

**FACTORS INFLUENCING THE IMPLEMENTATION OF
INTEGRATED ENGLISH CURRICULUM IN PUBLIC SECONDARY
SCHOOLS IN TRANSMARA WEST DISTRICT, KENYA**

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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 research project is dedicated to my mother Alice Basweti, my wife
Stellah and my daughter Jeane.

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ABBREVIATIONS AND ACRONYMS

B.A	Bachelor of Arts
D.E.O	District Education Officer
ESL	English as a Second Language
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
KOLA	Kenya Oral Literature Association
SPSS	Statistical Product and Service Solutions
UNESCO	United Nations Educational, Scientific and Cultural Organisation

ABSTRACT

The purpose of this study was to investigate factors influencing the implementation of integrated English in Transmara West district, Kenya. Curriculum implementation means an interaction between those who have created the curriculum and those who are charged to deliver it, in this case the teachers of English. The study was guided by the following objectives: To determine how teacher characteristics (age, teaching experience and gender) influence the implementation of Integrated English in public secondary schools; To determine how instructional strategies in integrated English curriculum influence its implementation; to determine the influence that evaluation strategies have on the implementation of integrated English curriculum in secondary schools; to establish how the adequacy and appropriateness of the curriculum support materials used affect the implementation of integrated English curriculum in Secondary schools. The study employed a descriptive survey design. The sample population was 20 public secondary school head teachers, 20 English teachers in public secondary schools and 265 form four students. Data were collected using questionnaires and interview schedules. Statistical Package for Social Sciences (SPSS) was used to analyze quantitative data. The findings of the study revealed that teachers' characteristics(age, teaching experience and gender) , instructional strategies, evaluation strategies and curriculum support materials influence the implementation of integrated English curriculum. It was found out that Lack of adequate in-service training, few number of lessons, students perceptions and behaviours, inadequate English textbooks were among the factors influencing curriculum implementation. In light of the research findings, it is recommended that: The Ministry of Education and other relevant bodies like KIE and KNEC should work together with school management in organizing adequate in service training workshops for teachers on integrated English curriculum implementation, the government through the Ministry of Education should ensure equitable and adequate allocation of funds to purchase enough support materials, integrated English subject content be re-evaluated by KIE to fit into the current curriculum time frame, teachers to look for ways of making the English subject more interesting and appealing to learners and that teachers together with the school administration to encourage students in using both English and Kiswahili while at school with equal stress.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Curriculum policy implementation in any educational jurisdiction involves a variety of stakeholders. According to Magoma (1999), their roles in executing the curriculum policies contribute to the degree which new or revised curricula will be implemented in the local institutions. Researchers have been cognizant that teachers as implementers are the most important players. Studies have also demonstrated that implementers do not always do as told nor do they always act to maximize policy objectives (Cohen & Ball, 1990). Moreover, teachers have often been diagnosed as “resistant to change,” or just simply lazy when they ignored or subverted curricular innovations (McLaughlin, 1987;Smit, 2005). Spillane,Reiser and Reimer (2002) looked at their situation in a different light, explaining that this is because implementers often lack the capacity, the knowledge, skills, personnel, and other resources - necessary to work in ways that are consistent with policy. Spillane et al. warns that even if implementers construct understandings that reflect policymakers’ intent, they may not have the necessary skills and resources to do what they understand the policy to be asking of them.

Language is the key to learning. It is through language that communication is enhanced. Animals communicate by sounds and body while human beings communicate through speech and hearing. Language can be defined as communication between human beings by use of speech and hearing; speech of a particular people or nations and a manner of speaking.

The human language has many uses: it is used to establish relationships, convey information, ideas and experiences; express feelings, opinions and attitudes; instruct, direct and create expressions (Kisilu & Lelei 2008). Language also enables national and international interaction between people. It is common for people to identify with those who speak the same language as themselves (Gathumbi & Masembe, 2008). New technology is making the world smaller and smaller (global village). This technological knowledge is passed through language.

There are five hundred linguistic groups in Africa, forty three of them in Kenya. Language policy gives guidelines on the language used as a medium of instruction, national language and official language. (Gathumbi and Masembe 2005). In Africa, English is receiving a lot of great attention in many education systems. For example, in Namibia, according to the Ministry of Education and Culture, English is to have high priority. In Tanzania, poor proficiency of English among students has led to poor understanding of subject concepts (Mwinsheikhe 2003).

Kisilu and Lelei (2008) say that English is used as an official language in Kenya and a medium of instruction in schools and colleges while Kiswahili is the national language and the most common medium of communication. Both English and Kiswahili are taught as compulsory and examinable subjects in pre-university.

The goal of a teacher of language is to try to improve learners' oral and interaction skills. It is also to equip such learners with full repertoire of language because poor skills will

lead to breakdown of understanding which in turn inhibits the ability to speak. Speaking is an integral part of listening and so the two skills need to be developed simultaneously (Githumbi&Masembe, 2005).

English language was introduced in the curriculum in Kenya along the East African coast as early as 1877 by the European colonial powers. Down the years various policies were adopted about the use of English in the language situation in Kenya. Currently, English language is the official language in Kenya. It is also one of the leading media used in regional and international forums.

In education, English is the medium of instruction and the language of examinations in all school subjects except for other language subjects. Prior to 1985, at secondary school level, English and Literature were taught as two separate subjects. The integrated approach to teaching of English was introduced in secondary schools in 1985. According to this approach, English and literature are to be taught as one subject. There are various levels of integration. First, Curriculum level which involves use of knowledge, ideas, and concepts, primarily from literature which is closely related to language, and from other school subjects to teach English. Second, Skills level which entails, a combination of reading, writing, listening and speaking skills during English language teaching and learning (Smit, 2005).

English is dynamic and keeps growing. The more it grows, the more the implementation strategies become dynamic. (MOE, 2002). Teachers need to understand how language is used in content areas and share their understanding with the learners by correcting

language errors whenever they occur. It suffices to say that language development is the responsibility of all areas of the curriculum. This is especially applicable to the language of instruction. It is with these ideas in mind that this study seeks to investigate the various factors that influence the implementation of the integrated English curriculum in public secondary schools.

In public secondary schools, there are various factors which influence implementation of Integrated English curriculum (Magoma, 1999). As can be seen from table 1.1, In Transmara West District, consistently for a period of five years ranging from 2008- 2012, English mean scores have remained below 4.00. The study sought to find out if there are implementation factors that impact on this performance.

Table 1.1: KCSE performance index of English in Transmara West and Masaba South Districts from 2008 to 2012

District/Year		2008	2009	2010	2011	2012
Transmara west	Mean	3.876	3.432	3.328	3.249	3.245
Masaba South	Mean	5.622	5.331	5.112	5.044	5.029

Source: D.E.O's offices, Transmara west and Masaba South 2013.

From table 1.1, it is clear that there is disparity in performance between the two Districts; Transmara West and Masaba South, yet they are adjacent to each other in terms of geographical location. The question here is, why the difference? This study sought to

answer this question by trying to find out whether there are factors that influence the implementation of integrated English curriculum.

1.2 Statement of the problem

Educators and researchers in general education have recognized the problematic nature of implementing curriculums (Snyder, Bolin, & Zumwalt, 1992). The process of curriculum implementation has been described as a “black box”, in which challenges to implementation can arise. The complexities of and incongruent relationship between curriculum policy and its practice are indicators of the implementation problems (Elmore & Sykes, 1992). In a language policy and education conference held in Nairobi from 15th-17th May, 2006, it was felt that teachers were not doing enough to reinforce the English policy in Kenya which implies that there is need to shift focus to the issues of pedagogy.

Although teachers of English have attended seminars after the introduction of the integrated English curriculum, poor results have been recorded in the subject causing worry to stakeholders. For example, during the release of 2013 KCSE results, there was a decline in performance in 10 (32.2%) subjects compared to 13 (42.0%) subjects in 2012. Some of the major subjects that recorded a decline in performance were: English, Mathematics, Chemistry, Geography and Agriculture. English recorded the highest decline in performance in the year 2013 KCSE as compared to the year 2012 (KNEC 2014). Therefore, this is a strong indication that shows there is a problem that needs to be investigated.

As shown in table 1.1, schools in Transmara West District have recorded below average scores in English in the years 2008-2012 whereas Masaba South District, which is an adjacent district, has recorded slightly above average in the same period. From the table, there is a consistent decline in Integrated English performance over that period. The implication here is that there was need to investigate whether there were factors in Transmara West District which impacts to the poor results in Integrated English. The study, therefore, aimed at determining factors that influence the implementation of Integrated English in public secondary schools in Transmara West district.

1.3 Purpose of the study

The purpose of this study was to investigate curriculum and skill based factors influencing the implementation of Integrated English in public secondary schools in Transmara West District, Narok County, Kenya.

1.4 Objectives of the study

The objectives of the study were:

1. To determine how teacher characteristics (Age, teaching experience and gender) influence the implementation of Integrated English curriculum in public secondary schools.
2. To determine how instructional strategies in integrated English curriculum influence its implementation.
3. To determine the influence that evaluation strategies have on the implementation of integrated English curriculum in secondary schools.

4. To establish how the adequacy and appropriateness of the curriculum support materials used affect the implementation of integrated English curriculum in secondary schools.

1.5 Research questions

1. How does of teachers' characteristics (age, teaching experience and gender) influence the implementation of Integrated English curriculum in secondary schools?
2. In what ways do the instructional strategies of the Integrated English Curriculum influence the implementation of the Integrated English curriculum in secondary schools?
3. What influence does the evaluation strategies have on the implementation of integrated English curriculum in secondary schools?
4. How does the adequacy and appropriateness of the curriculum support materials influence the teaching of Integrated English in secondary schools?

1.6 Significance of the study

The study may provide feedback about how the planned curriculum is perceived and implemented by the teachers, and how the implemented curriculum is experienced by the teachers in the classroom. Thus, it may help the curriculum developers to visualize how their decisions are interpreted and practiced by the teachers in the classroom. It also helps the teachers to see how the curriculum implementation is experienced by the students. In turn, what is and is not implemented together with what is and is not experienced can be

determined and the reasons for the differences among the intended, perceived, implemented and experienced curriculum can be recognized.

