

**FACTORS INFLUENCING IMPLEMENTATION OF ENGLISH CURRICULUM IN  
PUBLIC PRIMARY SCHOOLS IN BUNGOMA SOUTH SUB-COUNTY,  
BUNGOMA COUNTY, KENYA**

**Sebastiano Adera Oundo**

**A research project submitted in partial fulfillment of the requirement for the Award of  
the Degree of Master of Education in Curriculum Studies,**

**University of Nairobi.**

**2017**

## DECLARATION

This research project is my original work and has not been presented for a degree award or any other award in any other university.

.....

Sebastiano Adera Oundo

This research project has been submitted for examination with our approval as university supervisors.

.....

Dr. Rosemary Imonje

Lecturer

Department of Educational Administration and Planning

University of Nairobi

.....

Dr. Mercy M. Mugambi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

## **DEDICATION**

This work is dedicated to my late loving parents John Oundo Okingo and my late mother Joan Achieng Oundo. Secondly I pay my gratitude to my loving wife Elizabeth Musikoyo Adera who financially supported me, my loving sons Kevin Adera, Hosea Adera and my loving daughter Faith Adera who endured during my absence in time of research and studies.

## **ACKNOWLEDGEMENT**

Gratitude goes to my supervisors Dr. Rosemary Imonje and Dr. Mercy Mugambi for their scholarly advice, support, patience and critic to which my dream came true, notwithstanding the Bungoma County Director of Education and Bungoma South Sub-County Director who gave me permission to conduct research in schools located in Bungoma South Sub-County. Lastly, I also appreciate the QASO Officials, Head teachers, Deputy Head teachers, teachers, primary school pupils, parents, typist and those who availed information to me for research, may the Almighty God bless them abundantly.

## **ABSTRACT**

The purpose of this study was to investigate the factors influencing implementation of English curriculum in public primary schools in Bungoma South Sub-County. The performance that is realized in national examinations at the end of eight years in Bungoma South Sub-County has not been satisfactory as English is key in implementation of the school curriculum. The purpose of this study was to find out the influence of teaching and learning resources on implementation of English curriculum, to determine how the language policy of the school influences the implementation of English curriculum, to assess how teachers workload influences implementation of English curriculum, to assess how monitoring and assessment influences implementation of English curriculum. The study utilized cross sectional survey designs because it involved specific samples of population as it used descriptive survey research design and stratified random sampling in three Municipality Zones of Bungoma South Sub-County. The target population was 130 English teachers who were respondents of this study. This sample population was arrived using Yamane (1967). It is a group about which a researcher wishes to draw conclusions (Komb & Tromp, 2006)The study found out that public primary schools in Bungoma South Sub-County had inadequate teaching and learning resources for implementing English curriculum, teachers and pupils did not adhere to the language policy of the school which was English, teachers of English had heavy workload which interfered with proper English curriculum implementation, there was lack of proper and efficient monitoring and assessment toward English curriculum. The study concluded that inadequate teaching and learning resources, poor adherence to the English language policy of the school, heavy

workload on English teachers and poor monitoring and assessment of the learners negatively interfered with the proper implementation of English curriculum in public primary schools in Bungoma South Sub-County. The study recommended that the government should, provide enough English teaching and learning resources to teachers and pupils, there should be a strong language policy which is English in schools and be used regularly, Teachers Service Commission should employ more teachers to supplement the existing teachers to reduce teachers' workload, lastly, the Teachers Service Commission in conjunction with the Ministry of Education should employ and staff more QASO to assist in the monitoring, assessment and inspections of public primary schools and teachers in the sub-county.

## TABLE OF CONTENT

<b>Contents</b>	<b>page</b>
Declaration .....	ii
Dedication .....	iii
Acknowledgement.....	iv
Abstract.....	v
Table of content.....	vii
List of tables.....	xiv
List of figures.....	xviii
Abbreviation and acronyms.....	xix

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	3
1.3 Purpose of the study.....	4
1.4 Objectives of the study.....	4
1.5 Research questions.....	5
1.6 Significance of the study.....	5

1.7 Limitation of the study.....	6
1.8 Delimitation of the study.....	6
1.9 Assumptions of the study.....	7
1.10 Definitions of significant terms .....	7
1.11 Organization of the study.....	8

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 introduction.....	9
2.2 Teaching and learning resources and implementation of English language curriculum.....	9
2.3 Language education policy and implementation of the English language curriculum.....	10
2.4 The teachers' workload and implementation of English language curriculum.....	12
2.5 Monitoring and Assessment.....	13
2.6 Constructivist view of learning an English language.....	15
2.7 Summary of literature review.....	16
2.8 Theoretical framework .....	16
2.9 Conceptual framework.....	17



**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

3.1 introduction.....	18
3.2 Research design.....	18
3.3 Target population.....	19
3.4 Sampling size and sampling procedure.....	19
3.5 Data Collection instruments.....	21
3.6 Validity of the research instruments.....	21
3.7 Reliability of the research instruments.....	22
3.8 Data collection methods .....	23
3.9 Data analysis.....	24
3.10 Ethical consideration.....	24

**CHAPTER FOUR**

**DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION**

4.1 Introduction.....	25
4.2 Instrument return rate.....	25
4.3 General profiles of the respondents.....	26
4.3.1 Area zones.....	26

4.3.2 Gender of respondents.....	27
4.3.3 Designations.....	27
4.3.4 School categories.....	28
4.3.5 Age of respondents.....	29
4.3.6 Professional qualifications.....	30
4.3.7 Length of time of service in the zone.....	31
4.3.8 Streaming in schools.....	32
4.3.9 Number of teachers of English.....	33
4.3.10 Population of pupils per stream.....	35
4.4 Teaching and learning resources and effective teaching and learning of English language and its performance.....	37
4.4.1 Presence of variety of course books for teachers.....	39
4.4.2 Classroom adequacy.....	41
4.4.3 Inadequacy of desks.....	42
4.4.4 Learning resource center.....	43
4.4.5 Books for reading lesson.....	44

4.4.6 Audio-visual aids.....	46
4.5 The influence of school language policy on effective teaching and learning of the English language and performance.....	47
4.5.1 Importance of a language policy.....	47
4.5.2 Mother tongue, Kiswahili and sheng.....	48
4.5.3 English as a medium of instruction and communications.....	49
4.5.4 Penalty for flouting the school language policy.....	51
4.6 The influence of teacher workload on effective teaching and learning of English language and performance.....	53
4.6.1 Staffing of the subject panel.....	53
4.6.2 Number subjects are handled by English teachers besides English.....	54
4.6.3 Handling of extra responsibilities alongside classroom teaching.....	54
4.6.4 Pupils enrollment.....	56
4.7 Workload .....	57
4.8 The influence of school based monitoring and assessment on teaching and learning of English language.....	58

