of the curriculum. Without teaching - learning materials, classes will always be teacher-centered and students will not learn on how to work independently and in groups. In the integrated English Curriculum both teachers and students should be provided with adequate teaching-learning resources. They include; textbooks, teacher's guides audio and visual materials. Previously it was the mandate of Kenya Institute of Education (K.I.E) to sanction the development of instructional materials which were then published by the Jomo Kenyatta Foundation (J.K.F) or Kenya Literature Bureau (K.L.B). All schools were therefore required to buy K.I.E recommended textbooks. Since then the writing and production of teaching and learning resources has been liberalized, with KIE still approving and recommending materials which are appropriate for schools. The active

participation of teachers in writing, production, and evaluation of teaching and learning resources helps in the fulfillment of the innovation.

According to The Ministry of Education (2000) handbook for inspection of education institutions, it is observed that learning resources are not often used effectively because teachers do not have or do not use the accompanying teachers' books. The teacher's role is very critical as he or she is required to provide leadership and wisdom in selecting appropriate and relevant titles to be used. For instance K.I.E has approved several titles to be used in secondary schools. New integrated English by J.K.F, Excelling in English by KLB, Head Start English by Oxford University Press among others. The teacher has to select carefully from the list of books available so as to have a menu that effectively and efficiently satisfies the objectives set out in the new integrated curriculum of English.

If any meaningful implementation of a new curriculum should take place, then there should be a ready and continuing supply of teaching- learning resources and adequate support-devices (Bishop, 1985).

2.6 Attitudes towards Integrated English Approach by Teachers

Attitude is a predisposition to perceive, feel or behave towards a specific object or certain people in a particular manner. They are derived from experiences rather than intrinsic characteristics implying that they can be modified. Skills and attitudes count for a great deal more in curriculum renewal than do changes in content and method (Bishop 1985). Many teachers often lack the necessary

knowledge and skills to carry out an innovation. They are reluctant to break new ground. It would be crucial to discover what teachers' perception are towards the revised Integrated English Curriculum in Kanduyi Division and what they are doing to change their own attitudes and their learners order to implement the curriculum.

2.6.1 Pro-integration scholars

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Arden (1988) in a Ministry of Education presentation maintains that integration of English Language and Literature in English was not a new concept. He asserts that the teaching of English is concerned with enabling the students to read, write and speak with fluency in ways appropriate in a variety of contexts. He wonders whether it is possible to teach poetry or prose and ignore vocabulary. His main idea is that the two components of English actually complement one another.

Giroux (1988) maintains that the approach to English teaching is more practical when the integrated approach is used. He asserts that literature provides learners with a convenient source of context for a course in language learning. Most teachers, it is observed, use literature to assist in the development of competence in language and vice versa. Indangasi (1991) says that literature and language are of mutual benefit in the classroom situation because they reinforce each other. This implies that the two actually complement each other despite their subject boundaries, which according to him are the motivating factor for their integration.

2.6.2 The anti-integration scholars

These scholars argue that the two components have their distinct characteristics hence the need to preserve each component's identity. Their contention is the belief that the two lose their unique qualities when taught in an integrated manner. Wanjala (Literary Giants: KBC programme August 2007) argues very strongly against integration. He points out that it took the concerted efforts of university scholars like Taban Lo Iiyong, Kavetsa Adagala, Ngugi wa Thiong'o among others to bring literature and particularly the teaching of Orature at the core of University education. He wonders why after such a long struggle, the MOE has embarked on a deliberate attempt to 'kill' literature. He argues that the current syllabus puts more emphasis on communication skills, grammar, listening skills at the expense of literature. He posits that the state of affairs in Secondary School Curriculum will consequently render the department of literature in teacher training colleges and universities redundant. This trend would not only impact negatively on the employment opportunities in the job market but also undermine the reading culture in the populace which Literature tries to inculcate.

Carter (1996) puts forward several reasons why literature should be included in the school syllabus with its own unique language, style of delivery and a unique way of depicting issues that directly or indirectly affect the society. That literature offers plenty and varied amount of written materials that affect humanity cannot be gainsaid. The scholar argues that given the unique nature of literature, it should

be taught on its own without merging it with other component. It is argued that literature in its “undiluted” form would be more enjoyable to the learner.

2.7 Summary of literature review

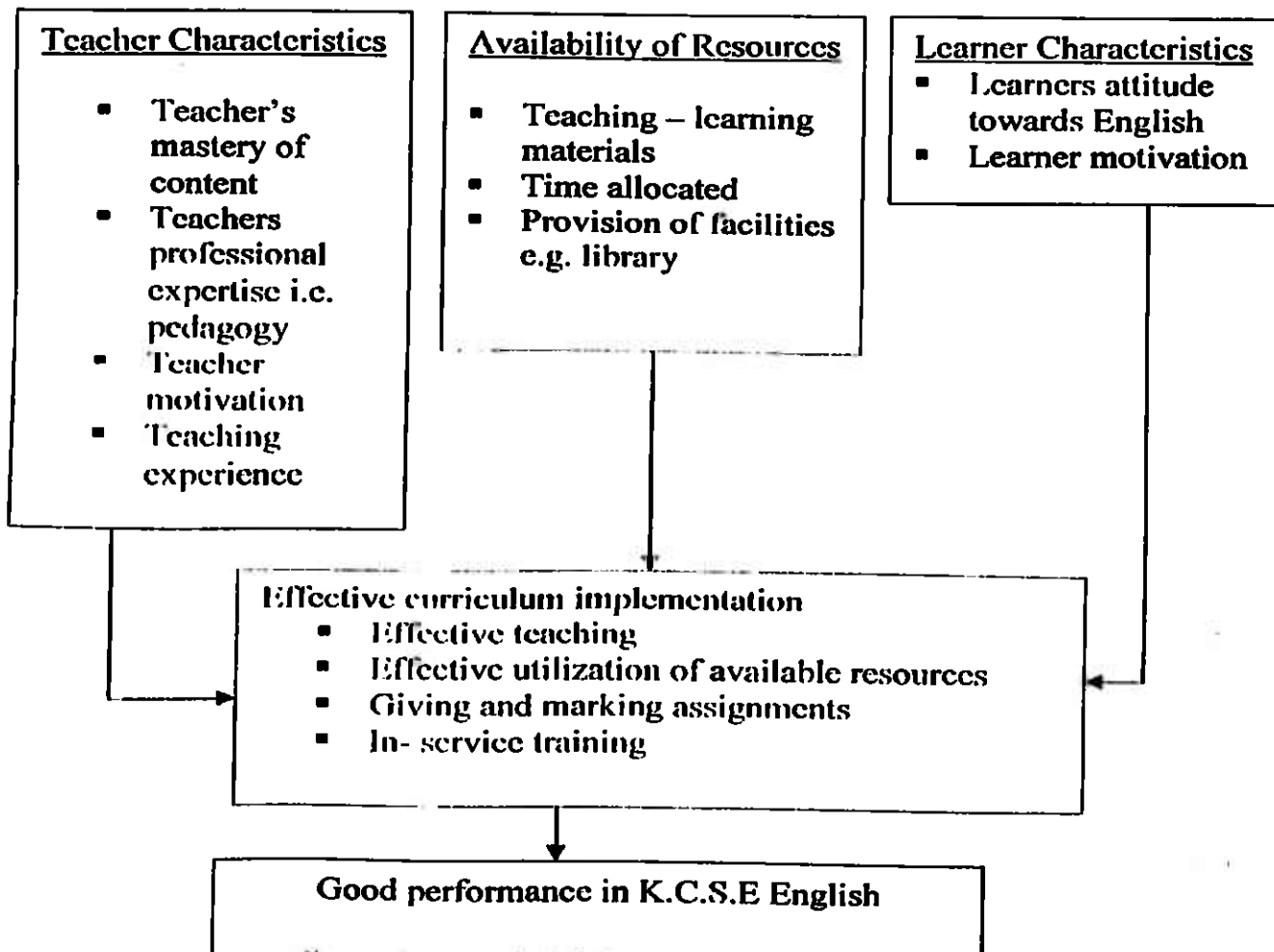
The studies covered under this section did not analyse teaching methods put in place by teachers of English in implementing the integrated English curriculum in Kenya. Also none of the studies was conducted in Kanduyi division of Bungoma South district where the current study was done. It is also important to assert that most of the studies done earlier focused on the approach prior to 2002 where the components of the English subject were taught and examined differently. The present study was about the new approach to integration hence the need for the study.