This study may also help to determine the problems encountered in reaching the goals of the present English curriculum from the perspectives of teachers and students so that the authorities can have a chance to consider these issues in their attempts to improve the integrated English curriculum. This is significant as the study is to be conducted at the time when Ministry of Education is in an attempt to reconsider and make changes in the present English language curricula at various levels. (Daily Nation, April 27, 2013). Thus, the findings are expected to provide useful information for the stakeholders in their future attempts.

The findings related to the problems in curriculum implementation can also help teachers to improve their performance and instructional strategies and can be used as a reference study in not only integrated English teaching methods but also pre- and in-service training programs offered by the Ministry of Education.

1.7 Limitations of the study

According to Best and Khan (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their applications to other situations. This study encountered some limitations.

One of the limitations is that the researcher was not be in a position to control the attitudes of the respondents as they were responding to the research instruments, hence

the information given by respondents may not be entirely genuine. The researcher counteracted this limitation by coming up with research instruments that were able to detect discrepancies from respondents and enable reliable deductions to be made.

Another limitation has to do with the extent to which the findings can be generalized beyond the area studied. The sample size is too limited to make broad generalizations. However, the findings can be still helpful in making a meaningful contribution towards developing an improved Integrated English curriculum.

1.8 Delimitation of the study

The study was conducted in Transmara West District, Narok County, Kenya because of the relatively low performance of integrated English in KCSE exams. The study was conducted in all public secondary schools only, in Transmara West district. This was because these schools were expected to have trained teachers of English. Other schools such as private secondary schools did not take part in the study due to different management orientation. The teachers of integrated English, students and school principals were the respondents of the study since they are the ones involved in the implementation process of the integrated English curriculum in secondary schools.

1.9 Basic research assumptions

The following were the basic assumptions of the study:

- i. All teachers of English undergo uniform curriculum in their training.
- ii. All the schools use the same curriculum recommended by the Ministry of education.

1.10 Definition of significant terms

This section defines the significant terms as used in the context of the study:

Curriculum refers to the set of courses in English and Literature, and their content, offered at a school.

Implementation refers to the carrying out, execution or practice of a plan, a method or any design for teaching Integrated English. It is the action that must follow any preliminary thinking in order for something to actually happen.

Instructional resources refers to anything which is read, listened to, manipulated, observed or experienced by students as part of the instructional process.

Instructional strategies include all approaches that a teacher may take to actively engage students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objective.

Integrated English refers to the combining of English and Literature so as to teach them as one subject.

Performance refers to the students' or schools' academic level of achievement of Integrated English in KCSE examination.

1.11 Organization of the study

The project is organized to five chapters. Chapter One presents details about the background of the study, objectives of the study, research questions, limitations of the study, delimitations of the study, basic research assumptions, definition of significant terms in the study and finally the organization of the study. Chapter Two presents

introduction, professional and expertise levels of teacher of integrated English in public secondary schools; instructional resources and implementation of curriculum; instructional strategies used to teach English and Literature in; evaluation strategies in Integrated English; curriculum support materials and implementation of integrate English curriculum; theoretical framework and conceptual framework.

Chapter Three describes the research methodology which includes research design, target population, sample and sampling procedure, research instruments, piloting of research instruments, validity of instruments, reliability of instruments, data collection procedure and data analysis techniques. Chapter Four consists of data analyses and discussion of research findings. Chapter Five presents the summary of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature relating to factors influencing the implementation of integrated English. It examines the professional and expertise levels of teachers of English in public secondary schools, the instructional strategies used to teach integrated English, evaluation strategies in Integrated English and instructional resources and implementation of curriculum. The chapter further presents a theoretical and conceptual framework.

2.2 The Concept of Integrated English

According to Thesaurus (1996), the term “integrate” means to (a) combine parts into a whole; (b) complete an imperfect thing by the addition of parts, to unify, coordinate, put together. Integration in education has three major purposes, to make learning authentic, meaningful and efficient. First, learning can be made authentic when it is paralleled with real world tasks. Secondly, learning can be made meaningful in the sense that information or knowledge construction is an integrative process, and rarely is information used to answer isolated problems. Lastly, integration makes learning efficient as it offers hope for extensive curriculum coverage (Gavelek et al., 1999).

The concept of integration at efforts level is the idea of Language across the Curriculum. Language is the main means of teaching and assessing in schools. In every Classroom. Each subject poses language demands particular to its content and process. Language is the key to learning. The language across the curriculum movement follows the example

set by the writing across the curriculum movement of the 1980s, which sought to use writing as an essential learning tool in classes outside the English department (Fichera & Straight, 1997). Rather than relegating writing instruction to classes in Literature or composition, writing across the curriculum provides advice and assistance to students for the in evaluation of the skills needed for writing in each curriculum specialty. Because language is key in learning, the teaching and learning in all subject areas needs to have a language focus. Teachers need to understand how language is used in content areas and share their understanding with the learners by correcting language errors whenever they occur. It suffices to say that language development is the responsibility of all areas of the curriculum. This is especially applicable to the language of instruction. It was with these ideas in mind that this study investigated use of the integrated approach at efforts level.

Studies done in the past have indicated positive effects of integrated curriculum. Lake (1994) states that integrated curriculum is a movement by schools away from teaching isolated facts towards a more constructivist view of learning, which values in-depth knowledge of subjects. Proponents of the progressive education movement of 1930s advocated an integrated curriculum, sometimes identified as the “core curriculum” (Vars, 1987). The movement towards integrated curriculum is a move away from memorization and recitation of isolated facts and figures to more meaningful concepts and connections between concepts. The twenty first century requirements for a flexible use of knowledge goes beyond a superficial understanding of multiple isolated events to insights developed by learning that is connected or integrated. Shoemaker (1989) after conducting a study on the human brain and education concluded that the human brain

actively seeks patterns and searches for meaning through these patterns. This research is supported by Caine and Caine (1991) when they connect neuro-psychology and educational methodologies and state that the search for meanings and patterns is a basic process in the human brain. In fact, the brain may resist learning fragmented facts that are presented in isolation. The two further state that learning is believed to occur faster and more thoroughly when it is presented in meaningful contexts with an experiential component. Every student has a unique brain. The search for patterns and contexts will be universal but every learner will have his own learning style. To meet these diverse needs means providing choices for students.

2.3 Curriculum and skills based factors influencing the implementation of integrated English curriculum in public secondary schools

A few studies and reports have associated curriculum implementation with how teachers are supervised in various schools. For instance, the Report of Presidential Working Party on Education and Manpower Development for the Next Decade and Beyond (1988) recommended that it regarded among other things, Proper and efficient management of teachers essential to good teaching and maintenance of high standards of education and discipline (RoK,1988).

Wendot (2004) studied the effectiveness of school management on performance in KCSE and found out that several management variables such as teacher utilization, provision of teaching resources, teacher motivation and staff development significantly influenced school performance. These findings are relevant to this research since they are directly

linked to effective curriculum implementation hence help to point out what the board can do in its part to be more effective and relevant to the school it serves.

2.3.1 Teachers' characteristics

The training of teachers plays an important role in an educational system, since teachers are central to the change process. Sifuna (1991) argues that a well-designed and effectively implemented teacher training program is the key element to the successful implementation and institutionalization of change programs. He attributes failure of intended educational changes mainly to ineffective teacher training programs. For example, in Kenyan teacher training colleges, the preparation of teachers to teach English language and Literature is done in such a way that English and Literature are taught as separate entities (Cooper, 1993). This therefore means that the major challenges facing teachers as far as the integrated method is concerned can be traced back to their training. Studies carried out in developed countries indicate that there is an important relationship between the approach to training in teachers' colleges and how student teachers and beginning teachers teach in their classrooms. Such studies include that by UNESCO (1993) which advocates for improved quality of intake and longer training programs - two to three years.

According to Verspoor (1989) a well designed and effectively implemented teacher training programs the key element in the successful implementation and institutionalization of change programs. No matter how carefully the curriculum and materials are planned, if teachers are not effectively trained on integration, the program cannot reach its objectives. Good training goes a long way in ensuring that the teachers of

English language and literature are well versed with skills of the integrated method. All other things being constant, teachers trained in particular skills perform better than untrained teachers (Verspoor, *ibid.*). Therefore, one can conclude that, if teachers of English language and literature are well trained in the use of the integrated method, then they will perform better.

2.3.2 Instructional strategies used to teach English language

In order not to fall behind their English-speaking peers in academic content areas, learners need to develop English language and literacy skills in the context of content area instruction. Ideally, content area instruction should provide a meaningful context for English language and literacy development while also improving English skills, providing the means for understanding academic content (Amaral, Garrison, & Klentschy, 2002; Buxton, Latzke, & Canaday, 2002). In reality, however, learners frequently confront the demands of academic learning through a yet-unmastered language without the instructional support they need. For their part, teachers often lack the knowledge and the institutional support to address the learners' educational needs. Thus, a vision of reform to support the academic achievement of learners requires integrating knowledge of academic disciplines with knowledge of English language and literacy development. The need for such integration is especially urgent, given the climate of standards-based instruction, high-stakes assessment, and accountability facing today's schools.

Currently, the teacher-centered approach, sometimes referred to as the traditional approach, is dominant in African elementary classes (Williams, 1993; Stuart, 2000). The

traditional teacher-centered approach is based on structural and behavioral psychology (Bransford, Brown and Cockings 2000). Menyuk (2003) explains that the behaviorists' influence on the hypotheses about language learning can be traced to before 1960.

In the traditional approaches, language is described as a set of habits learned through stimulus, response and reward conditions (Menyuk, 2003). It is characterized by memorization of grammatical sequences and oral pattern drills. Students assume passive roles and there is little feedback from the teacher to the learner. Teachers often ask questions which can be answered by a single word. Such language exchange limits children's language and learning. Children are faced with a contradictory situation with regard to how language functions because in their home environments, talking develops out of common practical everyday activities, while at school it is controlled and centers around tasks that are relatively abstract and have little to do with prior knowledge (Newman, 1985).