4.8.1 Role of the subject panel.....	58
4.8.2 Mode of preparation of tests.....	59
4.8.3 Frequency of homework.....	60
4.8.4 Remedial teaching.....	60
4.8.5 Inspection by QASO’S.....	61
4.8.6 Lesson preparation.....	62
4.8.7 Parents involvement.....	63
4.9 Discussions of the findings.....	64
4.9.1 To what extent do teaching and learning resources influences effective teaching and learning an performance of English language in public primary schools in Bungoma South Sub-County?.....	64
4.9.2 How does the language policy of the school influence teaching and Learning of English language and performance of the subject in public primary schools in Bungoma.....	66
4.9.3 To what extent is the teacher’s workload an impediment to the teaching and learning process of English language in public primary schools in Bungoma	

South Sub-County, Bungoma county?.....	68
4.9.4 To what extent is school-based curriculum monitoring and assessment an Important activity for performance and improvement in the teaching and leaning Of English language in Bungoma County?.....	69

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION**

5.1 introduction.....	71
5.2 Summary of study findings.....	71
5.3 Conclusion.....	72
5.4 Recommendations.....	74
References.....	78

## **APPENDICES**

Appendix 1: Letter of Introduction.....	81
Appendix 2: Teachers’ questionnaire.....	82
Appendix 3: Pupil’s questionnaire. ....	98
Appendix 4: Head Teachers’ questionnaire.....	89
Appendix 5: Letter of Research Authorization.....	99
Appendix 6: Research Permit .....	100

## LIST OF TABLES

<b>TABLES</b>	<b>PAGE</b>
Table 4.1: instrument return rate.....	26
Table 4.2: area zones.....	26
Table 4.3: gender of respondents.....	27
Table 4.4: designations of respondents.....	27
Table 4.5: categories of schools.....	28
Table 4.6: age of respondents.....	29
Table 4.7: qualification of respondents.....	30
Table 4.8: length of time of service of the respondent in the current Zone.....	31
Table 4.9: number of streams in schools sampled.....	32
Table 4.10: number of English teachers.....	33
Table 4.11: number of subjects handled.....	33
Table 4.12: number of subjects against performance.....	34
Table 4.13: average pupil enrollment per stream in sampled schools.....	35
Table 4.14: average pupil population against performance.....	36
Table 4.15: presence of school libraries.....	37

Table 4.16: presence of a school library against performance by pupils.....	38
Table 4.17: presence of course books for English language against Performance.....	39
Table 4.18: variety of course books for English language against Performance.....	40
Table 4.19: adequacy of class rooms.....	41
Table 4.20: adequacy of classrooms against performance.....	41
Table 4.21: inadequacy of desks.....	42
Table 4.22: inadequacy of desks against performance.....	43
Table 4.23: presence of LRC.....	43
Table 4.24: field trips and field studies against performance.....	44
Table 4.25: availability of enough English language textbooks for reading.....	44
Table 4.26: availability of enough English language textbooks for reading lessons against performance.....	45
Table 4.27 : use of audio-visual aids.....	46

Table 4.28 : use of audio visual aid against performance.....	46
Table 4.29: importance of a school language policy.....	47
Table 4.30: language policy against performance.....	48
Table 4.31: use of MT/Kisw/Sheng for longer periods.....	48
Table 4.32: use of English as a medium of instruction in the whole school.....	49
Table4.33: use of English as a medium of instruction and Communication against performance.....	50
Table 4.34: setting of penalties for rule flouting.....	51
Table 4.35: penalty for student on language policies against Performance.....	52
Table 4.36: adequate staffing of the English panel.....	53
Table 4.37: do you handle other subjects beside English language?.....	54
Table 4.38: extra responsibilities and appointments.....	54
Table 4.39: extra responsibilities against performance for the respondents.....	55
Table 4.40: average number of pupils per stream.....	56
Table 4.41: workload of teachers of English.....	57



Table 4.42: workload against performance.....	57
Table 4.43: subject panels in schools.....	58
Table 4.44: mode of testing.....	59
Table 4.45: mode of tests against performance.....	59
Table 4.46: administration of homework.....	60
Table 4.47: remedial lessons for weak pupils.....	60
Table 4.48: frequency of inspection by QASO'S.....	61
Table 4.49: inspection against performance.....	61
Table 4.50: frequency of lesson preparation.....	62
Table 4.51: frequency of signing pupils' books.....	63
Table 4.52: parents' involvement against performance.....	64

## LIST OF FIGURES

<b>Figure</b>	<b>page</b>
Figure 1: factors influencing the implementation of English curriculum in Bungoma South Sub-County.....	17

## **ABBREVIATIONS AND ACRONYMS**

<b>CDF</b>	Constituency Development Funds
<b>DEO</b>	District Education Officer
<b>EFA</b>	Education for Alls
<b>ELLS</b>	English Language Learners
<b>FLT</b>	Foreign Language Teaching
<b>FPE</b>	Free Primary Education
<b>ICT</b>	Information Communication Technology
<b>K.C.P.E</b>	Kenya Certificate of Primary Education
<b>K.I.E</b>	Kenya Institute Education
<b>KNEC</b>	Kenya National Examination Council
<b>LRC</b>	Learning Resource Centre
<b>MT</b>	Mother Tongue
<b>MDGs</b>	Millennium Development Goals
<b>MFL</b>	Modern Foreign Language
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>NCC</b>	National Co Curricular
<b>PTA</b>	Parent's Teachers Association
<b>QASO</b>	Quality Assurance and Standard Officer
<b>SACMEQ</b>	Southern Africa Consortium for Monitoring Education Quality
<b>UPE</b>	Universal Primary Education
<b>USA</b>	United States of America

## **CHAPTER ONE**

### **INTRODUCTION**

#### **INTRODUCTION TO THE STUDY**

This chapter deals with issues that form the background of this study that will highlight the performance of English language in Bungoma South Sub-County. In the chapter is statement of the problem and the purpose of the study, the objectives and research questions, purpose, limitations, delimitations and assumptions of this study and finally important terms will be defined

#### **1.1 Background to the Study**

Education in developing countries is at critical juncture as international efforts are galvanized towards attainment of internationally agreed target to expand and improve education as part of Education For All (EFA) movement. However, at the same time, a potential crisis in teaching threatens the ability of governments of developed and developing countries to reach this target. Globally, language and literacy education for student who are English Language Learners (ELLS) has been well cited in the research as a current topic, (Anthony 2008). However educationist and other school professionals often disagree on the best way to teach ELLS.