2.8 Theoretical framework of the study

The study was anchored on the curriculum implementation theory propounded by Gross *et al* (1992). The theory states that implementation of any educational programme envisages the question of facilities, teacher’s capability, management support, compatibility with the organizational arrangement and the clarity of the implementer (teacher) on what is to be done. The said factors are interrelated and each is important in making teachers to be prepared in handling their tasks adequately.

2.9 Conceptual Framework of the Study

Figure 1: Factors influencing implementation of integrated English curriculum.



Inputs are given as teacher characteristics, resources and learner characteristics. These are harnessed into the process of curriculum implementation which in turn results to good performance in K.C.S.E. English.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section covered research methodology. It was organized under the following sub-headings: research design, target population, sample selection and sample size, research instruments, validity of instruments, reliability of the instruments, data collection procedures and data analysis techniques.

3.2 Research design

The study adopted descriptive survey research design. According to Ogula (2002) surveys are used to enhance systematically factual information necessary for decision making. They are an efficient method of collecting descriptive data regarding the characteristics of the population and the current practices, conditions or needs. It is one type of descriptive research in which researchers commonly use questionnaires and interviews to gather information about the characteristics of some phenomena. Survey research can explain or explore the existing status of two or more variables at a given point. It also allows for generalization. Descriptive survey was suitable to this study since analysis of data was accomplished using descriptive statistics by way of frequencies, percentages means and so forth.

3.3 Target population

Target population comprised all teachers and students of public secondary schools in Kanduyi Division, Bungoma South District. Current records (2009) in the

District Education Office showed that there were 27 public secondary schools in the division. The total number of students in the division was 12,189. There were 153 teachers of English (D.E.O Bungoma South District 2009).

3.4 Sampling techniques

Since it was not plausible to solicit pertinent information from all schools in the division, the researcher selected a few schools for the study. Saunders *et al* (2007) give a formula for calculating minimum sample size. The calculation assumes that data was collected from all cases in the sample. The calculation is given by the formula:

$$n = p\% \times q\% \times \left[\frac{z}{c\%} \right]^2$$

Where:-

n is the minimum sample size required.

p% is the proportion belonging to the specified category.

q% is the proportion not belonging to the specified category.

z is the z value corresponding to the level of confidence required.

c% is the margin error required (Saunders *et al*, 2007). Using 95% confidence level with 5% theoretical margin error, a population of 12189 required a sample of 350 students. Since the number of teachers and schools was less than ten thousand(10,000), the researcher sought to use the formula espoused by Mulusa (1990) which required at least 30% of the population. In this case 153 teachers yielded 45 teachers and 10 schools. Hence 350 students and 45 teachers were selected for the study. Using simple random sampling technique names of the

schools were written on small pieces of paper, folded and put in a box. The researcher then picked the papers randomly until the required number of schools is selected. To ensure equal involvement of students, the selected number of students (350) were divided by the number of schools (10) selected to give an average of 35 students per school. The same procedure was applied in selecting the 35 form four students per school since none of the 27 schools had less than 40 students per class (stream).

3.5 Research instruments

Data was collected using two sets of questionnaires namely: questionnaire for teachers of Integrated English and questionnaires for students.

3.5.1 Questionnaire for teachers

The questionnaire was divided into sections A, B and C. Section A collected demographic data. Section B collected information on teaching methodologies and adequacy of teaching- learning materials. Section C sought the information on aspects of students' performance in English subject.

3.5.2 Questionnaire for students

The questionnaire had three sections: A, B and C. Section A focused on the respondents' demographic information and type of language used in the school. Section B addressed aspects of learning-teaching materials and teaching

methodologies that teachers used. Demographic data was intended to motivate students to respond to questionnaire items.

3.6 Validity of the instruments

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda, 2003). It is concerned with the soundness and the effectiveness of the measuring instruments. Content validity was done by using the results of the pilot study. The researcher therefore had the instruments appraised and amended by university experts in the area of study. Through the pilot study, ambiguities in the question items were ironed out before the actual study was carried out. This was conducted in two randomly selected schools. The schools that were used in the pilot study were not used in the final study.

3.7 Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda, 2003). The researcher used split-half technique to test the reliability of the questionnaire for teachers and students. In this technique scores from odd and even numbered items were correlated (Best, 1997). In this case, scores from the odd numbered and even numbered items which were obtained during the pilot study were correlated using Pearson Product Moment Correlation Co-efficient. However this technique has anomalies since it reduced the size of the instrument of two sets of half the

number of its constituent items. To rectify this anomaly, the researcher needed to apply the Spearman Brown Prophecy formula which is denoted by: $R^{xx'} = \frac{2r^{oe}}{1+r^{oe}}$

Where: $R^{xx'}$ = reliability of the original instrument

r^{oe} = reliability co-efficient obtained by correlating the scores from the odd and even numbered items.

Using these formulac the researcher was able to test the reliability of the sets of questionnaires whose value varied between 0.00 and +1.00. The closer the value was to +1.00, the stronger the congruence measure.

3.8 Data collection procedures

Authority to conduct the study was obtained from the Ministry of Education. The researcher also reported to the District Education Offices in Bungoma South District for clearance. The researcher also obtained permission from each head teacher to conduct the research in the schools. The research questionnaires (see appendix B-C) were personally distributed to teachers of English to participate in the study and collected when duly completed. Students were to be assembled in a room and questionnaires administered and collected the same day.

3.9 Data analysis techniques

Qualitative and quantitative methods of data analysis were used. Qualitative data sought to make general statements on how themes of data were related. Data collected underwent the process of organization, clustering, interpreting and conclusion. Data was organized by selecting, simplifying and reducing from the

form of written field notes to ensure that data is manageable, comprehensive and can be used to give preliminary conclusions.

For qualitative data, descriptive statistics was used to summarize the data, to enable the researcher to meaningfully describe a distribution of scores or measurements using a few statistics.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the study findings and discussions. Crucial on factors influencing implementation the integrated English curriculum in Kanduyi division of Bungoma South District has been given. Not only is data on teachers academic qualification given but also their teaching subjects.

The chapter also looked at the adequacy of teachers initial training and the frequency that the teachers received the in-service training courses. In addition not only the data in adequacy of teaching learning material captured but also teaching methods that teachers employ during teaching in class. Last but not least the respond view on factors influencing teaching of English and what can be put in place to improve the performance of English has been recorded.

4.2 Questionnaire return rate

Out of the 45 questionnaires administered to teachers, 40 were collected back translating to 89% return rate. For the students, 350 questionnaires were administered and the number collected back was 325 translating to 92.9%. The return rate was therefore considered sufficient.

4.3 Demographic data

The data presented here was obtained from the completed questionnaires from teachers of English. Frequencies and percentages were used to describe the data as shown.

4.3.1 Gender of teachers

A sample of 40 teachers indicated their gender. This information is presented in Table 2.