2.3.3 Evaluation strategies in Integrated English

Whilst there are many different models of good teaching and many different environments within which students learn, there is one unifying goal – that of enabling students to learn. An evaluation program should help one to research and document how well, teaching enables particular students to learn, in a particular context. Biggs and Tang (2007) present a model of curriculum design, Constructive Alignment, based on 'constructivism in learning' and 'alignment in teaching' where aims and objectives, assessment, and teaching and learning activities 'align constructively'.

When designing curricula for a course or teaching sessions, one should think about evaluation also. The best evaluation programs are embedded in the learning processes for the student and the teacher.

An important aspect of classroom assessment includes the use of meaningful and relevant topics, tasks, and activities. Teachers can employ assessment practices for learners, which may serve to benefit all students. First, using two separate scoring criteria, teachers may assess learners for science learning and English language proficiency separately. This assessment practice enables teachers to identify strengths and weaknesses of learner's in both science content and English language. Such scoring rubrics for science instruction are available (Fradd & Lee, 2000).

Teachers may assess learners in their home languages as well as in English. Allowing students to communicate science knowledge in their home languages promotes both general literacy and academic learning which, in turn, promotes English language proficiency. The emphasis on English language proficiency should not overshadow the importance of general literacy and academic learning. Achievement in these three areas can develop simultaneously (Thomas & Collier, 2001).

2.3.4 Curriculum support materials and implementation of integrated English curriculum

Optimum utilization of resources is important if a school is to perform well (Obwocha 2005, October 6). He goes ahead to describe a certain school as “the sick man of the national schools” as it is usually ranked at the bottom of the national schools in KCSE in

spite of possessing adequate facilities and 74 teachers. Several Provincial and District schools trounce it.

On the same note, Munyori (2006, March 9) says some national schools are a national shame. This is in reference to the poor performance of three schools that tailed in 2005 KCSE exam in the national schools category according to the results published in the Daily Nation newspaper of March 2nd 2006.

There should be optimum use of the available teachers if good performance is to be achieved (Republic of Kenya, 2005). Ngala (1997) says that where teachers are scarce, head teachers blame poor performance on this. But according to Good (as cited in Ngala, 1997) it is clear that utilization of the resources available is more important than the quantity of resources. Ngala (2007) further cites that the length of schooldays time spent on particular curriculum areas, and efficient use of instructional time within the classrooms, is more strongly determined by management practice than by material parameters. To this he adds what Mbiti (1974) says, that it is necessary to firmly enforce working hours in order to enhance productivity and avoid idling. Wekesa (as cited in Ngala, 1997) says that the length of instructional day is positively related to performance. The head teacher needs to ensure that the instructional routine goes on as planned.

2.4 Chapter Summary

This chapter included a review of literature and theory related to the ideas that formed the foundation of this study. In addition to ensuring that integrated English learners acquire the necessary communicative language functions used for social communication,

teachers must also create classroom conditions that promote learners' development of general and content-specific academic language functions, such as describing, explaining, comparing, and concluding (Wong-Fillmore & Snow, 2002).

Additionally, they must be able to view language within a human development perspective. Such an understanding enables teachers to formulate developmentally appropriate expectations about language comprehension and production over the course of students' learning of English.

Finally, teachers need to be able to apply this knowledge to the teaching of general and content specific academic language. The amalgamation of these three knowledge sources should result in teaching practices that engage students of all levels of English proficiency in academic language learning; that engage students in learning activities that have multiple points of entry for differing levels of English proficiency; that provide multiple modes for students to display learning; and that ensure student participation in a manner allowing for maximum language development at their own level.

In any learning situation, students bring their previous experiences and prior knowledge related to the topic of study. In addition to learning academic knowledge, integrated English learners need to develop English proficiency and ways of communicating and interacting in the mainstream. Learners with limited literacy or little schooling in their home countries also need to develop general literacy. Because of these multiple

requirements, learners are more vulnerable to discontinuities that occur when educational policies and practices fail to meet their learning needs.

Yet, learners bring cultural and linguistic resources that can be valuable in academic learning as well as in general literacy and English language proficiency. However, these resources may not be easily recognized by teachers without specialized training.

It is a challenge for educators to recognize what linguistic and cultural resources the diverse student groups in their classes bring to the learning process and in what areas they need assistance. Teachers require professional development opportunities to gain deep and complex understandings of content area knowledge and to learn pedagogical strategies for promoting English language and literacy as part of content area instruction. Since educational policies for instruction and assessment in both content area teaching and bilingual education influence classroom instruction, the support of school administrators is critically important. Eventually, learners learn academic content and process, while also mastering English as a new language (Conteh-Morgan,2002).

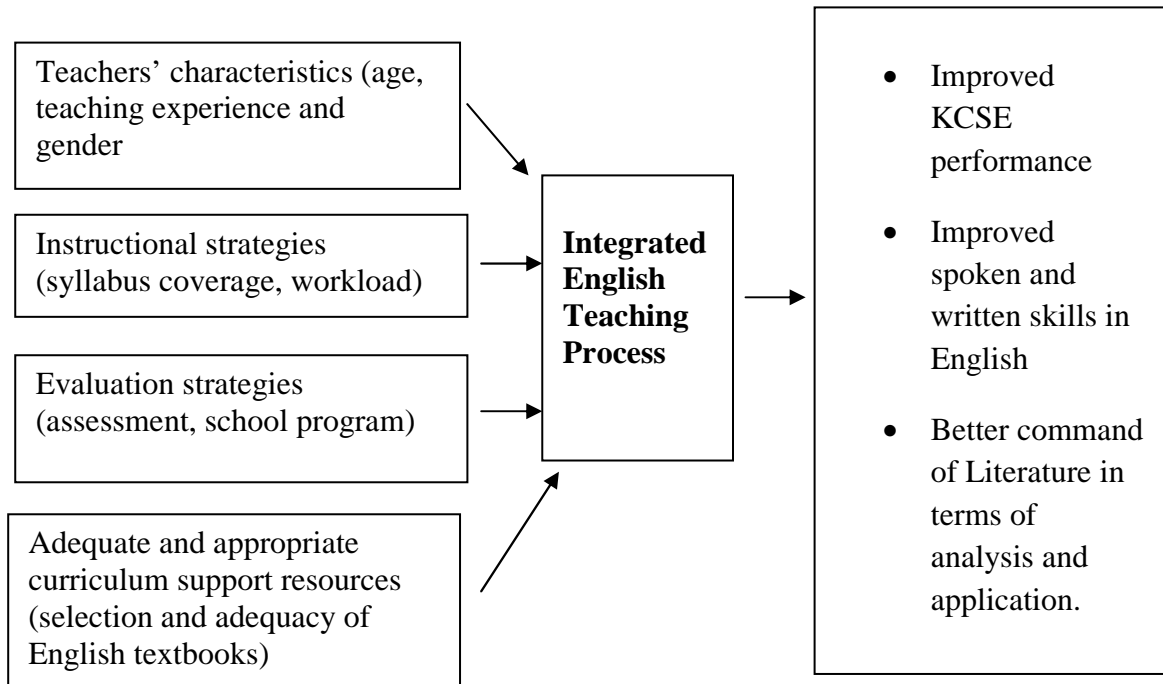
2.5 Theoretical Framework

The study adopts the Chomsky's Input Theory (1965), which acknowledges the role of input in language acquisition process. Chomsky theorized that all humans are born with a special ability to process language through an innate language acquisition device (LAD). Chomsky suggests that this device contains the principles that are universal to all languages. Children acquire their first language by hearing it spoken by people in their environment including family, friends and others. They synthesize the grammar of the

language as they move through the natural development process. It is believed that the LAD is strong during early childhood, but weakens once the critical period for learning a language has passed, and for this reason, adults have difficulties in learning new languages (Conteh-Morgan 2002). Chomsky's theory implies that both first and second language learners need large amounts of contextualized meaningful input in order to acquire language. Learners who experience face-to-face conversation in a natural setting acquire language more quickly and more successfully than those exposed exclusively to exercises that focus on structure alone (Shrum & Glisan 2000). Chomsky's theory implies that teaching of a second language should be introduced to young children while the LAD is still strong and active. Children are capable of learning any language and social interaction should be provided to allow to opportunities for learners to interact meaningfully with others and get as much input as possible. Teachers characteristics such as age, teaching experience and gender go a long way in influencing how a teacher implements the integrated English curriculum. Instructional and evaluation strategies should be in such a way that the learner is able to learn integrated English effortlessly. There should be adequate and appropriate curriculum support resources geared towards enabling the learner to excel in understanding integrated English.

2.6 Conceptual framework

Figure 2.1. A Conceptual framework showing factors influencing successful implementation of Integrated English



The conceptual framework illustrates four important variables that affect the implementation of integrated English in public secondary schools. They are: Teachers' characteristics in of terms of age, teaching experiences, and gender; instructional strategies; evaluation strategies; and adequate and appropriate curriculum support resources. The process is implementation of the factors. These undoubtedly determine the integrated English output which includes improved KCSE performance, improved skills in written and spoken English and better command of literature in terms of analysis and application.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is organized under the following headings: research design, target population; sample size and sampling techniques; research instruments; instrument validity; instrument reliability; data collection procedures and data analysis techniques.

3.2 Research design

A research design is a scheme or culture used to generate answers to a research problem, Orodho (2003). This study employed descriptive survey research design. This design involves collecting information about people's attitudes, opinions, and habits on a variety of educational issues by interviewing or administering a questionnaire to a sample of individuals.

Kombo and Tramp (2006) stated that the main aim of descriptive research is the description of the state of affairs as they exist. The researcher studies events as they occur naturally without the manipulation of the subjects. The descriptive study has an advantage in that when it is exhaustively used, it allows the researcher to gather comprehensive, systematic and in depth information about each case of interest.