Moreover, programs to address needs of ELLS vary greatly. The child's first experience with school, both positive and negative, has shown to have a lasting effect. Therefore in order to meet the needs of ELLS, educators must provide the most conducive environment for learning as possible (Hickman, Poland, Dorudula, Vaughn, 2004).

Ajibola (2006), states that a reading habit is cultivated and natured by individuals who are ready to give it their all. The skill acquired in reading can promote the acquisition of language skills listening, speaking, reading and writing. English language learners are one of the largest group to struggle with literacy (Hickman, Poland, Dorudula and Vaughan 2004).

According to Reilley (1995) in Mulwa (2004) Elementary schools serve as children's first introduction to the education world, a world which will dominate and shape their future. A child's economic and social success is to a significant extent, determined by how well he/she performs in school during the first critical years. In Kenya according to MOEST (2003) primary education takes eight years and is offered to children between age six and fourteen. This however has changed with free primary education (FPE) that now admits all ages. The goal is to provide access to quality education to all on equitable basis to ensure education for all (EFA).

The Ministry of Education, Science and Technology in conjunction with the governments Millennium Development goals (MDGS) and vision 2030 are working to alleviate poverty and attain literacy for the nation. They focus on teaching and listening, teachers certainly intend to cause or to enable student to achieve this. Whether they succeed is extremely difficult to test because there may be many other reasons why student develop, apart from teaching.

It is important to understand that English learning is synergistic complementary processing of children natural ongoing encounter with oral language. They develop expectations of how language might operate in a different form. Like written language, children independently

attempt to “read” books, to enhance their understanding of how writing becomes source of children’s growth reading and speaking. Research by Clay (1991) and Teale and Sulby (1986) noted that during infancy and pre-school years, children are acquiring knowledge of both written and oral language. Teachers need to know about many aspects of language learning in order to provide experiences in language development. Primary school is the base of language development and therefore an important stage which must seriously be studied so as to enable the advancement in primary school. Teachers of the English language in primary schools should therefore be aiming at developing a capacity for the unfamiliar by taking pupils out of the familiar environment pervaded by mother tongue. They should promote social interaction within and beyond the classroom for the learners to improve personal and social skills by learning to communicate, co-operate and contribute in class. It is for these reasons that this study was investigating what entails effective teaching and learning of the English language for the sole purpose of improving performance both at school level and in national examinations.

At this juncture it is clearly noted that certain known variables like teaching and learning resources, language policy, teachers workload and school based curriculum should support preliminary factors through infancy level to adulthood to help actively implement English curriculum delivery.

## **1.2 Statement of the Problem**

Effective teaching and learning of English language in primary schools is the key issue in Kenya and globally. This is because English is the backbone of all others subjects in the curriculum. K.C.P.E Examination is tested in English except Kiswahili. English is also a national language in Kenya and global language of communication. Information and communication Technology

(I.C.T) uses English .It is also a career language and a determinant of future prospect for the student. Poor performance in English as a subject is a worrying trend worldwide as noted by Amuthelezi (2006). He notes that there is an urgent need to investigate the causes of poor reading and poor comprehension among pupils. This is with the view of finding a lasting solution to the problem. According to KNEC report (2015) it was observed that although English language is the medium of instruction in upper primary besides being taught as a subject, it is yet to attain its expected goals of excellence. In KCPE performance of English nationally has been on the decline since the year 2006. It has recorded the lowest means in comparison to the others five examinable subjects, Kiswahili, Mathematics, Science, Social Studies and Religion.

### **1.3 Purpose of the Study**

The purpose of this study is to investigate the factors influencing implementation of English curriculum in public primary schools in Kanduyi Division, Bungoma South Sub-county, Bungoma County.

### **1.4 Objectives of the Study**

The study aims to achieve the following objective:

- i. To examine the influence of teaching and learning resources on implementation of English curriculum.
- ii. To determine how the language policy of the school influences the implementation of English curriculum.
- iii. To assess how teachers workload influences the implementation of English curriculum.

- iv. To assess the extent to which monitoring and assessment influences implementation of English curriculum.

### **1.5 Research Questions**

- (i) To what extent do teaching and learning resources influence effective English language performance?
- (ii) How does the language policy of the school influence effective teaching and learning of English language and performance?
- (iii) To what extent is the teachers' workload an impediment to effective teaching and learning and performance of the English language?
- (iv) To what extent does monitoring and assessment influence performance and improvement in English language.

### **1.6 Significance of the Study**

This study intends to make contribution to the existing knowledge on the effective teaching and learning method of English language. The finding of this study is also expected to provide useful information to stake holders in education and opportunist to better understanding the factors that influence the implementation of effective teaching and learning which provide concrete leads to facilitate intervention towards improving teaching conditions and learning of English language. The findings help in determining the type of working condition and Learning environment that favours teaching and learning of English language in order to realize better results of the English language performance. The children's ACT (2003) 'spell out the rights of all children and recognize that education is a human right and that every child must enjoy and be protected by the



law, thus the findings of the study may be vital for the policy formation, revision and planning. It supports the current trends and the needs for the successful implementation of from primary education.

The study intends to help coming up with training needs that primary teachers requires and to realize quality methods in teaching and learning of English language with the use of teaching resources available in school. The Ministry of Education might benefit from the findings and hence work out and formulate policies that will benefit education sectors in general especially with the advent of FPE. This will aid in achieving of quality education for all as intended within the national goals of education.

### **1.7 Limitation of the Study**

There was limitation and constraints in funds and this hindered movement across the given sample population. The study was limited to responses obtained from questionnaires, interviews and observations. Since the study was to find out the information on implementation of English curriculum, it's possible that teachers were not willing to divulge information on their weaknesses. To overcome this, the researcher used the observation. Nevertheless the information was obtained from the three methods to collaborate the responses.

### **1.8 Delimitation of the Study**

The study covered English language subject in public primary schools in Kanduyi Division of Bungoma South Sub-County. Bungoma South Sub-county is a pen-urban area that has fairly good infrastructure with reliable means of communication therefore the researcher easily

accessed the target population. This is a pen-urban sub-county hence findings should be generalized to both urban and rural areas with caution. The study was carried out in public primary school, therefore private schools were excluded. The distance between the schools was short and this will make it accessible and timely as was scheduled. Pupils, teachers and head teachers will participate in my study.