Table 2: Gender of Teachers

Gender	Frequency	Percentage
Male	26	63.5
Female	14	36.5
Total	40	100.0

The gender composition of teachers was that there were more males than females, that is, 26 males (63.5%) against 14 females (36.5%). The gender composition favours males against female. It will be desirable for the Teachers Service Commission (TSC) to balance the staffing in terms of gender.

4.3.2 Teachers age composition

Teachers were asked to indicate their age bracket. The findings are presented in Table 3

Table 3: Teachers Age Distribution.

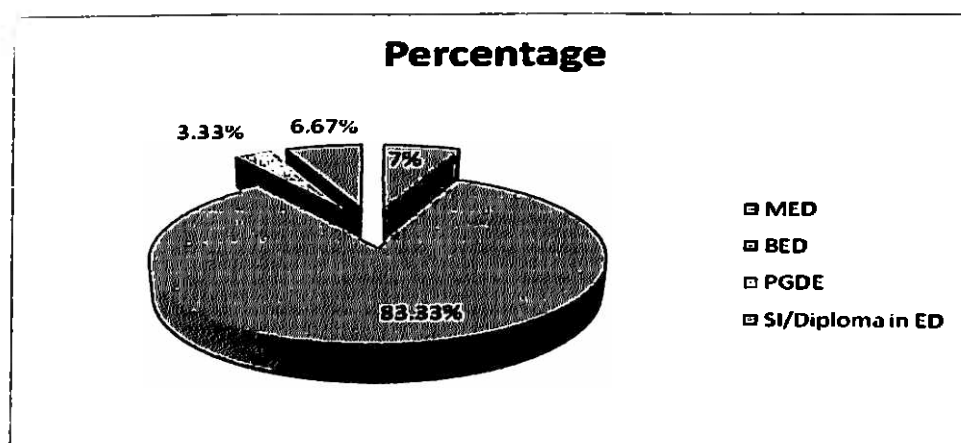
Age in years	Frequency	Percentage
Below 25	11	26.7
25 – 34	19	46.7
35 – 44	6	16.7
45 – 54	3	6.7
Over 54	1	3.3
Total	40	100.0

It is apparent that the majority of the teachers lie in the age bracket of between 25 and 34 years.

4.3.3 Teacher’s Academic Qualifications

Teachers were required to indicate their academic qualifications and their responses were as follows:

Figure 2: Teachers’ Qualification



From this figure above it can be inferred that majority of the teachers of English (83.3%) were Bachelor of Education (BED) holders, followed by teachers with Master of Education (M.Ed) and SI/Diploma in Education who had a percentage of 6.8% a piece. The smallest percentage was derived from teachers with a post graduate Diploma in Education (PGDE) qualification which accounted for a paltry 3.3%. This is attributed to the fact that the government through the ministry of education has been deploying teachers to schools through the Board of Governors (BOG) the majority of this teachers are also Bachelor of Education graduates.

4.3.4 Teaching Experience of Teachers:-

Teachers were also required to state their teaching experience and their responses were captured as shown.

Table 4: Teaching Experience of Teachers.

Experience (Years)	Frequency	%
Below one	7	16.7
1 – 5	14	36.6
6 – 10	9	23.3
11 – 15	3	6.7
16 – 20	4	10.0
20 & above	3	6.7
Total	40	100.0

From the figure above it is clear that the vast majority of teachers have English language and literature in English as their teaching subjects (80%). Those who teach either English/French or English/Kiswahili constitute 13.3%. Finally those who teach literature and other subjects are only 6.7%.

It can thus be concluded that those teachers who have English/Literature as their teaching combination are better placed to implement the integrated English curriculum at Secondary School level. The remaining 20% are likely to encounter challenges of lack of confidence and low competency levels.

4.3.6 Teachers Initial Training.

Teachers were requested to indicate whether they received training at pre-service course level and state if the said training was adequate. Table 5 shows the outcome.

Table 5: Teacher Initial Training

Response	Frequency	Percentage
Yes	36	90.0
No	1	3.3
No response	3	6.7
Total	40	100.0

The table indicates that 90% of the teachers received pre-service course training on the subjects that they teach. It is only 3.3% who were untrained. The rest, 6.7%

did not give a response. In addition, 76.7% of the teachers responded in the affirmative when asked to state whether the training prepared them adequately to teach the integrated English, 23.3% said the training was inadequate.

4.3.7 Teachers opinion on why the training did not prepare them adequately to teach the integrated English.

English and Literature were treated as independent subjects at training level yet the teaching emphasizes on integration. Training was based mainly on content and never incorporated emerging issues as is the case with teaching integrated English.

4.3.8 In-service Training

Teachers were asked to state whether they have ever received in-service training on how to implement the integrated English curriculum. Their responses were as shown in table 6.

Table 6: Teachers responses on in-service training.

Response	Frequency	Percentage
Yes	20	50.0
No	19	46.7
No response	1	3.3
Total	40	100.0

Table 6 above indicates that the majority, which is 50%, of the teachers have received in-service training (at least once) on how to implement the integrated English curriculum. However, a considerable proportion (46.7%) of teachers has never been in-serviced. The information is instructive as the said teachers are likely to encounter challenges during implementation. In this case, teachers have been teaching as they were taught without the knowledge of new approaches to English since the syllabus was constantly changing. It is apparent that the insufficient number of times that teachers have received in-service training courses does hamper, to a great extent, the implementation of integrated English curriculum.

Table 7: Teachers response on the number of times received in-service training.

Response	Frequency	Percentage
Once	4	21.4
2-5	8	42.9
6-8	7	35.7
Total	19	100

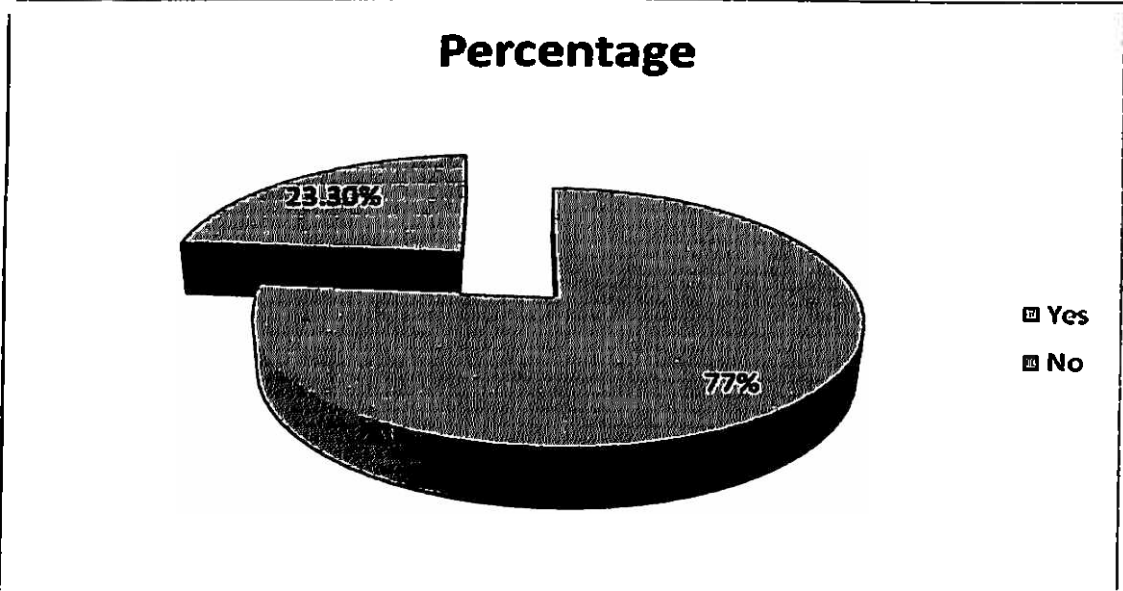
The table shows that the vast majority of teachers, 42.9% have received in-service training between 2 and 5 times. Those who been in-serviced between 6 and 8 times constitute 35.7%. Then a considerable good sample (21.4%) has received

in-service training just once. The question is whether this is sufficient, since innovation and changes in the curriculum are constantly being effected.