3.3 Target population

Target population refers to all the members of a real or hypothetical set of people, events or subjects to which a researcher wishes to generalize the results of the study (Borg and Gall, 1989). There are 20 public secondary schools in Transmara West District (Education Office, Transmara West, 2010). The target population consisted of 25 teachers of English, 845 form four candidates (2013), and 20 principals. The teachers of English were targeted as they have been pointed out as crucial agents in making the curriculum implementation process to succeed or fail (Sowell, 2000). The form four candidates were targeted because they have been in school for a relatively longer period of time hence are more versed with factors affecting implementation than other students.

3.4 Sample size and sampling procedure

Kombo and Tromp (2006) define a sample as a small group selected for study. The sample must represent the target population in all aspects. The study included all the 20 public secondary schools from Transmara West district. This means that all principals and teachers of English were included. This is because according to Mugenda and Mugenda (2003), if the target population is so small that selecting a sample is meaningless, the researcher can take the whole population. To sample students, Krejcie and Morgan Table (Appendix V) was used. According to the table, out of 845, 265 should be selected. This number was divided by the number of schools (265/20) which yielded to 13. Thirteen students were selected using the simple sampling method for each school using box method.

3.5 Research instruments

Best (2004) states that questionnaires are instruments for gathering important information since they have responses which are easy to quantify for purpose of analyzing. The researcher employed self-administered questionnaires and interview guide to gather data for the study. There was one questionnaire for the English teachers, and one for students. The questionnaire is a fast way of obtaining data as compared to others instruments (Mugenda & Mugenda, 2003). Questionnaires give the researcher comprehensive data on a wide range of factors. Both open-ended and closed-ended items were used. Questionnaires allowed greater uniformity in the way questions are asked, ensuring greater compatibility in the responses.

Teachers' questionnaire was used to gather information on their perception towards Integrated English curriculum. The questionnaire consisted of 6 sections. Section A consisted of demographic information namely; gender, age, professional qualification and length of service as a teacher. Section B sought to find out the instructional strategies employed by teachers on the implementation of integrated English. It also contained a Likert scale to gather information on opinions and objectives of implementing integrated English. Section C examined the evaluation of integrated English. Section D sought information on the integrated English support materials. Section E focused on the principal's involvement in integrated curriculum. The questionnaire for students was in two sections, A and B. section A sought the background information of the learner while section B was organized to collect information on the attitude of learners towards the integrated English subject.

One interview guide was developed for principals. It contained thirteen items that elicited information on the involvement of the principals in enhancing implementation of the integrated English curriculum.

3.6. Instruments validity

Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences which are based on research results. To ensure content validity, the researcher used content validity technique to validate the instruments. The questionnaire was discussed by colleagues to ensure that the data that was obtained was fit to answer the research questions. The construct validity was be obtained by having questionnaires piloted in 3 schools to ascertain if the instrument will effectively elicit the required responses. The supervisor, who is a specialist in the area of research, reviewed the instruments before the start of data collection.

3.7 Instrument reliability

An instrument is reliable if it can measure a variable accurately and consistently and obtain the same results under the same conditions over time, Mugenda and Mugenda (2003). The researcher tested reliability of the research instruments by carrying out a pre test study (Mugenda & Mugenda 1999).

The researcher used split half method to determine the reliability of the research instruments. Nachmians and Nachmians (1996) point out that the split-half method can be used in determining the internal consistency during pre test. The items were divided randomly into two halves and marked with even and odd numbers. The scores were then

tabulated. The results from one half were compared with the results from the other half. From the reliability of the half test, the half correction of the whole test was then estimated using Spearman-Brown Prophecy formula that: the reliability coefficient (re) for the full test was given by the formula as:

$$RE = \frac{2r}{1+r}$$

Where Re = reliability of the original test

r = reliability of coefficient resulting from correlation the scores of the odd items with the score of the even items. A correlation coefficient of 0.73 was realized and hence the instrument was deemed suitable for the study

3.8 Data collection procedure

The researcher obtained a research permit from the Ministry of Education headquarters. A pilot study was conducted and the results discussed by both the researcher and the supervisor. The questionnaires were distributed to the respondents personally. This was after assuring the respondents of confidentiality and the need for honest responses. The respondents were guided on how to answer the questions. Thereafter, the researcher collected the questionnaires immediately for data analysis.

3.9 Data analysis techniques

After data collection, the researcher cross-examined the data to ascertain accuracy, completeness and uniformity. Descriptive statistics was used to analyze the quantitative

data this involved the use of frequencies and percentages. The qualitative data is arranged into themes and analyzed in narrative form. The researcher presents the data in frequency and percentage tables, bar graphs and pie charts to answer the research objectives and questions in relation to the research topic. The researcher applied the use of Statistical Product and Service Solutions (SPSS) computer software to analyze the quantitative data. To establish the attitudes of the Students towards Integrated English, the students were asked to indicate on a Likert scale their feelings and biases towards integrated English. Half of the items (6) were written in positive and the rest (6) in negative form. The positive items were then scored by the following key; Strongly Agree (SA) was awarded 5 points, Agree (A) 4 points, Undecided (U) 3, Disagree (D) 2, and Strongly Disagree (SD) 1. For the negative items, the key was reversed so that, Strongly Agree (SA) was 1 point, Agree (A) 2, Undecided (U) 3, Disagree (D) 4, and Strongly Disagree (SD) 5. Reversing the scoring of the negative items has the advantage of reflecting positiveness towards the object in question.

The scores were added for all the items to give measure of the attitude of the responses of students. The maximum score possible was therefore $5 \text{ points} \times 10 \text{ items} = 50$, representing perfectly positive attitude, on the other hand the lowest score was equal to 10, that is, 1 point for 10 items, representing perfectly negative attitude. A perfectly neutral level is represented by a score of 30 that is $3 \times 10 = 30$ (Nyagah, 1997).

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. It focuses on the questionnaire return rate, demographic information of respondent's presentation of findings, interpretation, and discussion of findings.

This chapter is organized into sub-sections as guided by the research objectives which were stated as: to determine how teacher characteristics influence the implementation of Integrated English curriculum in public secondary schools, to determine how instructional strategies in integrated English curriculum influence its implementation, to determine the influence that evaluation strategies have on the implementation of integrated English curriculum in secondary schools, and to establish how the adequacy and appropriateness of the curriculum support materials used affect the implementation of integrated English curriculum in secondary schools.

The presentations were done based in the research questions. Items addressing the same research questions were grouped drawing conclusions on particular research questions. Demographic data was first analyzed and findings discussed. Analyzed data was presented by use of frequency tables, pie charts, histograms and graphs. Open ended questions were analyzed by grouping similar responses and the tally system used to generate frequency tables.

4.2 Questionnaire return rate

The study targeted 20 public secondary school English teachers, 245 form four candidates, and 20 principals. This was in regard to finding out factors that influenced the implementation of Integrated English Curriculum in Transmara west district.

In conducting field research, the researcher employed the use of questionnaire and open ended interview guide for the respondents. Interview guide questions were presented to the principals while the questionnaire tool was employed to both English teachers and the students. In the study cases representing 20 public secondary school English teachers and 20 principals, the researcher collected all the questionnaires and they were deemed valid for the research. In study case representing the form four candidates, the researchers distributed 300 questionnaires of which 288 were collected and 265 were deemed fit and valid for the research. The specific choice of selection of English teachers as respondents was reached upon as they were pointed out to be crucial agents in making the curriculum implementation process to succeed or fail (Sowell, 2000). The researcher on the other hand opted to use the form four students as respondents as they have been in school for relatively four or more than four years that was a long period to make them conversant with factors affecting implementation than other students. School principals on the other hand were targeted as they were deemed important decision makers towards the implementation of curriculum in public secondary schools.

The questionnaire return rate for the three study groups was above 95 percent. This return rate was sufficient for the researcher to carry out data analysis as even the rate conforms

to Mugenda and Mugenda (2003) that indicates a 60 percent response rate as good and 70 percent as excellent. The researcher had 95 percent that was actually above the excellent point.

In order to ensure that questionnaires were fully filled for data analysis, the researcher administered the questionnaires personally to the respondents and ensured that each and every questionnaire was administered to the correct respondents, duly filled by the respondents and collected either the same day or a period of a day was given. This ensured that there was no loss of questionnaires. Direct interaction with the respondents also ensured that questions were answered correctly and efficiently as he would clarify matters if need be.

4.3 Teacher Characteristics

Based on the first objective, researcher sought to find out whether teacher characteristics influence the implementation of integrated English in public secondary schools. The characteristics included the demographic information, teacher level of education, teaching experience and age. Findings were recorded as follows.

4.3.1 Demographic information of teachers

The study sought to establish the distribution of respondents by gender so as to find out if teacher characteristics among them age and gender would have any influence in the implementation of integrated English curriculum in public secondary schools.

Table 4.1 Teachers' gender

Gender	Frequency	Percent
Male	13	65.0
Female	7	35.0
Total	20	100.0

Findings recorded in the table 4.1 reveal that female teachers were few compared to their male counterparts. Female teachers occupied 35 percent of the sampled population while their male counterparts occupied 65 percent. This indicated that there were gender discrepancies in English teaching staff in the sampled schools. These findings were manifested in the principals' population that the researcher observed that more than half of the population was comprised of the male.

4.3.2 Teachers' Age

The age factor among teachers was considered in the study because it was seen to determine the teachers' competence in the implementation of integrated English curriculum. The data was recorded in table 4.2 below.