### **1.9 Assumptions of the Study**

I assumed that factors affecting the school sampled are the same and will represent the Sub-county. The study assumed that the respondent answered questions correctly and truthfully. I assumed that the research was done and be completed within the time. It is expected that the participants in the study were knowledgeable and willing to give information required for the study.

### **1.10 Definitions of Significant Terms**

**Assessment** refers to placing a value to knowledge imparted to learners' through tests.

**Communication** refers to have meaning discourse between two people.

**Competence** refers to ability to use language correctly and meaningfully in speech and in writing.

**Education resource** refers to something you can use to aid teaching and learning.

**Effective teaching** refers to that instruction will yield the desired outcomes through desirable method.

**Language** refers to a socially shared code of communication.

**Learning** refers receiving the information passed on by the teacher or through new experience.

**Performance** refers to ability to use English language well and scores attained by pupils those obtained through achievement test.

**Resources** refers to enablers of teaching and learning process in the school.

**School** refers to a place where pupils and teachers converge to learn and teach in a formal manner.

**Sheng** refers to the jargon language that has no specific rule that govern its grammar.

**Teaching** refers to the act of imparting knowledge to the learner.

**Teaching method** refers to the strategies and approaches employed by teacher in teaching learning process.

**Curriculum** refers to a set course of study in a specific discipline.

**Implementation** refers to putting something in use or force.

**Teaching and learning resource** refers to implements used in aiding efficient teaching and learning.

**Teachers workload** refers to the total amount of work given to a teacher.

**School curriculum** refers to the set course of study disciplines particularly in school

**School curriculum monitoring** refers to the ministry of education personnel on conjunction with the Teachers Service Commission involved in the inspection of public and private schools

### **1.11 Organization of the Study**

This chapter has covered the background of the study, statement of the problem, significance of the study, purpose of the study, objective of the study, research questions, significance of the study, delimitation of the study, limitation of the study, assumption of the study and definition of significant terms as used in the study. Then review of related literature and research methodology.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter is divided into two main sub-sections. These are the theoretical literature and the empirical literature. The Theoretical literature sheds light on some key theories related to learning and resources. On the other hand, the empirical literature addresses factors affecting effective teaching and learning of English language as discerned in the literature.

#### **2.2 Teaching and Learning Resources and Implementation of English Language**

##### **Curriculum**

According to Adebisi, McCauley and Hilken (1980) a teacher is to help children to learn to speak read and write carefully choosing a range of activities together with appropriate learning aids for facilitations. On text books Adebisi (1990) points out the fact text books are designed to be used over wide geographical areas as they cannot be perfectly appropriate for all schools and children. Teachers must supplement with readily available materials within the environment to stimulate children's interest and motivation in language learning.

According to Mersand (1961) a survey carried out on teaching language in USA revealed that classroom teaching had stood still and there were no progressive changes hence retrogression was observed. He therefore came up with a suggestion to help this trend; that English language teachers must be directed to make use of teaching aids and look at English as a laboratory subject that requires practical experiences to enhance learner's perception. Therefore teachers preparations is still the central element in the teaching of English language.

Assessment of children's English should help; to develop and expand a child's ability to provide feedback to parents and children, to identify the strengths and weakness of the child in the language, to inform the next class of child's attitude and ability, to select a pupils course in the future and to inform further higher education institutions and employers about achievement of the child. If teachers on the above, Charter (1984) suggest appropriate methods will be employed in classrooms while teaching and learning of English language in progress. The results will then be positive Carron and Chau (1996) emphasis the central role that learning materials play towards quality of education. They state that the materials act as motivators of both teachers and learners undoubtedly constitute important factors in academic success. UNESCO (2000) notes that availability of a range of teaching and learning related equipment supplies, furniture, rooms and print for teachers and learners is critical in facilitating the process of teaching and learning worldwide. It reports that the high recurrent expenditures on teachers' salaries severely hamper the availability of funds to improve classrooms and teaching resources by the government.

### **2.3 Language Education Policy and Implementation of the English language curriculum**

According to Corson (1990) a school language policy is a bundle of policies which address language related issues in the school and in its social context. He identifies four of developing and implementing a language policy as follows: Problem identification, developing of a tentative policy, elimination of errors from tentative policy and lastly developing and implementing an official policy. Grimma (2005) on the other hand defines a language policy as a dynamic action statement consisting of principal aims and strategies. It is a shared document for all stakeholders and exposes a common vision, role and status of all language relevant to use within a school.

Corson (1990) and Grimma (2005) agree that it is the responsibility of every school to have a language policy because it enables the school to have a shared philosophy on all aspects of language education. It provides a framework for coping with change as well as acting as an instrument of communication to establish effective working partnership between stakeholders. These observations are important to this study because this study seeks to establish whether a school language policy has an influence on effective teaching and learning of English language. In Kenya, a few studies have explored the significance of school language policies in both primary and secondary schools. Wamakonjo (1986) did a research in Elgeyo Marakwet Sub-County.

An investigation on English across the curriculum; an investigation into circumstances for secondary school teachers' role of English in Elgeyo Marakwet language policy in development and improvement of English in the school. His study found out that 50% of the teachers involved in the study were in support of introducing a whole school language in their school in order to improve the performance of students in English. Both the present study and Wamakonjo (1986) are related since 'the focus is on the influence of the school on language policy on effective teaching and performance of students in English.

Yieke (1996) recommended in her study that schools develop language policies that will improve use of English by the learner in the school. In her study on the nature of teacher- pupil interaction, she found out that, there was little interaction between teachers and learners in English lessons and this affected general learning of English through a language policy so as to beef up support and improvement in performance of English. Muthiiwwi (2001) conducted a

study in Kenya Primary Schools and found out that pupils were supposed to speak English and Kiswahili on alternate days. Her study revealed that this move was aimed at improving attitudes towards language learning with an aim of lifting the standards in performance of the pupils.

#### **2.4 The Teachers' Workload and Implementation of the English Language Curriculum**

According to Barrows HS (1994) in a study carried, out in USA on language teaching it was evident that teachers no longer gave their all to the 'learning process and the process had become retrogressive. In the recommendations, it was suggested workload for secondary school English teachers in the USA, be reduced. The plan was to persuade authorities to relieve English teachers of fringe assignments, extra-curricular activities, PTA and other non- academic functions. This was to enable teachers to carry out with greater frequency creative writing, to also enable the teachers to correct examinations papers and for them to concentrate in improving composition writing.