4.3.9 Teaching of English and Literature.

Teachers were also asked to indicate whether they teach English and Literature separately. They gave the following data as captured in the pie chart.

Figure 4: Teaching of English



This information about the teaching of English defeats the essence of integration where the language component is used to teach literature and literature segment used to teach English language. It is plausible to infer, therefore that this teaching approach hampers the implementation of the integrated English curriculum.

4.3.10 Frequency of giving students assignments.

The researcher wanted to know how often teachers gave their students assignments. They gave data as shown in the Table below.

Table 8: Frequency of giving assignments

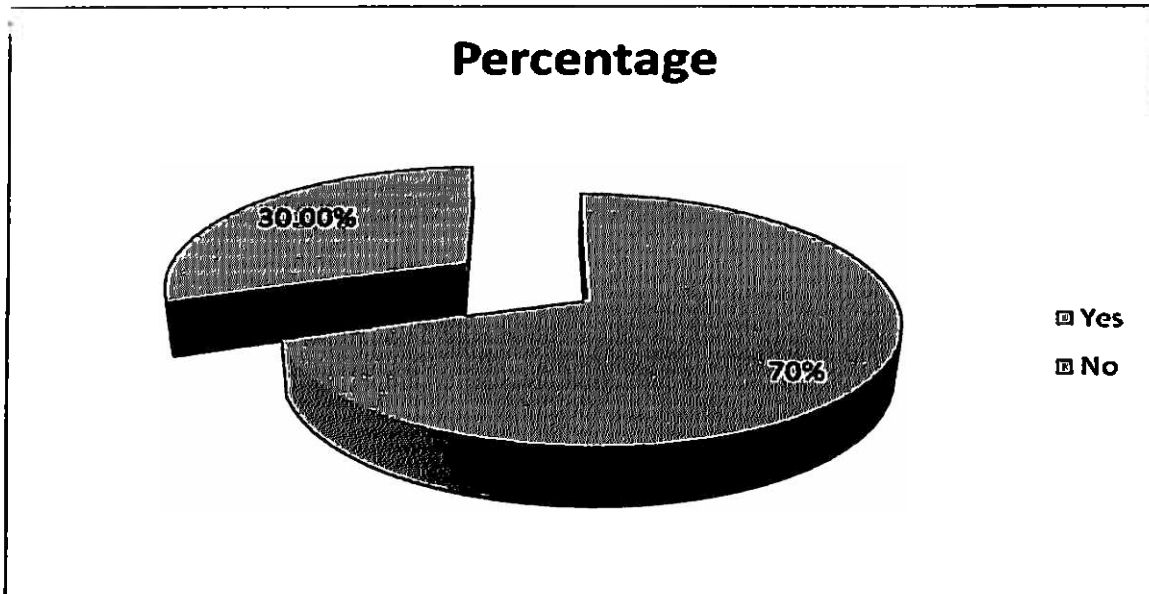
Response	Frequency	Percentage
Daily	35	86.7
Once a week	3	6.7
Once a fortnight	1	3.3
Once a month	0	0
Any other (thrice per week)	1	3.3

From Table 8, it is clear that the vast majority of teachers (86.7%) give assignments and or homework to students on a daily basis. This is followed by 6.7% of teachers who administer once a fortnight and thrice per week a piece. The information is within the standard practice of learning of English since language skills (listening, speaking, reading and writing) need to be developed regularly (K.I.E, 2002).

4.3.11 Frequency of marking assignments

Asked whether teachers were able to look at students assignments regularly, they gave responses as shown below.

Figure 5: Frequency of marking assignments



The information indicates that the majority of teachers (70%) evaluate student's exercises regularly. However, 30% of teachers do not look at students assignments regularly. This is a worrying trend since English like any other language, needs to be learnt by regular practice. (Crystal, 2005).

The reasons given for failure to evaluate learners' assignments were that classes were too large with 13.8% of the sample representation. The other reason was the sometimes they mark themselves in groups with a representation of 4.0%, impromptu school programmes 7.2% and finally some are done orally in class, representing 5.0%

Table 9: Reasons for not looking at students work.

Reasons	Frequency	Percentage
Classes too large	6	13.8
Students mark themselves	2	4.0
Impromptu school programmes	3	7.2
Done orally in class	2	5.0
Total	12	30.0

4.3.12 Teachers' responses on students' completion of assignments.

Teachers were required to indicate whether students completed assignments as required. If not completed on time, teachers were then asked to state reasons that students gave. Table 10 shows the outcome of analysis.

Table 10: Teachers' responses on completion of assignments by students

Response	Frequency	Percentage
Yes	28	70.0
No	12	30.0
Total	40	100.0

The table shows that 70% of students completed assignments as required while 30% did not. The reasons given for failure to complete the work were first lack of adequate time with 17.5% of the sample representation. The other reason was lack

of adequate text books 5.0%, some students are lazy, 3.5% and unfavourable conditions at home representing 3.0%. The results are shown on table 13.

Table 11: Reasons for not completing assignment.

Reason	Frequency	Percentage
Lack of adequate time	7	17.5
Lack of textbooks	3	7.5
Laziness of students	1	2.5
Unfavourable conditions at home	1	2.5
Total	12	30.0

4.3.13 Adequacy of teaching learning material.

Teachers were asked to indicate the level of the teaching materials as shown in the table. They were required to use the choice of:

- Quite adequate = QA
- Adequate = A
- Inadequate = I
- Quite Inadequate = QI

to make a response against the various teaching/learning resources. The information is presented in table 14.

Table 12: Teachers responses on teaching – learning resources.

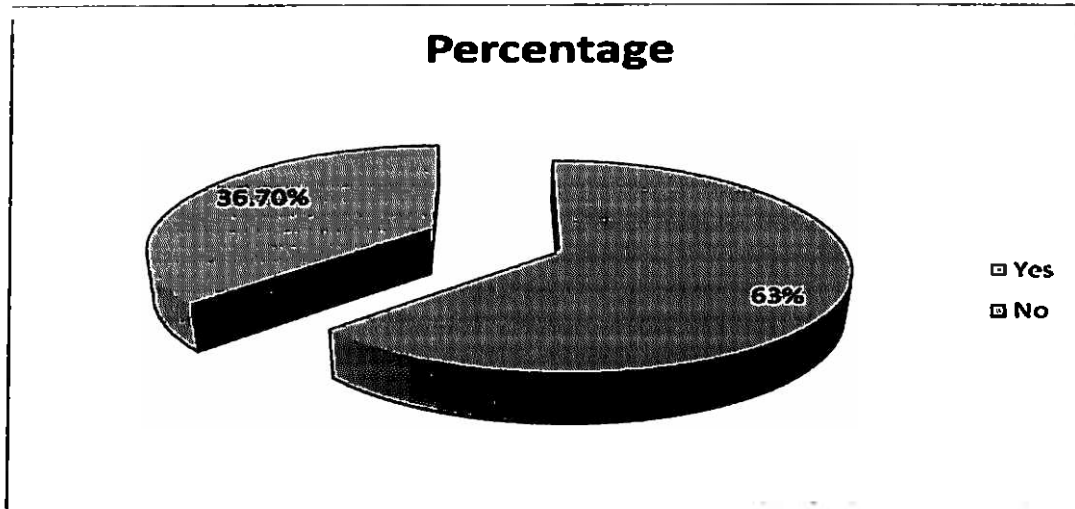
Material	QA	A	I	QI
Teachers reference guide books	30	63.3	6.7	0
Students textbooks	23.3	53.3	16.7	6.7
Charts	10	16.7	46.7	26.7
Audio tapes	0	36.7	23.3	36.7

The findings showed that teacher's reference guide books are adequate and hence facilitate the implementation of the curriculum' over 93.3% of the sample indicated that the guide books were both adequate and quite adequate. Over 76.6% of the teachers said the students' text books were available. It is important to note that teachers were referring to the course books only; which are not sufficient for the students. There is need for a variety of textbooks. It is instructors to note that availability of charts was inadequate with 73.4% of the sample affirming this reality.