Table 4.2 Teachers' age

Age	Frequency	Percent
21 – 25	1	5.0
26 – 30	4	20.0
31 – 35	6	30.0
36 – 40	5	25.0
41 – 45	4	20.0
Total	20	100.0

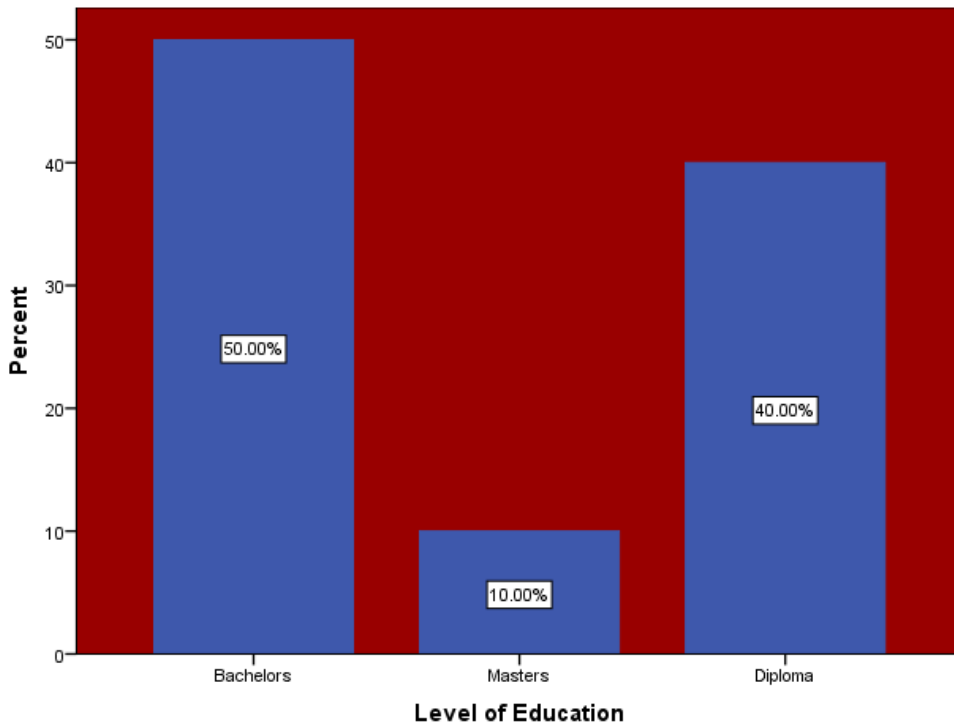
Statistics recorded in the table indicate that teacher's age gap was between 21 and 45 years old. Only one teacher aged between 21 to 25 years of age, an age that is mostly characterized by young and fresh graduate teachers. Most of the sampled population ranged between 31 to 35 years of age.

An old teacher would have better knowledge of generated expressions in English as a young teacher would be hence the implementation of the curriculum could be affected due to an old generation of teachers being more in the teaching population than the new and young generation who were able to grasp new English expressions and implement the curriculum effectively.

4.3.3 Teachers' level of education

The researcher sought to determine how teacher level of education affected the implementation of integrated English curriculum since the teachers' level of education determines the teachers' skills and professionalism in the implementation of integrated English curriculum. Data findings were recorded in figure 4.1 below.

Figure 4.1 Teachers' level of education



The highest education qualification recorded by the sampled population was the masters level that was occupied by 10 percent of respondents. Those with bachelors' degree of in education occupied 50 percent of the total population samples and the remaining 40 percent represented the population who had attained the diploma level of education. The diploma sample included those who also had higher diplomas. The findings imply that teachers of English have not been keen on improving their professional skills and competence in the implementation of integrated English by pursuing higher level qualifications such as master and doctorate degrees.

The effectiveness of any curriculum implementation depends on the quality of teachers who are there to translate the syllabus into practical instructional materials in class

(Moseti 2007). Farrant (1988) points out that teachers with little or no training tend to use authoritarian and inefficient pedagogy and make students to take schools are repressive places with little to enjoy. According to Bishop (1986), a teacher is able to educate others if he / she are well educated.

Findings indicated that there was satisfactory qualification among teachers in the schools sampled as more than half had attained the minimum qualification to be secondary school teachers, a bachelor’s degree in education.

4.3.4 Teachers’ years of experience in teaching integrated English

The study sought to establish teacher characteristics that would influence implementation of integrated English curriculum. One among them was teachers’ years of experience in teaching integrated English. Field results were analyzed and recorded in table 4.3.

Table 4.3 Teachers’ years of experience in teaching integrated English

Years of Experience	Frequency	Percent
1 – 5	6	30.0
6 – 10	8	40.0
11 – 15	3	15.0
16 – 20	1	5.0
21 – 25	2	10.0
Total	20	100.0

More than half of the teachers sampled had adequate teaching experience as those who had the least number of years of experience represented 30 percent of the entire

population sampled. This therefore indicates that 70 percent of teachers sampled had more than six years of experience in teaching integrated English in secondary schools.

Statistics revealed above indicate that teachers had enough experience in teaching integrated English as six years of experience was enough experience.

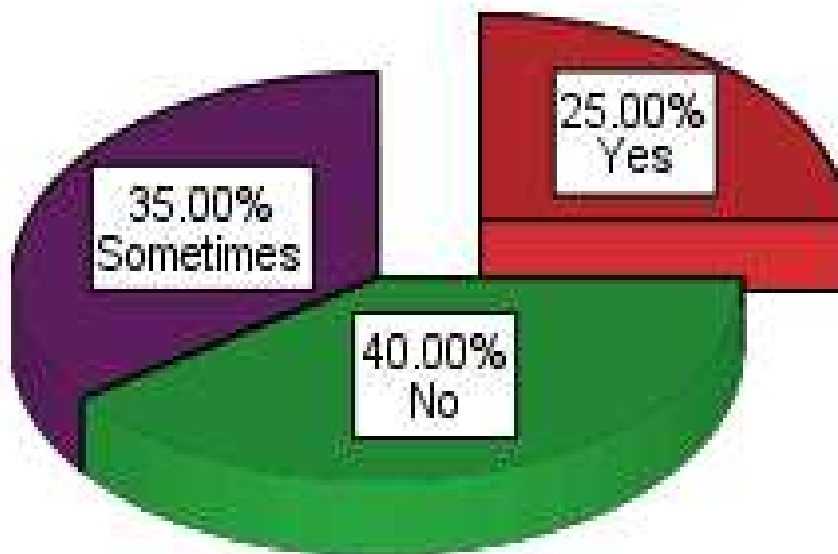
4.4 Instructional Strategies

Based on the second research objective, the researcher sought to investigate whether instructional strategies influenced the implementation of integrated English curriculum in public secondary schools. The findings were recorded as follows.

4.4.1 Teachers' opinions on access to continuous training

The researcher sought to find if teachers had access to continuous training and findings were recorded in the figure below.

Figure 4.2 Teachers' opinions on access to training



Data statistics above reveal that only 25 percent of teachers sampled had access to training after their college/ university education. Those who had partial access to training were 35 percent and those who did not have access to training were 40 percent. Those who attended training sessions indicated that the sessions were very helpful to them as they helped them understand the changes in the curriculum and they were introduced into new curriculum implementation methods.

Those who partially had access to the training sessions indicated that although the sessions were helpful, they were unable to attend all sessions that they felt would help them in the implementation of the curriculum. Those who did not have any access to training indicated that training workshops locations were far from where their respective schools hence were unable to attend to them. Others indicated that they had not been invited or heard about any training workshops. There was however an overall impression that there was no enough training for curriculum implementation offered to the teachers and in cases where training was provided, not all had access to the trainings and others were not made aware of the training.

Head teachers on the other hand responded to the issue of accessibility and availability of continuous training resources to the teachers by pointing out that training workshops were few and were not consistent. Head teachers also shared into the same sentiments as the teachers that there was lack of communication about the workshops hence some of them were totally not aware. Others lamented on the long distances their teachers had to

travel so as to access the workshops when made available. All head teachers however indicated that they made resources and time available for their respective teachers to attend such workshops when they were available.

According to Mbulwa (1991), competency is built upon mastery of subject's content, pedagogical training and teaching experience. This indicates that continuous teacher training resources were not adequately provided. This was characterized by the inaccessibility of training workshops and the unavailability of those resources to the teachers. Continuous training enhances professionalism as teachers are able to grasp matters that need to be implemented in the curriculum and embrace curriculum changes. The lack of continuous teacher was a negative factor that influenced the implementation of integrated English

4.4.2 Teachers' training in English and literature and other subjects

In order to identify teacher characteristic that could influence the implementation on integrated English in secondary schools, the study sought to investigate the training of teachers and subject combination as an influencing factor. Research findings were recorded and presented as follows.

Table 4.4: Teachers' training in English and literature or other subjects

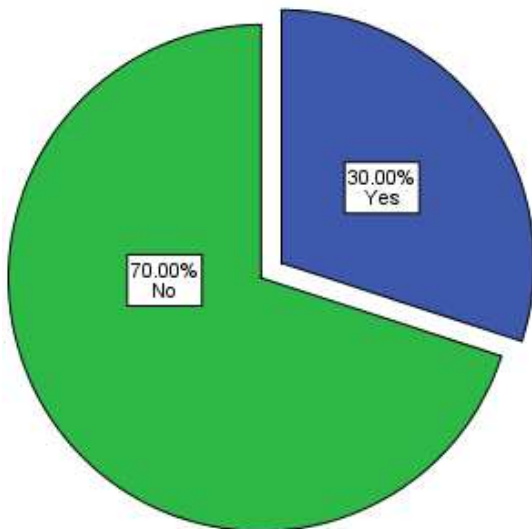
Acceptance	Frequency	Percent
Yes	13	65.0
No	7	35.0
Total	20	100.0

Statistics indicated in Table 4.4 show that more than half of teachers sampled were trained to teach English and literature as 65 percent of sampled respondents were trained to teach English and literature. This indicates that there was training of teachers in English and literature.

4.4.3 Teachers' agreement on their training to teach English and literature as integrated

The researcher also sought to establish the extensiveness of the training in English and literature in terms of training to teach English as integrated. Research findings were recorded as follows

Figure 4.3 Teachers' agreement on their training to teach English and literature as integrated



Despite being trained to teach English and literature, statistics recorded in figure 4.3 revealed that 70 percent of the sampled teachers said that they were not trained to teach English and literature and integrated in secondary schools. Those trained were only 30 percent of the entire sampled population.