Mbatia (2004) in his study on FPE say that it encouraged some enrollment at lower primary levels and variables such as class size, pupils-desk ratio, pupil-book ration, school schedules and class control have changed. Mbatia recommends that variables such as a teacher-pupil therefore need to be investigated. A study by Majanga, Nasongo and Sylvia(2010) in Nakuru Municipality revealed that FPE has direct influence on enrolment, class sizes, teacher shortages, high teachers-pupil ratios and high teacher workload. FPE influences classroom interaction during the learning process, especially in core subjects like mathematics and English. This has hampered the teachers' efforts in a combination of teaching/learning activities. Instead they resulted to using lecture methods. This has a negative impact on performance.

Wamukuru et al (2006) study on challenges of implementing FPE in Kenya and its effect on teacher effectiveness noted that the key elements of FPE implementation that need urgent redress are those that catalyze teacher, effectiveness .He further noted that specific challenges that significantly affect teacher effectiveness include large class size, teacher inadequacies and pupil age variation. The current study will address some of these challenges specifically teacher-pupil ratio and teacher's workload. Therefore this study will sought to find out whether teaching of language is facing the same challenges hence the cause of poor results or whether the recommendation are yet to be looked into in Bungoma South Sub County.

## **2.5 Monitoring and Assessment**

Edmonds (1979) listed five characteristics of an effective school as; strong administrative high expectations for students' achievements, emphasis on basic skills instructions, as safe and orderly climate conducive to learning and frequent evaluation of pupil's progress.

According to Coleman Report (1996) school effectiveness research started in the 1960's traditionally from the USA, UK and Europe. The report evidenced that 5-9% attainment of pupils depended on effective monitoring of instructional method effectiveness, innovation adaptations, programmed evaluations and teaching methods. Purkey and Smith (1983) add to these facts the issue of staff development, parent involvement, district support and sense of community. Sammons et al (1995) included monitoring progress by monitoring pupil performance evaluation of school performance, positive reinforcement and maximization of learning time for academic achievement.



Mortimore et al (1988) identified twelve characteristics of effective schools and classroom practices covering a range of factors in the life of a school as purposeful leadership, involvement of deputy head, involvement from part of teachers, consistency among teachers, structured session, intellectual challenges teaching, a work centred environment, maximum communication between teachers and pupils, record keeping, parents involvement and positive climates. Heneveld and Craig (1996) propose that school effectiveness should encompass sixteen factors organized in four groups. One, supporting inputs including both hardware:- textbooks and other learning material and software :- support from parents, community and nationwide education system.

Secondly improvement in English language delivery is assisted by enabling conditions such as effective leadership, capable teaching force, flexibility, and autonomy high time in school. Thirdly, the school climate including high expectations of students, positive teacher attitude, order and discipline, organized curriculum rewards and incentives. Lastly teaching/learning process which includes high learning time variety in teaching strategy, frequent homework, student assessment and feedback. According to World Bank (2004) examination and assessment improves student academic achievements. That examinations should reflect the full curriculum, higher order cognitive skills should be assessed, variety of exam formats should be used, evaluation of test results, high stake examination should be reduced to help diminish repetition, more time be used to teach rather than to test and feedback be provided timely to pupils' performance and areas of difficulty. The World Bank primary education policy paper and Boissire (2004) identified five principle contributors to primary education effectiveness as

curriculum, learning materials, instructional time, classroom teaching and student learning capacity.

A study carried out on the quality of teaching in an era of free primary education in Kenya by Oketch et al (2010) drew the conclusions that there is a gap in the teaching process in the assessment and reporting on quality education. It demonstrated the value of classroom observation in understanding pupil teacher interactions and learning achievements so as to generate effective solutions to the elusive quality education in primary schools in the wake of UPE policies. Several studies have addressed issues of attitude, parent participation, FPE and performance pace. This study however will seek to find out the role of English subject panels and policies in primary schools in which they exist and their effect on performance and teaching of the subject. It will also seek to find out if monitoring and evaluation of school programs and teaching and learning activities in public primary schools influences performance of English. It will also show the influence of workload on language teaching.

## **2.6 Constructivist View of Learning and English Language**

According to Dewey, education is connections with society outside world and life. For it to have meaning and relevancy, instructions should be centered on the child's experiences. According to Bruner learners construct new ideas or content based upon their current and past knowledge.

Learning occurs through developmental stages: Benchmarks reveal each child's development interaction and discovery in learning, and education, should be relevant to student's needs stages in cognitive development. Learning theories provide a pedagogical and ragogical basis for understanding how our students learn. As Meloed notes, each theoretical perspective offers

benefits to designers but the perspectives must be taken into context depending upon the situation, Behaviorism, Cognitive and constructivism do apply However this study was based on constructivism theory whose proponents are John Dewey, Jerome Bruner, Meril, Her Vygostky and Seymour Papert. These constructivists propose that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge, social interactions and motivation. That educator's focus on making connections between facts and fostering new understanding in students. Instructors tailor teaching strategies to student responses and encourage students to analyze, interpret and predict information.