4.3.14 Teachers' response on whether students have the recommended text books.

Teachers were required to state whether all their students had all the recommended textbooks for the teaching-learning of integrated English curriculum. Their responses were captured in the pie chart below.

Figure 6: Students having recommended text books



From this figure 63.3% of the sample indicated that students do not have the recommended text books for the teaching and learning of the integrated English curriculum; only 36.7% of the teachers answered in the affirmative. This scenario to a great extent, hampers the implementation of the curriculum since English like any other language is practical hence frequent practise is necessary so that learners can master the language skills of listening, speaking, reading and writing (K.I.E, 2002).

4.3.15 Teaching methods based on teachers' opinions

Teachers were asked to give their opinions about the teaching methods used in class in one item of their questionnaire. They were required to use the choice of:-

- Quite often = Q.OFT
- Often = OFT
- Less often = L.OFT
- Never = NEV

to indicate the frequency of using the teaching methods. The information is presented in Table 13.

Table 13: Teachers responses on their frequency of their teaching methods.

Teaching method	Q.OFT	OFT	L.OFT	NEV
Lecturing	33.3	16.7	30	20
Small group discussion	30	56.7	13.3	0
Question and answers	60	33.3	6.7	0
Demonstration	43.3	23.3	30	3.3

Different language skills require different teaching methods. From this table it is apparent that a considerable proportion of teachers 33.3% use to lecture method which is teacher-centred. On the other hand, small group discussion and question/answer method which are learner centred are employed by a huge proportion of the teachers. Small group discussion has a sample of 86.7% of the teachers who use it oftenly. Question and answer method has a proportion of 93.3% who use it quite oftenly. Learner – centred methods enabled the leaner to develop their own insights and learn independently as opposed to teacher-centred methods like lecturing which may engender rote learning.

4.3.16: Teacher opinion on factors hindering teaching of English

Teachers were required to give their opinions about factors that hinder the teaching of English. They were required to use the choice of:

Strongly Agree	=	SA
Agree	=	A
No Opinion	=	NO
Disagree	=	D
Strongly Disagree	=	SD

to a number of statements relating to teaching impediments. The information is presented in table 16.

Table 14: Teacher opinion on factors hindering teaching of English

Factors	SA	A	NO	D	SD
High work load	60.0	26.7	6.7	6.7	0
Students negative attitude towards English	30.0	36.7	6.7	13.3	13.3
Unqualified teachers	6.7	13.3	20.0	20.0	40.0
Poor evaluation methods	3.3	40.0	13.3	13.3	23.3
Students use of mother tongue	63.3	23.3	0	6.7	3.3

From the table 60% of the teachers strongly agreed that high work load impedes the teaching of English, 26.7% agreed with the same statement, 6.7% were undecided on the same while 6.7% disagreed with the statement. From the data, it was concluded that a majority of the teachers agreed with the statement that high work load hinders the teaching of English.

On qualification of teachers, 6.7% strongly agreed with the statement that unqualified teachers hinders the teaching of English, 13.3% agreed with the same

statement, 20% had no opinion on the same while 20% and 40% of the teachers disagreed and strongly disagreed with the statement respectively. From this data it can thus be concluded that a majority of the teachers disagreed with the statement that unqualified teachers' hinder the teaching of English.

4.3.17 Teachers opinion on factors that influence performance of English in their schools.

- Lack of enough books for practice.
- High work load for teachers.
- Negative attitude towards English by both teachers and students.
- Negative transfer of language (mother tongue and slang).
- The dogma that English is a foreign language.
- The dogma that some areas are difficult, for instance poetry.
- Students in some schools are low achievers.
- Inability and unwillingness to enforce language policy in schools.
- Use of mother tongues by some teachers in the presence of students.
- Less frequent teaching and evaluation.

4.3.18 Teachers' opinion on what can be done to improve the performance of English.

- Encourage the use of English in all interactions.
- Teachers should specialize in both English and Literature.
- Regular testing and evaluation of students.

- Increase the number of teachers to adequate levels to match the ever increasing number of students.
- Compel students to read widely.
- Students to form groups to discuss areas of difficulty like poetry.
- Enforce a language policy to compel both students and teachers to use English language in all interactions.
- Teachers to be in-serviced regularly.
- Provision of enough text books.
- Enthuse students on the importance of English through public talk.

4.4 Findings from students

The data presented here was obtained from the completed questionnaires from form four students. Frequencies and percentage were used to describe the data as shown below.

4.4.1 Gender of students

A sample of students indicated their gender. This information is presented in Table 15.

Table 15: Gender of students

Gender	Frequency	Percentage
Male	285	87.5
Female	40	12.5
Total	325	100.0

The gender composition of students was that there were more males than females, that is, 285 males (87.5%) against 40 females (12.5%). This is attributed to the fact that there are more boys' schools in Kanduyi division than purely girls' schools. In the mixed schools, there was still a larger proportion of male students than female ones.

4.4.2 Language used at school

Students were required to indicate the language used at school. The findings are presented in the pie chart below.

Table 16: Language used at school

Language	Frequency	Percentage
Swahili	132	40.6
English	120	36.9
Sheng	67	20.6
Mother tongue	6	1.9
Total	325	100.0

Kiswahili was the language use for communication by 40.6% of the students. The researcher also noted that 36.9% of the students used English to communicate in school. A combined percentage of 63.1% of the students used another language other than English to communicate in school. This is a significant proportion since language (English) is best learnt when someone is immersed in that particular linguistic environment (Crystal, 2005).

4.4.3 Availability of textbooks to students

Students were also required to state whether they have the required textbooks.

Their responses were captured in the table below.

Table 17: Availability of textbooks to students.

Response	Frequency	Percentage
Yes	67	20.6
No	258	79.4
Total	325	100.0

From the table, 20.6% (67) students responded in the affirmative. A large proportion of 79.4% (258) responded in the negative, that is, they don't have the required textbooks for English.

It can thus be concluded that a vast majority (79.4) of the students do not have the required textbooks for English. This scenario, to a great extent hampers the implementation of the integrated English curriculum.

4.4.4 Students, response on the extent to which their schools have learning/teaching materials.

Students were request to indicate the extent to which their schools had teaching learning materials. The information is presented in table 20.

Table 18: Extent to which schools have learning/teaching materials

Teaching/learning Materials	QA	A	I	QI
Students textbooks	21.9	43.8	25.0	8.1
Charts	8.8	18.8	40.6	26.3
Chalk boards/chalks	46.9	43.8	3.1	1.3
Audio tapes	5.6	13.8	40.6	35.6
Visual tapes	7.5	17.5	41.3	29.4

From the table 18, 21.9% indicated that students' text books were quite adequate, 43.7 % said the books were in adequate supply, while 25% of the students said that the books were inadequate. A small proportion of 8.1 % of the students indicated that students textbooks were quite inadequate in supply. In the same breath, most schools had adequate supply of chalk boards and chalks, this constituted 90.6 % of students who affirmed this fact.