Data findings above reveal that training in teaching English and literature as integrated had partially been achieved and this was an indicator that lack of appropriate teacher training posed as a negative factor leading to the implementation of integrated English curriculum in public secondary school.

4.4.4 Teachers' responses to strategies employed in implementation of integrated English curriculum

Teachers recorded their order of agreement and disagreement on various instructional strategies employed in implementation of integrated English curriculum in public secondary schools. Their responses were recorded in the table 4.5.

Table 4.5 Teachers' responses to strategies employed in implementation of integrated English curriculum

Statement	Agree	Disagree
Syllabus is covered every year	7	13
Lessons are enough for syllabus coverage	8	12
Aspects in content cannot be adequately covered in specified time	12	8
Lesson workloads hinders coverage of curriculum	11	9
There is adequate time to mark grammar and composition	3	17
There is regular compensation of lost time	4	16

From the statistics in table 4.5 above, results revealed that 7 respondents were on the agreement that the syllabus was adequately covered while the remaining 13 felt that the syllabus was not adequately covered. Further, 8 teachers disagreed with the statement that lessons were enough for coverage of syllabus while the other 12 disagreed with the adequacy of lesson for coverage of syllabus. When asked to give their agreements on that aspects in integrated English could not be adequately covered within the stipulated time, 12 teachers agreed that indeed there were aspects that could not be adequately covered and only 8 were of the opinion that aspects could adequately be covered.

Research results also yielded information that lesson load hindered coverage of the syllabus with 11 teachers, more than half of the sampled population agreed that lesson loads hindered coverage of the entire syllabus. The availability of an adequate time allocated for grammar and composition was supported by only 3 teachers with 17 have feelings that time was not enough. Further, 4 teachers agreed that they compensated for the time lost during the term while the rest 16 did not compensate for lost time.

Data findings above indicate that teachers had different responses towards the implementation of instructional strategies for integrated English curriculum. From the data findings, it is clear that there were factors that hindered the implementation of the curriculum among them lack of enough time allocation due to less lessons as aspects could not be covered within a short stipulated time, lesson work that was a factor

hindering coverage of the curriculum, lack of adequate time to mark assignments and lack of time compensation for lessons lost.

Teachers complained of a lot of grammar, literature, functional skills and writing skills to teach within a short stipulated time and they were also required to assess their students learning by giving and marking assignments. Those who were of the opinion that time stipulated was enough to cover the syllabus explained their level of agreement by indicating that if only teachers learnt to manage time properly and mark students assignments during their free lessons, the syllabus would be achieved and objectives acquired. Others indicated that the introduction of aspects such as literature in earlier classes like form two would enable learners acquire more skills before their final exams. This therefore they called for rescheduling of the organization of the curriculum to introduce some topics and aspects earlier.

4.5 Evaluation Strategies

Guided by the third research objective, the researcher sought to establish problems encountered by teachers while assessing their students' performances and in preparation of exams. The researcher also assessed methods employed by students to evaluate themselves and their attitudes towards English as a subject.

4.5.1 Problems encountered by teachers when assessing and evaluating students

The researcher sought to establish problems teachers encountered while assessing their students performances. Their feedback revealed that learners did not prepare well for some papers among them paper II as they attempted it a few minutes after paper I hence they only prepared adequately for the first paper. Teachers also revealed that some

students absented themselves from internal continuous assessment exams hence teachers were unable to assess them adequately. There were also noted problems with students spoken and written English language hence teachers were unable to communicate effectively to the students.

Issues related to assessment are negative factors to the implementation of integrated English curriculum. The above discussed issues presented absenteeism, language barrier and inadequate preparation for some papers as problems that teachers encountered when evaluating students level of understanding.

4.5.2 Students' perception on English as a subject

The study sought to establish student perceptions on English subject, a factor that would influence implementation of integrated English curriculum. The researcher did this through recording a number of responses among them: the frequency of speaking in English, revision habits, interests in English lessons, behavior characteristic in class and perceptions of integrated English. These findings were recorded in table 4.6.

Table 4.6 Students' perception on English as a subject

Statement	Agree	Disagree
I like Integrated English more than any other subject	98	167
English is Interesting to me	117	148
English Subject is Difficult	198	67
I study English because I have no choice	191	74
Lesson time allocated for English is adequate	182	83
We covered English syllabus in forms 2 & 3	116	149
Our Head teacher supports English speaking in school	217	48
English will be useful to me in Future	86	179

As indicated in the table 4.6, only 98 students liked integrated English more than any other subject while 167 did not like integrated English. Those who did not like integrated English were more than those who liked. Further, research yielded results that 117 students did not find English interesting while 148 found English not interesting. More than half of the students sampled revealed that English was a difficult subject as only 67 students were of the opinion that English was not difficult.

Data findings also revealed that 191 students studied English because they had no choice. Students further indicated that lesson time allocated for the English lesson was not adequate with only 83 students indicating that allocated time was adequate. Students also revealed that there was support from the head teacher in terms of English speaking in school with 217 students supporting the statement. Field findings also revealed that the future importance of English to students was not popular as only 86 of the sampled students saw the importance of English in future.

Data findings above indicate that student' perceptions on English as a subject was a determining factor that affect the implementation of integrated English curriculum.

4.5.3 Students' responses to language mainly spoken at school

The study sought to establish the frequency of spoken English in schools as an evaluation strategy factor affecting the implementation of Integrated English in secondary schools.

This therefore called for the assessment of spoken language in the school environment.

Data findings were recorded as follows.

Table 4.7 Students' responses to language mainly spoken at school

Language	Frequency	%
Vernacular	29	10.9
English	144	54.3
Kiswahili	92	34.7
Total	265	100%

Statistics recorded in the table 4.7 indicate that 29 students mainly spoke vernacular in school, 92 spoke in Kiswahili while 144 spoke in Kiswahili.

English was therefore not a wide spoken language in the schools sampled, an existent characteristic that would be considered a factor leading to poor performances in English as discussed in the first chapter of this paper. This trend further indicates that the English language was not widely spoken presenting a challenge to the implementation of integrated English in secondary schools.

Experts in linguistics have demonstrated that communicative competence in any language requires more than simply knowing pronunciation of word formation and vocabulary (KIE 2002). The learners need s to understand how to organize speech beyond the level of simple sentences, about how the language is used in different situations (Odera 1996).

4.5.4 Students' responses on allocation of time for revision every day

The study further sought to establish study behaviors patterns as influencing factors and field findings were recorded in the table below.

Table 4.8 Students' responses on allocation of time for revision every day

Response	Frequency	%
Yes	76	28.7
Sometimes	138	52.1
No	51	19.2
Total	265	100%

Data findings in the table above indicate that more than half of the respondents, 52 percent sometimes allocated themselves time for revision of English, 76 allocated themselves time daily while 51 did not allocate themselves time daily.

The statistics above reveal that students did not have time to revise important aspects in English. Revision is important for the students as it enables them read and understand concepts that may have not been understood in class on their own and understand them. Revision also enables students to remind themselves of concepts that may be forgotten. It also enables students learn concepts bit by bit and revising everyday would equip a student with smaller bits of knowledge that can easily be understood.

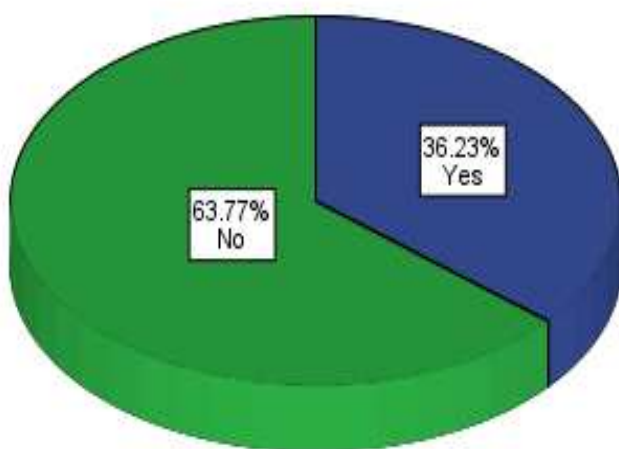
Lack of proper revision mechanisms would therefore lead to poor results to students as some would not remember concepts during exam time and others would not get enough

time to revise their work before the exams. This is a student characteristic that would lead to poor grades and performance in English, an indication that the curriculum was not properly implemented.

4.5.5 Students' opinions on choosing English as their best subject

The study also sought to establish the likeness of students to English as a subject among other subjects. Findings were recorded in the figure 4.4.

Figure 4.4 Students' opinions on choosing English as their best subject



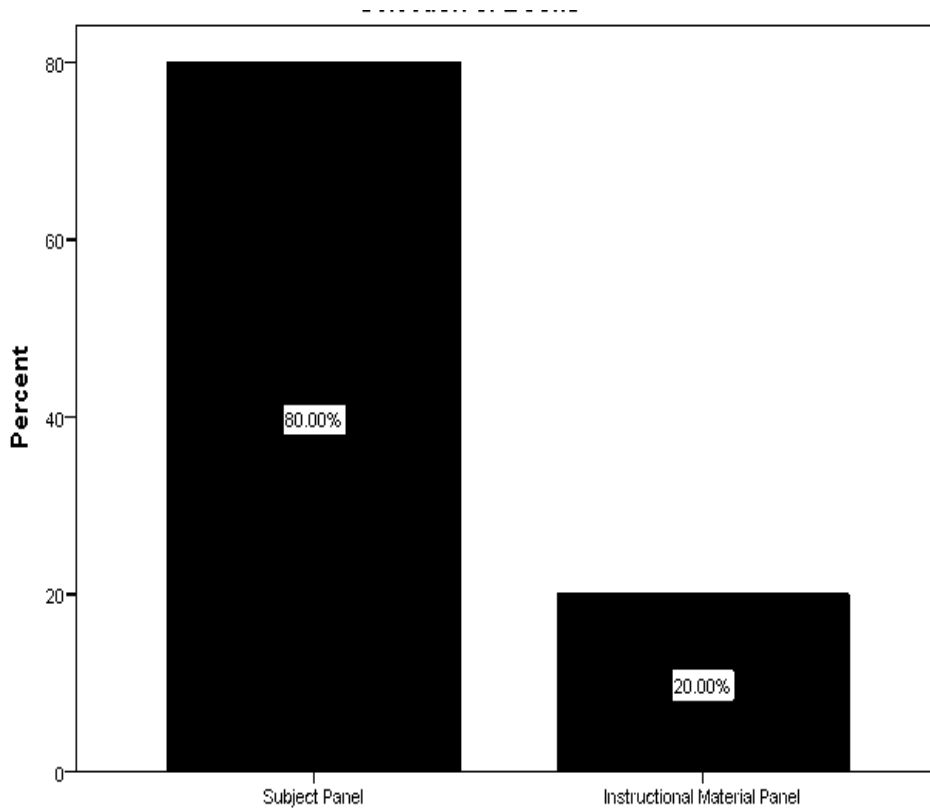
Statistics in figure 4.4 indicated that 64 percent of the students were not of the idea to choose English as their best subject while 36 percent would choose English among other subjects. This reveals that more students did not have interest in the English subject.