## **2.7 Summary of Literature Review**

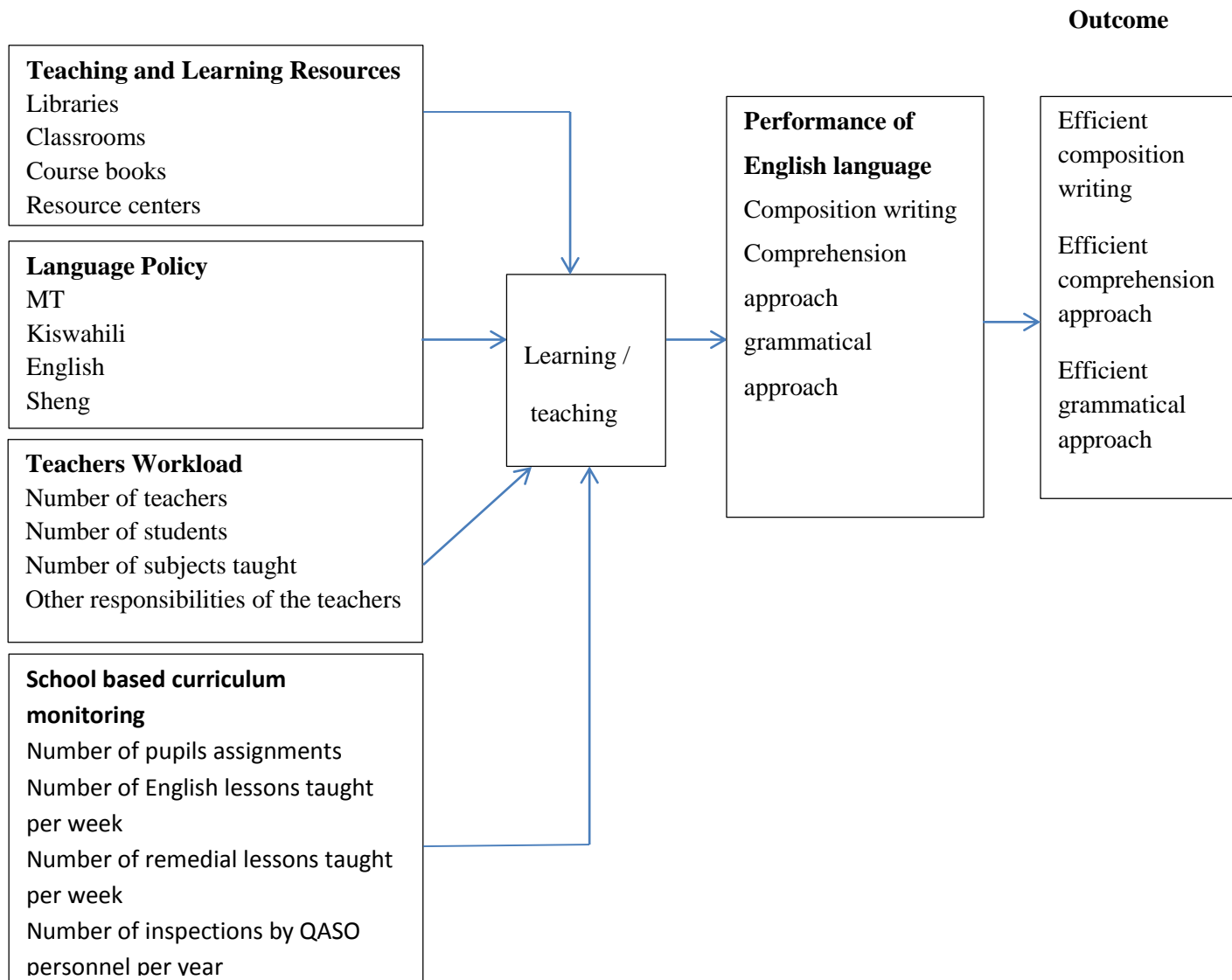
The literature review aims at enhancing the influence of teaching and learning resources, improving the language policies at primary school level, reducing the teachers workload in both primary and secondary schools and enhancing an effective school based curriculum and monitoring assessment to improve English curriculum implementation in schools.

## **2.8 Theoretical Framework**

Learning theories according to Dewey and Meloeod provides a pedagogical and ragogical basis for understanding how students and pupils learn. They offer benefits to designers but the perspectives must be taken into context depending upon the situation, behaviourism, cognitivism and constructivism.

## 2.9 Conceptual Framework

This study will be guided by a conceptual framework that will define the relationship between the independent variables and the dependent variable in graphic or diagrammatically which is performance.



**Figure 1: Factors influencing the implementation of English curriculum in Bungoma South Sub County**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the research design and areas of the study. It will also describe the study population, research instrument and method of data collection rationale for their selection. Data analysis technique and validity of the research instrument will also be explained.

#### **3.2 Research Design**

A research design is the glue that holds the entire element in a research project together. A design is used to structure the research in order to show how all of the major parts of the research project work together to try to address the central research question. In this study, descriptive research will be employed. Its main purpose will be to utilize both quantitative and qualitative data to describe the state of affairs as it exists. Descriptive studies though simple in design and execution can yield convenient information about the status of the phenomena (Borg and Gall 1996). They involve measurement, classification, analysis, comparison and interpretations of data (Kothari) 2003. According to Jacobs and Razireah, it is technique through which detailed information about social phenomena can be gathered by subjecting the respondent to series of item in a questionnaire or interview and through such investigation, it becomes possible to find, explanations of social phenomenon in questions. In this study questionnaire for teachers of English language will be the main instrument of data collection. In this study, the researcher will use secondary source of data which will be the KNEC examination results and internal results of assessments done in school.

### **3.3 Target Population**

Population is defined as a group, of individuals, objects or items from which a sample is taken for measurements. It is the entire group of persons or elements that has at least one thing in common. (Kombo and. Tomp 2006). Bungoma South Sub-County has one division that comprises of three educational zones, The entire division has ninety one (91) public primary schools. The study will be carried out in all three zones. This will give an equal chance to all public primary school in three zones and will enable the researcher to generalize the results to the larger population and make inference in the entire sub-county. A total of forty five schools will be used and the respondents will be teachers of English language. 48 teachers, 12 teacher and 240 pupils will be interviewed.

The area of study will be Bungoma South Sub-County specifically Kanduyi division which is a pen-urban region. It is located at the central centre of formerly Western province with Bumula to the West, Teso to the North and Mumias to the South as its neighbours. It is fairly accessible area since it has both tarmac and all weather roads with ample means of transport such as vehicles motorbikes and bicycles.

### **3.4 Sampling Size and Sampling Procedure**

Sampling is the procedure a researcher uses to gather people, place or thing to study. It is a process of selecting a number of individual from population such that the selected group contain element representative of the characteristic found such in the entire group. (Orodho and Kombo 2002). A sample is set of particular population (Mugenda 1994). It is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1986).

The study will target teachers of English language as respondents from Kanduyi division. Given that the division has ninety one (91) public primary school, forty-five schools will be sampled. To get equally representation from zone, Yammane (1967) will be applied to determine the sample size.

The formulae of the following specification

$$n = \frac{N}{1 + N(e^2)}$$

N= sample – 45 schools

N= Total – 91 e<sup>2</sup>= error – 0.08 precision rate

The area will be divided into three zones as follows;

Mwibale – 27 schools – (S<sup>1</sup>)

Sang’alo – 38 schools – (S<sup>2</sup>)

Municipality – 26 schools (S<sup>3</sup>)

To get number of the school to be sampled per zone, the following calculation will be done.

$$\frac{n \times s1}{N} = \frac{45x}{91}$$

Total number of schools = 45 schools

Given that the total population of teachers of English in Kandunyi division is approximately 728, this study will be applied Yammane (1967) to get sampled. The sample size will involve approximately 130 teachers of English.

$$\frac{N}{1 + (e^2)}$$

$$\frac{n = 728}{1 + (728 \times 0.08)^2} = 128.64 \text{ approximately } 130 \text{ teachers } 54 \text{ from Sang'alo and } 38 \text{ from}$$

municipality and Mwibale zones respectively.