However, charts, audio tapes and visual tapes were very few. A combination of 66.9% of the students indicated that charts were both inadequate and quite inadequate. In addition, 76.3% of the students said that audiotapes were both inadequate and quite inadequate in their schools. Last but not least, 71 % of the students indicated that visual tapes were not only inadequate but also quite inadequate in their schools.

The inference the researcher can get from this data is that perhaps the teaching methods emphasized by teachers were lecture method and class discussions' the adequate availability of students' textbooks and chalks/chalkboards is a pointer to this veracity.

4.4.5 Frequency of assignments/homework

Students were asked to state how often they were given assignments and home work. They were required to make the choice of.

- Very often = (Daily)
- Often = (Once a week).
- Rarely = (Once a month)
- Very rarely = (Once a term)

To make a response on the frequency of doing assignments or homework. The information in the table below.

Table 19: Frequency of homework/assignments

Choice	Frequency	Percentage
Very often	112	34.4
Often	163	50.0
Rarely	37	11.3
Very rarely	5	1.9
No response	8	2.5
Total	325	100.0

From the table, it is apparent that 34.4% of the students indicated that they were given assignments on a daily basis. Half of the proportion (50%) of the students indicated that they were given assignments and homework once a week. The remaining 13.1 % of the students were rarely given assignments.

It is instructive to note the 50% who were given assignments and homework once a week. This is interesting since English is a practical subject and learners need to practice on the skills daily. It is unfair to keep students (50%) for a whole week before they can practice what they have learnt in class.

4.4.6 Level of difficulty in areas of English

Students were required to indicate level of difficulty in various segments of the integrated, English subject. They were to select by ticking appropriately from the following choices:

Very Easy	=	VE
Easy	=	E
Difficult	=	D
Very Difficult	=	VD

Their responses were tabulated here below

Table 20: Level of difficulty of areas of English

Area	VE	E	D	VD
Composition	3.1	28.1	50.0	18.8
Comprehension	15.6	31.3	37.5	11.9
Grammar	9.4	25.0	37.5	3.1
Poetry	6.3	18.8	46.9	14.4
Oral literature	39.4	25.0	9.4	6.3
Novel	6.3	41.9	24.4	10.6
Drama	12.5	18.8	40.0	11.9
Short story	12.5	30.6	38.1	14.4
Close test	11.9	14.4	36.9	36.9

From the table it clear that students found only oral literature to be very easy and easy, with a proportion of 39.4% and 25% respectively indicating the same.

Composition was considered the most difficult with 50% of the students stating that they find composition writing to be difficult. It is followed very closely by poetry of which 46.9% of the sample said that poetry is difficult. It was also noted that drama, short story and close test were difficult with 40%, 38.1% and 36.9% of the proportion respectively indicating the same.

4.4.7 Teaching methods used by teachers.

Students were required to state the extent to which teachers use the various teaching methods in teaching in class. They were required to use the choice of:-

Quite Often	=	Q, OFT (every lesson)
Often	=	OFT (Twice a week)
Less Often	=	L, OFT (once a week).
Never	=	NEV. (Not at all)

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The findings are tabulated as follows:-

Table 21: Teaching Methods used by teachers

Teaching Method	Q, OFT	OFT	L, OFT	NEV
Lecturing	30.1	27.0	20.9	20.0
Small group discussion	48	36.8	5.5	8.8
Question and answers	63	18.5	18.5	0
Demonstration	19.25	21.5	28.5	29.0

The above table indicates clearly that teachers used most the method of question and answer in teaching their lesson, backed with a proportion of 63%. This was followed by small group discussion with proportion of 48% of the sample indicating thus. It should be noted that demonstration method was least used by teachers with only a proportion of 19.3%. Finally, lecture method received a significant amount of support from a proportion of 30.1% of the sample saying that teachers used lecture method quite often.

It is crucial to note that both small group discussion and question and answer method are learner – centred.

4.4.8 Students' opinion on factors lowering performance in English

Students' were requested to indicate briefly factors lowering the performance lowering the performance of English. Their opinions were as follows.

Table 22: Factors lowering performance of English.

Opinion	Frequency	Percentage
Inadequate textbooks, poor background, mother tongue interference.	20	50.0
Syllabus very wide, lazy students, less assignments.	9	22.5
Teacher incompetence, belief English is essay, students lack role model	11	27.5
Total	40	100.0

4.4.9 Students' opinion on how to improve performance of English.

Students were also required to give suggestions on how to improve the performance of English in schools. Their opinions are presented in Table 23.

Table 23: Students' opinion on how to improve performance of English.

Opinion	Frequency	Percentage
Compulsory speaking of English, frequent assessment, provision of learning materials.	241	74.2
Teachers to give good foundations, more debate	63	19.4
Government to employ more teachers, teachers to vary teaching methods	21	6.4
Total	325	100.0

4.5 Summary of finding in relation to research questions.

The study sought to answer the four questions mentioned earlier. First, do the teaching methods employed by teachers of integrated English influence the implementation of the integrated English curriculum? From the findings teachers varied the teaching methods employed in class. Lecturing, small group discussion and question – answer methods were used predominantly. Demonstration was least used perhaps pointing to the veracity of students having challenges in poetry and composition. Yes, the teaching methods do influence the implementation of the integrated English curriculum.

Second, does the frequency of in-service training courses for teachers of English – influence the implementation of the integrated English curriculum? From the

findings, 46.7% of the teachers indicated that they had never received in-service training. Since in-service training teachers with skills, knowledge and attitudes needed for the implementation of the integrated English curriculum; the said teachers encountered challenges in implementing the curriculum. Teachers did teach in the way they were taught without the knowledge for new approaches to English. Those teachers who had received in-service training had a proportion of 21.4% who said they had only been in-serviced once. The said frequency is lower to enable teachers implement the curriculum with competence, confidence and innovation.

Third, does the availability of teaching-learning resources in public secondary schools influence the implementation of the integrated English curriculum? It's important to note that without teaching-learning resources/materials, classes will always be teacher-centred and students will not learn insightfully. The findings indicate, many students did not have the recommended textbooks and that charts, audio-visual tapes were inadequate in supply. Integrated English being a practical subject requires students to learn on their own, say in literature. Without the recommended set books quality learning is greatly compromised. Therefore availability of teaching-learning resources does influence the implementation of the integrated English curriculum.

In conclusion, does the teachers initial professional qualifications influence the implementation of integrated English curriculum in public secondary schools. It's crucial to note that poorly educated teachers can teach only what they know and

as a result cling to the textbook and depend on the narrow framework of the system to give them a sense of security. From the findings, 90% of teachers indicated that they had received training of the subjects that they teach. However 23.3% said the training did not prepare them adequately to implement the curriculum. Teachers with different subject combination like English and French were even more disadvantaged as they encountered numerous challenges in implementation of the integrated English curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions drawn from the findings of the study and the recommendation for possible action and for further research. The aim of the study was to investigate factors influencing the implementation of the integrated English curriculum in public secondary schools in Kanduyi Division of Bungoma South District.

The impetus of the study was the perennial dismal performance of English at K.C.S.E. level in the division and also the fact that teachers were required to teach English and literature as an integrated entity yet some of them had been trained on different subject combination.

The objectives of this study were to:-

- (i) Determine the extent to which teaching methods employed by teachers of integrated English influence the implementation of the curriculum.
- (ii) Establish how the frequency of in-service courses for teachers of integrated English influences the implementation of the curriculum.
- (iii) Assess to what extent the availability of teaching – learning resources in public secondary schools influences the implementation of the integrated English curriculum.

(iv) Establish how teachers' initial professional qualification influences the implementation of the integrated English curriculum.