4.6 Curriculum Support Materials

4.6.1 Teachers' responses on Integrated English support materials

The study also sought to establish how the adequacy and appropriateness of the curriculum support materials used affect the implementation of integrated English curriculum in secondary schools. The researcher therefore sought to establish the availability and the selection of support materials in their respective schools. Figure 4.5 shows data analysis of teachers' responses on who selected integrated English text books in their schools

Figure 4.5 Teachers' responses on who selected integrated English text books in their schools



Statistics recorded indicate that 80 percent of respondents indicated that integrated books were selected by subject panels selected to do such functions while 20 percent indicated that text books were selected by instructional material panel.

The findings above indicate that most schools had subject panels that performed the duty of selecting text books as such panels were comprised of teachers teaching English hence their input was importance. It would however be hard for instructional material panel to select text books as such panels would be comprised of personnel not trained to teach that particular lesson hence they are not conversant with the best books to purchase and use in class for teaching.

Teachers also responded positively to head teachers' activities in relation to the implementation of the intergraded English curriculum. Teachers agreed with the ideas that head teachers supervised teachers and learners, gave English teachers opportunities to attend service training, purchased text books without biasness met with English department and made positive contributions and encouraged children to use English during school hours . Teachers expressed a higher level of satisfaction with their head teachers' involvement in issues concerning integrated English curriculum an aspect that would influence its implementation in public schools.

4.6.2 Teachers' responses on the stock of integrated English books in respective schools

Having ascertained text book selection criteria, the researcher further sought to investigate the adequacy of integrated English text books in their schools.

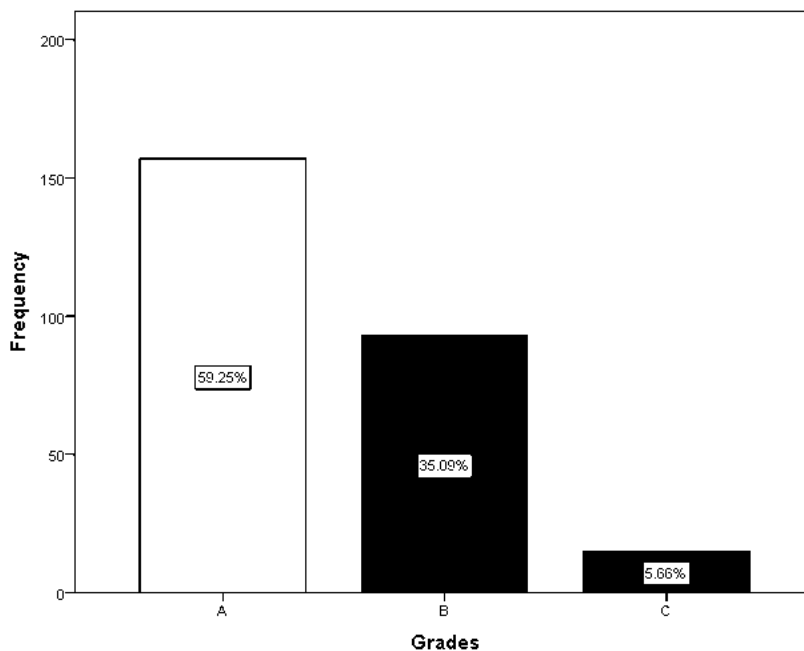
Statistics indicated that 14 teachers felt that the stock of integrated English text books in their schools was not adequate to cater for their students learning needs while only 6 felt that the material mentioned was adequately stocked. Principals on the other hand rated English curriculum support material useful among them text books and other teaching and learning resources. Most of them also accepted that all English text books were elected from the 'orange book'.

The information revealed indicates that there was inadequate stock of integrated English books in schools even despite the existence of knowledge that such text books and other learning resources were important in aiding the implementation of integrated English curriculum. These trends would negatively impact the implementation of integrated English into school curriculums in most public secondary schools in Transmara district.

According to Crossley and Murby (1994), school effectiveness is linked to direct material input such as text books. Eshiwani (1993) observed that schools which had adequate facilities like library, laboratory and electricity performed well while those with inadequate facilities performed poorly.

Teaching and learning experience of both teachers and students would not be smooth as there was lack of appropriate resources and would result to poor grades in the subject even despite students having great hopes that they would get better grades in their English exams as recorded in their responses on what grades they expected to get in English in their KCSE exams in the table below.

Figure 4.6 Students' responses by what grade they expected to get in their English KCSE exams



Statistics recorded in table 4.9 indicate that 59 percent of the sampled student population expected to get an A in their KSCE exams, B expected 35 percent while 6 percent expected to get C.

Data recorded below indicate that students were determined to score high grades in English in their KCSE exams with more than half expecting to get more than B grade.

These grades would perhaps be influenced negatively by the inadequacy of teaching and learning resources like text books.

4.7 Summary

Findings have so far established that there were factors that influence implementation of integrated English curriculum in public schools. The main factors affected the learning process and the implementation of the English curriculum accordingly. These factors were a combination of teacher characteristics, student characteristics and support materials.

The study revealed that school based factors among them lack of in service training for teachers was a major factor that affected the implementation of integrated English into the school curriculum. Continuous teacher training resources were not adequately provided and the situation was characterized by the inaccessibility of training workshops and the unavailability of those resources to the teachers.

Findings revealed that training in teaching English and literature as integrated had partially been achieved, an indicator that lack of appropriate teacher training posed as a negative factor to the implementation of integrated English curriculum in public secondary schools. The implementation of instructional strategies for integrated English curriculum also generated responses that indicated that there were factors that hindered the implementation of the curriculum. These factors included: Lack of enough time

allocation for English lessons, lesson workloads hindered coverage of the curriculum, lack of adequate time to mark assignments, lack of time compensation for lessons lost

The study also revealed that lack of adequate and enough teaching and learning support materials was a determining factor towards the success of the implementation of the integrated English curriculum to public schools. Findings indicated that most schools lacked required text books that would aid teachers and students towards the achievement of common goals.

Study findings also revealed that student characteristics among them lack of interest in the English subject and continuous use of mother tongue and vernacular languages in the school arena would affect their grades in English. Students also lacked proper revision mechanisms at there was no adequate time allocated for the revision of English, a student characteristic that would lead to poor grades in English and an indication that the curriculum was not properly implemented.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research. To realize the research objectives, four research questions were formulated. These questions addressed how teachers characteristics influence the implementation of Integrated English curriculum in secondary schools, how instructional strategies of the integrated English curriculum influence the implementation of the integrated English curriculum in secondary schools, what influence evaluation strategies used have on the implementation of integrated English curriculum in secondary schools and how the adequacy and appropriateness of the curriculum support materials affect teaching of Integrated English in public secondary schools.

5.2 Summary of the study

The main purpose of the study was to investigate factors that influenced the implementation of integrated English curriculum in public secondary schools in Transmara West district.

These variables included teacher characteristics, student characteristics, availability and adequacy of teaching and learning resources and curriculum implementation and assessment procedures.

Literature review was based on professional and expertise levels of teachers, instructional strategies used to teach English language, evaluation strategies in Integrated English, curriculum support materials and implementation of integrated English curriculum. All these aspects were discussed in relation of their effects and connection to the implementation of integrated English curriculum into public schools.

The researcher adopted descriptive survey research design to collect information about people's attitudes, opinions, and habits on a variety of educational issues. Research instruments used were interviews and questionnaires with closed and open ended questions. Data was carefully analyzed using SPSS and related to the study through tabulations, graphs and pie charts.

Based on the study objectives that guided the study, it was established that teacher characteristics among them teaching experience negatively influenced the implementation of the integrated English curriculum in public secondary schools. The study also revealed that instructional strategies were not fully developed due to lack of continuous in service training on the implementation of the curriculum. 70 percent of the sampled teachers said that they were not trained to teach English and literature as integrated. This factor influenced the implementation of integrated English curriculum in schools negatively. Assessment of evaluation strategies further revealed that teachers had not employed effective evaluation strategies and they encountered a number of challenges from the students in assessing them. Finally, study findings based on the

fourth objective revealed that there was lack of adequate and appropriate curriculum support materials and resources such as books.

5.3 Conclusions

Based on the findings of this study, it was concluded that teacher characteristics, instructional strategies, evaluation strategies and curriculum support materials influenced the implementation of integrated English curriculum in public schools.

It can be concluded that teacher characteristics (age, teaching experience and gender) influenced the implementation of integrated English curriculum. This conclusion is supported by the lack of adequate in service training to teach English and literature as integrated even though majority of them had achieved the minimum education qualifications of a Bachelors' degree in education to teach the secondary school level.

The instructional strategies were found to influence the implementation of integrated English curriculum. Teachers felt that the number of lessons were not enough to cover the curriculum adequately. They also felt that lesson work load hindered adequate coverage of integrated English curriculum.