### **3.5 Data Collection instruments**

For the success of this research the researcher identifies and in-service research assistant in preparation for the research process. Questionnaire which are in line with the objective of the study will be used so as to get firsthand information necessary for qualification of this study. A letter of transmittal paves way for permission to be granted for study to be undertaken. Clearance from the Ministry of Education and University of Nairobi CEES Department is necessary for legality of the study therefore research permit will be applied for. I will also seek permission from relevant school Administrative authorities, Bungoma South Sub-County Director of Education and National Commission for Science Technology and Innovation (NACOSTI)

### **3.6 Validity of the Research Instruments**

Validity is the degree to which results obtained from analysis of data actually will represent the phenomena under investigation (Orodho, 2005). The research will conduct a pilot study to test the validity of his instruments. Ambiguity in the items of questionnaires will be removed and corrected to enhance instrument validity. The two pilot schools will not be included in his area of study, so that for any shortcoming of the research instruments, he will make necessary adjustment and rephrase the questionnaire where necessary before embarking on the actual data collection.



### 3.7 Reliability of the Research Instruments

Reliability is a measurement of the extent to which an instrument consistently yields the same results after being administered several times to the same respondents (Orodho, 2005). To establish the reliability of the research instruments, the study respondents will be issued with questionnaires for them to fill in and the same questionnaires will be subject to a retest to see how the response will be. The reliability coefficient will then be computed using Pearson Product co-relation co-efficient. This will be,

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right) \left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}}$$

#### Where

r=Pearson

s Co-relation Co-efficient

x= results from first test

y= results from second test

N= Number of observations

In order to obtain the reliability of the entire instrument, the Spearman Brown prophesy formulae indicated below will be used:

$$re = \frac{2r}{1 + 4}$$

Where

Re – reliability

r- reliability coefficient

Mugenda and Mugenda (2008) recommended that any items that will have a reliability coefficient of 0.5 and above will be accepted while any item that will have a reliability coefficient of less than 0.5 will be reviewed with an aim of improving it.

### **3.8 Data Collection Methods**

The research instruments will consist of: questionnaires and secondary data. The questionnaires are instruments of data collection which are used because they are bound to give the respondent adequate time to provide well throughout of response to the items. They also enable the researcher to cover larger samples within a relatively short time. The questions have both closed and open ended items. The first part has the teaching experience, qualification, age and the number of years that a teacher has taught English in the division. Questions in the second part are aimed at gathering information about availability of teaching and learning resources in the school, population of the class and school and the number of teachers on the staff. The third section addresses the teachers' workload, number of subjects per teacher, number of lessons in English and other duties assigned to teachers. The fourth section addresses the school language policy and capture the opinion of teachers towards English as a language of instruction and communication in the entire school. The last section addresses monitoring and assessment in the school. This looks at the role of the examination councils, English panels, and teacher development and teacher preparation. The questionnaire is designed by the researcher in consultation with the supervisor and other experts and will be delivered as designed by the researcher in consultation with the supervisor and other experts and will be delivered to the teachers by the research assistants, then collected on an agreed date.

Piloting of the study will be done in Webuye division, which has similar characteristics with Kanduyi division. The target area will be 5 schools in this division so that 15 teachers will be the respondent to the questionnaire. This will be done prior to the actual study in Kanduyi division so as to enable the researcher establish, instrument weakness, logical problem that may arise as to enable the researcher establish research instrument's weakness, logistical problems that may arise and also provide insight into the nature of result to be expected. The instrument will give results as the respondents are able to respond to all the items appropriately without difficulties.

### **3.9 Data Analysis**

This is the findings of the factors influencing the effective teaching and learning of English language in public primary schools. This finding will present the context of specific objectives and results obtained after investigations will be carried out into the factors influencing English curriculum implementation. The results will be presented in data questionnaires, return rate, the second will give data on general profile of the respondents by gender, designation, age, qualification, working experience, number of teachers, number of subjects and number of pupils per stream by use of frequency tables. The third section will present information on data addressing the objectives of the study.

### **3.10 Ethical Consideration**

It is important that in this study confidentiality is important and the respondent are clearly told about the purpose of the study. By seeking the necessary permission to carryout this study, the findings will not be concealed but rather will be submitted to the necessary authorities.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter discusses data analysis, findings of the study on the factors influencing the effective teaching and learning of English language in public schools. The findings of this study are presented in the context of specific objectives and results obtained in after investigations into the factors. The study was based on the following objectives: to examine influence effective teaching , learning and performances of English language, to determine how the language policy of the school influences effective teaching and learning and performance of the English language , to assess how teachers' workload influences delivery of content and effective teaching of English language.

The results of the present study are presented in three sections. The first presents data on the questionnaire return rate, the second gives descriptive data on the general profile of the respondents by gender, designation, age, qualification, working experiences, number of teachers, number of subjects and number of pupils per stream by use of frequency tables. The third section presents information on the data addressing the objectives of the study.

#### 4.2 Instrument return rate

In the study, questionnaires were administered to teachers of English in public schools as sampled from three zones in Bungoma South Sub-County, Bungoma County. Table 4.1 shows the number of questionnaires dispatched and the number returned thus the percentage response rate.

<b>ZONE</b>	<b>DISPATCHED</b>	<b>RECEIVED</b>	<b>RETURN RATE</b>
Municipality	39	39	100%
Mwibale	39	34	87.18%
Sangalo	57	57	100%
<b>TOTAL</b>	<b>135</b>	<b>130</b>	<b>96.29%</b>

Past questionnaires given out were received back with an overall return rate of 96.29%. The schools in Mwibale zone each filled two questionnaires leaving one blank hence were considered among those that had not been returned.

### 4.3 General profiles of the respondents

#### 4.3.1 Area zones

**Table 4.2: Area zones**

<b>Zone</b>	<b>total number of schools</b>	<b>number of schools sampled</b>
Mwibale	27	13
Sangalo	38	19
Municipality	26	13
<b>TOTAL</b>	<b>91</b>	<b>45</b>

Bungoma south district is divided into three educational zones for the purpose of easy administration of educational matters since the district is vast. Sampling was done in reference to Yamane (1967). Three teachers of English from each sampled school were targeted giving rise to 135 questionnaires. All intended respondents participated in the study.