Simple random sampling was used to select the schools. Both simple random sampling and proportionate sampling was used to select respondents. A total of 10 schools were used, 325 students out of a population of 12, 189 and 40 teachers out of a population of 153 teachers.

There were two sources of data: teachers of English and form four students. Data collection was done through use of teacher and students' questionnaires. Both descriptive statistics was used to analyze the obtained data.

5.2 Summary of findings

5.2.1 Teachers' opinion on the pre-service training.

The research findings derived from teachers indicated that:

- English and literature in English were treated as independent subjects at pre-service training level yet the teaching emphasized on integrating the two components hence many teachers faced challenges in implementing the integrated English curriculum.
- The training was based mainly on content and never incorporated emerging issues as is the case with teaching integrated English.

5.2.2 In-service training.

The research findings reveal that:

50% of the teachers had received in-service training on how to implement the integrated English curriculum. A considerable proportion (46.7%) of teachers had never been in-serviced. Over 21.4% of the teachers had been in-serviced only once.

5.2.3 Adequacy of teaching – learning materials.

The research data from teachers showed that teachers' reference guide books were adequately supplied. In the same breath students textbooks were in adequate supply. However, 206% of the students said they had inadequate supply of essential required textbooks. Hence the availability of teaching learning materials thus influence the implementation of integrated English curriculum.

5.2.4 Teaching methods

Most teachers use the various teaching methods of lecture, small group discussion, question answer and demonstration. Since different language skills required different teaching methods, the various teaching methods used by teachers enhanced the implementation of integrated English curriculum

5.3 Conclusions

The training that teachers received at pre-service course level does not match the requirements of teaching the integrated English curriculum in public secondary schools. This is because the training treats English and literature separately yet

teachers are required to teach English literature as an integrated entity. This gap will in effect hamper the effective implementation of the integrated English curriculum.

The in-service training received by practical teacher is not comprehensive and there is inadequate as teachers encounter challenges in implementing the new integrated English curriculum.

The provision of teaching learning materials has been biased against charts, audio-visual tapes. This in effect hampers insightful learning when it comes to teaching learning of literature set books.

5.4 Recommendations

The following are the recommendations based on the findings and conclusions of the study:-

The Kenya institute of education (KIE) should liaise with teacher training colleges and university administrations to ensure there is harmony between pre-service training programmes for teachers of integrated English and the implementation of the curriculum in secondary schools. This will empower the said to be better placed in implementing the curriculum with competence and confidence.

The KIE through the ministry of education should organize comprehensive and regular in-service training courses for teacher of integrated English. This should be organized and disseminated at the national, provincial and district level. Since

the curriculum constantly undergoes changes and innovation, there is need for teachers to be equipped with skills, knowledge and attitudes needed for effective implementation of the integrated English curriculum (Buchler, 2003).

Schools should strive to provide sufficient and varied teaching – learning resources like charts, audio visual materials, which were found to be inadequate. Parents (through fees) and money allocated through constituency development fund (CDF) should be channeled through this course. This will make the teaching learning experiences interesting (Bishop, 1985) resulting insight learning as opposed to rote-learning. As a consequence implementation of integrated English curriculum will be engendered.

5.5. Suggestion for further research

Since the researcher focused only on the four research questions, doors are open for further studies to be carried out in a similar topic.

1. A similar research can be carried out in other districts in Kenya for comparison purposes.
2. A similar study to be carried out in Kanduyi Division or other districts in Kenya but with special emphasis on time allocated to teach integrated English and sometime how it is utilized during the learning-teaching of English.
3. A similar study can be conducted in Kanduyi Division or other districts in Kenya but emphasize on whether teachers of integrated English do read the teachers guide books and strive to implement what is recommend therein.

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APPENDICES

APPENDIX A: Letter of Transmittal

University of Nairobi,
College of Education and External Studies,
P.O. Box 30197,
Nairobi.
+254 722 524 276
19th March, 2009.

Dear respondent,

**RE: QUESTIONNAIRE ON FACTORS INFLUENCING
IMPLEMENTATION OF THE INTEGRATED ENGLISH CURRICULUM
IN PUBLIC SECONDARY SCHOOLS IN KANDUYI
DIVISION, BUNGOMA SOUTH DISTRICT, KENYA.**

I am a Master of Education (M Ed) student at the University of Nairobi carrying out research on the above topic. It is my humble request that you assist me by filling in the questionnaire as correctly and honestly as possible. Be assured that your identity and responses will be treated with **utmost confidentiality** and for this reason **do not write your name** on the questionnaire.

I take this opportunity to thank you for your willingness to participate in this important exercise. Thanks in advance.

Yours faithfully

Samuel Barasa Luchu

APPENDIX B
TEACHERS QUESTIONNAIRE

Introduction

Please complete each of the three sections in this questionnaire as instructed. **Do not** write your name or that of your school on the questionnaire as the information given is confidential.

Section A

Please respond to every item by putting a tick (√) next to the response that is applicable.

1. Please indicate your gender.

a) Male b) Female

2. What is your age bracket?

a) Below 25 years b) 25-34 years

c) 35-44 years d) 45-54 years

e) Over 54 years

3. What is your highest academic qualification?

a). M Ed b). B Ed

c). PGDE d). BA General

e). SI/diploma in education

f). others (specify) _____

8. a) Do you teach English and literature separately?

Yes []

No []

b) If your answer to 8(a) is YES how many lessons per week do you give to each subject component?

English _____ Literature _____

Section B

9. a) How often do you give students assignments/homework?

i) Daily []

ii) Once a week []

iii) Once a fortnight []

iv) Once a month []

v) Any other []

b) Are you able to look at students assignments regularly?

Yes []

No ()

c) Please explain your answer in (b) above.

10. Do your students complete assignments or homework as required?

Yes []

No []

b). If your answerer is No, put a tick (✓) against the reasons that students give for not completing the work.

- i) Lack of adequate time
- ii) Lack of textbooks
- iii) English assignments are too difficult

Any other reason _____

11. Please indicate with a tick (✓) the adequacy of the following teaching materials in your school in the table provided below. The alternate choices are as follows;

- i) Quite Adequate QA
- ii) Adequate A
- iii) Inadequate I
- iv) Quite Inadequate QI

Teaching/ learning materials	QA	A	I	QI
1. Teachers reference book guides				
2. Students textbooks				
3. Charts				
4. Chalkboards and chalks				
5. Audio tapes				

12. Are the materials for teaching integrated English easy to obtain?

Yes

No

13. Do all the students in class have the recommended text books for teaching-learning of integrated English?

Yes []

No []

14. Below are statements about the use of regard to your teaching. Tick (✓) in the relevant column the extent is which you use them. The alternative choices are as follows;

- a) Quit Often (Q.OFT)
- b) Often (OFT)
- c) Less Often (L.OFT)
- d) Never (NEV)

Information on instructional methods	Q.OFT	OFT	L.OFT	NEV
Lecturing				
Small group discussion				
Question and answer				
Demonstration				

15. Please indicate with a tick (✓) your opinion on the following factors that may hinder teaching of English. The alternative choices are as follows;

- | | | | |
|-------------------|----|----------|---|
| Strongly Agree | SA | Agree | A |
| No. Opinion | NO | Disagree | D |
| Strongly Disagree | SD | | |

Factor hindering the teaching of English	SA	A	NO	D	SD
1. High work load 2. Students' negative attitude towards education 3. Unqualified teachers 4. Poor evaluation methods 5. Students use of mother tongue					

16. Below are evaluation methods used in testing learners. Please tick (✓) in the appropriate column the extent to which you use each by them. The alternatives of choices are as follows;

a) Quite Often (Q.OFT)

b) Often (OFT)

c) Less Often (L.OFT)

d) Never (NEV)