Findings on evaluation strategies revealed that teachers encountered challenges in evaluating their students. These challenges were caused by a number of factors among them students' perceptions and behaviors. The lack of interest and lack of revision in the English subject by the students were found to be factors leading to failure in examinations hence curriculum implementation would not be achieved. Students'

continuous use of vernacular language and other languages in school did not promote spoken English, an aspect that affected communication in English between themselves and their teachers and even in the examinations.

Study findings on curriculum support material indicated that lack of adequate teaching and learning resources influenced the implementation of integrated English curriculum in public secondary schools. This conclusion is supported by data findings that required English text books were inadequately provided and teachers did not have access to all required text books.

5.4 Recommendations

With the aim of improving the implementation of integrated English curriculum in public schools the researcher recommends that teacher and student practices be adopted. Among practices that need to be introduced and incorporated in school practices include:

- i. Teachers should undertake in-service training and also participate in other skills improvement workshops and seminars to increase their professional skill in implementing integrated English curriculum in secondary schools.
- ii. The ministry of education and other relevant bodies like KIE and KNEC should work together with school managements in organizing adequate in service training workshops for teachers on instructional strategies in integrated English curriculum to improve its implementation in secondary schools.
- iii. The government through the ministry of education should ensure equitable and adequate allocation of funds and personnel to ensure efficient evaluation

strategies that can improve the implementation of integrated English curriculum in secondary schools.

- iv. The government and other education stakeholders must ensure adequate and appropriate support materials in secondary schools to ensure effective implementation of integrated English curriculum in the schools.

5.5 Suggestions for further research

The researcher suggests further studies to be done in the following areas:

- i. A similar study should be conducted on home based factors that influence the implementation of integrated English.
- ii. There is need to carry out a study on ways of improving performance of integrated English in public secondary schools.

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APPENDICES

Appendix I: INTRODUCTION LETTER

University of Nairobi,
Department of Educational Administration and
Planning,
P.O. Box 92
Kikuyu.

TO,
Secondary School Principals

Dear Sir/Madam,

REF: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a postgraduate student from the University of Nairobi pursuing a master of Education degree course. I am undertaking a research study on the “**Factors influencing implementation of Integrated English in public secondary schools in Transmara West district.**”

Your school has been selected to participate in the research. Allow me to administer questionnaires. I wish to assure you that the information given will be used for purposes of this research only and respondents identity will be kept confidential. Note that no name shall be required on the questionnaires.

Thank you in advance for your co-operation.

Yours Sincerely,



ROBERT MARONGA BASWETI.

MOBILE NO. 0724835403.

Appendix II: QUESTIONNAIRE FOR TEACHERS OF ENGLISH

The purpose of this questionnaire is to investigate the factors that influence implementation of integrated English curriculum in public secondary schools in Transmara West district. You have been selected for this study and any information that you give will be treated with confidentiality.

Please answer this questionnaire as truthfully as possible. Where options are provided, Tick in the appropriate box.

Section A: Demographic Information

1. What is your gender?

Male

Female

2. What is your age?

21 – 25 years 26 – 30 years 31 – 35 years

36 – 40 years 41 – 45 years 46 – 50 years

51 – 55 years 56- 60 years

3. What is your highest professional qualification?

PhD M.Ed B.Ed Diploma

Any other specify

4. For how long have you been teaching integrated English?

1 – 5 years 6 – 10 years 11 – 15 years

16 – 20 years 20 – 25 years 25 - 30 years

5. Which other subject are you trained to teach?

€ English and Literature

€ any other (specify).....

7. Are you trained to teach English and Literature as integrated?

€ Yes No ()

Section B: Instructional Strategies for Integrated English Curriculum

The key below gives the responses and their corresponding abbreviations. Please tick the option of your choice.

KEY

Strongly Agree= SA, Agree=A, Undecided=UD, Disagree=D,

Strongly Disagree=SD

Statement	SA	A	UD	D	SD
I always cover the integrated English syllabus every year					
The lessons stipulated for English curriculum are enough for syllabus coverage before examinations					
Some aspects of Integrated English content cannot be adequately covered within the stipulated time					
My lessons work load hinders adequate coverage of Integrated English curriculum					
I have adequate time to mark both grammar and composition assignments					
I regularly compensate for time lost during the term					

8. Do you feel that the time stipulated for Integrated English lessons is adequate to enable you cover the syllabus before the examinations?

Yes () No ()

Please elaborate

.....

Section C: Assessment and evaluation strategies

9. What kind of problems do you encounter while assessing your students' performances?

(Your problems about the preparation of exams and your troubles resulting from students and program etc).....

Section D: Integrated English support materials

10. Who selects the integrated English textbooks in your school?

Subject panel () Head teacher () Instructional material panel ()

Others(specify).....

11. Are all the textbooks selected from the 'Orange book'?

Yes () No ()

12. How can you rate the stock of the Integrated English textbooks in your school?

Very adequate () Adequate () Inadequate ()

13. Please indicate the textbooks you prefer most in order of preference.

a).....b).....c).....

14. a) Which textbook do you recommend most appropriate in implementing I.E curriculum?.....

b) Why?.....

15. a) Does the principal give priority in purchasing the recommended Integrated English material whenever required?

a) Yes () No () b) If no in (a), please elaborate.

.....

16. Do you feel that the implementation of integrated English curriculum is affected by the type of adequacy of the support material used?

Yes () No ()

Please elaborate.....

Section E: The principal’s involvement in integrated English curriculum.

The key below gives the responses and their corresponding abbreviations. Please tick the option of your choice.

Key

Strongly Agree= SA, Agree=A, Undecided=UD, Disagree=D,

Strongly Disagree=SD

Statement	SA	A	UD	D	SD
The headteacher supervises teachers’ and learners’ work.					
The headteacher gives teachers of English opportunities to attend service training whenever they are available.					
The head teacher promptly purchases integrated English textbooks without biasness.					
The head teacher meets with the English department and makes positive contributions.					
The head teacher encourages students to use English during school hours.					

I am satisfied with the head teacher's involvement in issues concerning integrated English curriculum.					
--	--	--	--	--	--

17. What other challenges do you face in the implementation of integrated English curriculum?

.....

Thank you for your co-operation.

Appendix III: STUDENTS QUESTIONNAIRE

The purpose of this questionnaire is to investigate the factors that influence implementation of integrated English curriculum in public secondary schools in Transmara West district. You have been selected for this study and any information that you give will be treated with confidentiality.

Please answer this questionnaire as truthfully as possible. Where options are provided, Tick in the appropriate box.

Section A:Biographical data

Please indicate the correct option as honestly as possible by ticking one of the options.

Kindly respond to all questions.

1. Please indicate your gender. Male () Female ()

2. What language do you mainly speak at school?

Vernacular () English () Kiswahili ()

Others (specify).....

3. Do you allocate yourself time every day for revision of your English?

Yes () Sometimes () No ()

4. Do your teachers give you extra work/assignment in English?

Yes () No ()

5. Do you consult your teacher for individual questions on English subject during your free time?

Yes () No ()

6. Given opportunity to choose subjects, would you choose the English subject?

Yes () No ()

7. In your KCSE exam, what mark do you expect to get?.....

Section B: Factors influencing integrated English curriculum implementation

Express responses to each of the following statements by simply ticking against the box that best describes your feelings. The key below gives the responses and their corresponding abbreviations. Please tick the option of your choice.

Key

Strongly Agree= SA, Agree=A, Undecided=UD, Disagree=D, Strongly Disagree=SD

Statement	SA	A	UD	D	SD
I like integrated English more than any other subject					
English is interesting to me.					
English subject is difficult					
I study English because I have no choice.					
I like speaking correct English always					
Lesson time allocated for English is adequate.					
We covered the English syllabus in form 2 & 3					
Our head teacher supports English speaking in school					
What I learn in English is relevant in my life					
English will be useful to me in future					

8.a) How many days are you allowed to speak English in your school?.....

b) Which days?.....

Thank you for your co-operation

Appendix IV: INTERVIEW GUIDE FOR HEAD TEACHERS

Question type	content
Competence	Comment on how teachers of English handle integrated curriculum
Monitoring	How do you monitor the implementation of the integrated English curriculum
	Are you familiar with the integrated English curriculum content?
Planning	How often do you meet with the integrated English subject panel?
Training	How often do you release teachers for English in-service trainings?
Followup	What follow up do make to ensure that what teachers of English learn off-the-job training is implemented where necessary?
Adequacy	How can you rate the integrated English curriculum support material?
Text book selection	Are all the English textbooks selected from the 'Orange book?'
Attitude	Do you think learners like the English subject?
Syllabus coverage	when do you think the teachers of English in your school cover the syllabus?
Progam	How do both the teachers and students utilize the 40 minutes of a lesson?
Monitoring	How do you ensure effective integrated English curriculum implementation?
Effective curriculum delivery	What improvement do you feel the teachers of English should consider in ensuring effective implementation of the integrated English curriculum?

Thank you for your co-operation.

Appendix V

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	50,000	382
210	136	1,050	285	100,000	384

N is the population size, S is the sample size.
 Source: Krejcie. R. V. and Mogan, D. (1970).

Appendix VI: LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/013/1247**

Date: **9th July 2013**

Robert Maronga Basweti
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **5th July, 2013** for authority to carry out research on "*Factors influencing the implementation of integrated English curriculum in public secondary schools in Transmara West District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Transmara West District** for a period ending **30th September, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Transmara West District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Transmara West District

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

Appendix VII: RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No. **NCST/RCD/14/013/1247**

THIS IS TO CERTIFY THAT: Date of issue **9th July, 2013**

Prof./Dr./Mr./Mrs./Miss/Institution Fee received **KSH. 1000**

Robert Maronga Basweti

of (Address) University of Nairobi

P.O Box 92-0902, Kikuyu

has been permitted to conduct research in

Location

Transmara West District

Province


Rift Valley Province


on the topic: Factors influencing the

implementation of integrated English

curriculum in public secondary schools

in Transmara West District, Kenya.





Applicant's Signature **For Secretary**

National Council for

Science & Technology

for a period ending: 30th September, 2013. **Science & Technology**