Evaluation methods	Q.OFT	OFT	L.OFT	NEV
1. Writing essays				
2. Use of multiple-choice questions				
3. Listening comprehensions				
4. Reading comprehensions				
5. Speech work				
6. Use of choice tests				

Section C

17. What language is mostly used by students in your school?

- a. English
- b. Kiswahili
- c. Mother language
- d. Slang' (Sheng')

18. To what extent do you think use of other languages other than English contribute to poor performance in English?

- a. Greatly
- b. Not very much

19. What are some of the factors that you feel hinders good performance in English in your school?

20. The following are areas examined in English; tick in the relevant column the extent to which your students find each of them in learning English. The alternative choices are:

- | | | |
|----------------|--------------------------|----|
| Very Easy | <input type="checkbox"/> | VE |
| Easy | <input type="checkbox"/> | E |
| Difficult | <input type="checkbox"/> | D |
| Very Difficult | <input type="checkbox"/> | VD |

21. How can the performance of English be improved in your school?

THANK YOU FOR YOUR COOPERATION

APPENDIX C

QUESTIONNAIRE FOR STUDENTS

Introduction

Please complete each of the three sections in this questionnaire as instructed. **Do not** write your name or that of your school on the questionnaire as the information given is confidential.

Section A

Please respond to each item by putting tick (v) next to the response that is applicable.

1. Please indicate your gender

i) Male

ii) Female

2. a) what language do you use mostly at school?

i) English

ii) Kiswahili

iii) Mother tongue

iv) Slang

2. b). What language do your peers mostly use at school?

i) English

ii) Kiswahili

iii) Mother tongue

iv) Slang

Section B

3. To what extent do you think mother tongue/slang speaking contribute to poor performance in English in your school?

- i) Great extent []
- ii) Less extent []
- iii) Not at all []

4. Do you have all the required text books for the English Language subject?

Yes []

No []

5. Indicate the extent to which your school has the following teaching/learning materials for use in English lesson. The alternative choices are as following:

- Quite Adequate QA
- Adequate A
- Inadequate I
- Quite Inadequate QI

Teaching/learning materials		QA	A	I	QI
1	Teachers reference guide book				
2	Student's text books				
3	Charts				
4	Chalk board and chalks				
5	Audio tapes				
6	Visual tapes				

6. Do you have class discussions during the English language lesson?

Yes []

No []

7. a) Do you have lessons outside the classroom?

Yes []

No []

b) If your response is YES, name three other places that you go for your lessons?

8a) Have you ever had another person teach you during English Lesson other than your teacher?

Yes []

No []

b) If YES what subject was she/he teaching you?

c) What language was she/he using?

English []

Kiswahili []

Lubukusu (Luyha) []

Any other (specify) []

9. The following statements are about your attitude towards learning English.

Please tick in the relevant column the extent to which each of the statements applies to you. Alternative choices are as follows:

- | | |
|----------------|-------|
| Very Important | V/IMP |
| Important | IMP |
| Not Important | N/IMP |
| No Opinion | N/OP |

Statements regarding attitudes towards English		V/IMP	IMP	N/IMP	N/OP
1	To be able to communicate				
2	To pass examination				
3	For future career development				
4	As an official language				
5	As compulsory subject				
6	To be member of English speaking community				

10. The following are areas examined in English. Tick the relevant column the extent to which you find each of them in learning English. The alternative choices are as follows:

- | | |
|----------------|----|
| Very Easy | VE |
| Difficult | D |
| Easy | E |
| Very Difficult | VD |

Area examined		VE	E	D	VD
1	Composition				
2	Comprehension				
3	Grammar				
4	Poetry				
5	Oral literature				
6	Skit story				
7	Novel				
8	Drama				
9	Short story				
10	Cloze test				

Key: Very often (Daily)

Often (Once a week)

Rarely (Once a month)

Very rarely (Once a term)

11. How often do teachers give you assignments and homework?

Very Often | |

Often | |

Rarely | |

Very Rarely | |

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

12. How often do teachers mark your assignment?

Quite Often []

Often []

Less Often []

Never []

13. To what extent do teachers use the following teaching methods in teaching English in your class? The alternative choices are as follows:

Quite often Q, OFT (Every lesson)

Often OFT (Twice a week)

Less often L, OFT (Once a week)

Never NEV (Not at all)

Information on the Instructional Methods		Q, OFT	OFT	L, OFT	NEV
1	Lecturing				
2	Small group discussion				
3	Question and answers				
4	Demonstration				

14. What grade do you aspire to obtain in the English Language in K.C.S.E?

Between A and B+ []

Between B and C+ []

Between C and D+ []

Below D []

Section C

15. In your opinion, what factors lower the student's performance in English in your school?

16. What do you think could be done to improve students' performance in English in your school?

THANK YOU FOR YOUR COOPERATION

APPENDIX D

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P. O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/5/062/R/491/5

Date: 29th June 2009

Mr Luchu Samuel Barasa
University of Nairobi
P. O. Box 30197
NAIROBI

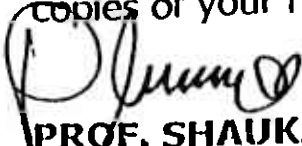
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on '*Factors Influencing Implementation of the Integrated English Curriculum in Public Secondary Schools in Kanduyi Division, Bungoma South District*'

I am pleased to inform you that you have been authorized to undertake your research in Bungoma South District for a period ending 30th July 2009.

You are advised to report to the District Commissioner and the District Education Officer Bungoma South District before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.


7 **PROF. SHAUKAT A. ABDULRAZAK Ph.D, MBS**
SECRETARY

Copy to:

The District Commissioner
Bungoma South District

The District Education Officer
Bungoma South District

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss.....JUCHU.....

.....SAMWEL BARASA.....

of (Address).....UNIVERSITY OF NAIROBI.....

.....P.O. BOX 30197 NAIROBI.....

has been permitted to conduct research in.....

.....Location,

.....BUNGOMA SOUTH.....District,

.....WESTERN.....Province,

on the topic.....FACTORS INFLUENCING.....

.....IMPLEMENTATION OF THE INTEGRATED

.....ENGLISH CURRICULUM IN PUBLIC

.....SECONDARY SCHOOLS IN KANIA.....

.....DIVISION IN BUNGOMA SOUTH DISTRICT

for a period ending.....JULY....., 20.....

Research Permit No. NCST/5/002/R/A91

Date of issue29.06.2009.....

Fee received.....SHS 1000.....



Juch Samuel Barasa
Applicant's
Signature

[Signature]
Secretary
National Council for
Science and Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

GPK 6055—3m—10/2009

(CONDITIONS—see back page)

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

CPK 6055—3m—10/2009

(CONDITIONS—see back page)

APPENDIX F

MINISTRY OF EDUCATION

Telephone Bungoma: 30148
Fax 30700
DEO's House : 30584
When replying please quote
Our Ref: BD/G/A/29/4/



DISTRICT EDUCATION OFFICE
BUNGOMA SOUTH DISTRICT
P.O. BOX 40,
BUNGOMA
DATE : 13/7/2009

TO WHOM IT MAY CONCERN

RE: EDUCATION RESEARCH

This is to notify you that Mr. Luchu Samuel Barasa, Reg. No. FSS/P/8636/2006 is a student of Nairobi University. He is out to conduct a research on 'Factors Influencing Implementation of the Integrated English Curriculum in Public Secondary schools in Kanduyi Division, Bungoma South District'. The period of research is to end on 30th July, 2009.

Kindly give him the necessary assistance.

Thank you

A handwritten signature in black ink, appearing to read 'Jemimah F. Maina', with a horizontal line extending to the right.

JEMIMAH F. MAINA
FOR: DISTRICT EDUCATION OFFICER
BUNGOMA SOUTH