#### 4.3.2 Gender of respondents

**Table 4.3 gender of respondents**

<b>Gender</b>	<b>frequency</b>	<b>percent</b>
FEMALE	70	53.9
MALE	60	46.1
<b>N=130</b>		

There were 130 respondents as shown in the table 4.3 above among whom 53.9% were female and 46.1% were male. This revealed that the district has more female teachers of English language.

#### 4.3.3 Designations

**Table 4.4 designation of respondents**

<b>Role</b>	<b>frequency</b>	<b>percent</b>
Head teacher	2	1.5
Teacher	128	98.5
<b>N=130</b>		

Out of the 130 respondents, only 2 served in the head of school representing a minimal 1.5% while 98.5% serve in the capacity of class teachers. This may explain why the teaching of English language has continued experiencing challenges because the school administrators are not involved in the practical handling of the subject hence have no idea of what teaching goes through.

#### 4.3.4 School categories

**Table 4.5: categories of schools**

Type	frequency	percent
Mixed	130	100.0

All the schools in this study were mixed public primary schools. This was in answering the purpose of the study which was aimed at investigating factors that influence effective teaching and learning of English language in public primary schools.

### 4.3.5 Age of respondents

**Table 4.6: Age of respondents**

<b>Age</b>	<b>frequency</b>	<b>percent</b>
26-30	33	25.4
31-35	16	12.3
36-40	32	24.6
Above 40	49	37.7

The teachers of English language above the age of 40 accounting for 37.7%, this number of teachers have an advantage of experience but also are resistant to change and suctions. This can present a problem where language teaching is concerned. The other 25.45% become second are young and new on the job and need time to adjust to the challenge in the section especially coping up with large numbers.



#### 4.3.6 Professional qualifications

**Table 4.7: qualification of respondents**

<b>Qualifications</b>	<b>frequency</b>	<b>percent</b>
Certificate	1	0.8
Diploma	15	11.5
AT's	37	28.5
PI	71	54.6
Others	6	4.6

**N=130**

54.6% of teachers handling English language have trained as PI teachers but have not bothered to go for further training. The other 28.5% have attained AT's status by virtue of long service. Only 16.1% have taken the initiative to enhance their status. This explains the performance in the subject as teachers require updating and upgrading their knowledge and skills in order to cope up with the changes and innovations of the millennium.

### 4.3.7 Length of time of service in the zone

**Table 4.8 length of time of service of respondent in the current zone**

<b>Years</b>	<b>frequency</b>	<b>percent</b>
<10	83	63.8
10-20	31	23.8
21-30	12	9.2
>30	4	3.1

N=130

The table 4.8 reveals that 63.8% of the teachers have served less than ten years in the current stations. The implications are that there is high mobility of teachers caused by teacher transfers within the district or teacher attrition due to both natural and human factors. Only 12.3% of teachers have served 21 and above years, long enough in the district to completely understand and the challenges and come up with methods of handling and coping with language teaching in the district.

### 4.3.8 Streaming in schools

**Table 4.9: number of streams in schools sampled**

<b>Stream</b>	<b>frequency</b>	<b>percent</b>
Single	6	4.6
Double	94	72.3
Triple	24	18.5
Quadruple	6	4.6

**N=130**

Table 4.9 shows that 95.4% of schools in Bungoma south district have more than one stream while 4.6% have single streams. This is an indicator that the district has high pupil enrollment and has a lot of school infrastructural development as well as manpower development. Without the two, quality is likely to be compromised and in this case it can be assumed as a reason for the performance in language and an impediment to effective delivery by teachers of English language.

### 4.3.9 Number of teachers of English

### 4.10 number of English teachers

No. of teachers	frequency	percent
1-3	10	7.7
4-6	58	44.6
7-10	54	41.5
11-15	8	6.2

Table 10 shows that 44.6% of schools have between 4-6 teachers and 7.7% have between 1-3 teachers. This accounts for 53% of the total. It is an indicator understaffing and thus the abuse of poor performance in the subjects. Since majority of the schools have more than 1 streams they should have at least 8 teachers for the 2 streams, 12 teachers for 3 streams schools and 16 teachers for the four streamed classes. Inadequacy of staff leads to poor teaching because teachers are over worked.

### Table 4.11 no. of subjects handled

No. of subjects	frequency	percent
1	4	3.1
2	10	7.7
3	45	34.6
>4	71	54.6

N=130

The above table is clearly indicating that 54% of the English teachers handle four other subjects beside the language. This when compared with the pupil population per stream as shown, in 54.65% of schools indicates that the workload is excessive. The probability of poor results is very high under such circumstances.

**Table 4.12: no. of subjects against performance**

<b>Performance</b>		<b>no. of subjects</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>&gt;4</b>	<b>total</b>
Mean	low	1	0	18	36	55
	Medium	2	5	19	27	53
	High	2	5	8	8	22
<b>Total</b>		<b>4</b>	<b>10</b>	<b>45</b>	<b>71</b>	<b>130</b>

The above table shows majority of teachers in the schools that perform poorly handle more than four subjects besides English while those that perform well handle lesser number. This indicates teachers' workload influences performances of English language In public primary schools, Bungoma district.

#### 4.3.10 Population of pupils per stream

**Table 4.13 Average pupil enrollment per stream in sampled schools.**

<b>Enrollment</b>	<b>frequency</b>	<b>percent</b>
99-80	16	12.3
79-60	71	54.6
59-40	39	30.0
<30	4	3.1

The above table reveals that 54.6% of the schools in the district have a population of 60-79, another stream have 80-90 pupils. Only 4% of the schools have below 39 pupils per class. It is evident that schools are over enrolled per stream. The cause can be attributed to FPE, which has enrolled the school's existing infrastructure. Therefore lack of class rooms is a major issue. All factors affect teaching of English language in public primary schools.

#### 4.14 Average pupil population against performance

Performance		Average pupil population				Total
		99-80	79-60	59-40	<39	
Mean	Low	10	42	3	0	55
	Medium	6	27	19	1	53
	High	0	2	17	3	22
		16	71	39	4	130

The above table shows that 55 schools had a low mean performance in English in the year 2009. 52 of the 55 schools were highly populated with an average population of above 60 students per stream. On the other hand 22 schools had a high mean of performance. 20 of these schools have a population of less than 60 pupils per stream. Therefore, high population per stream leads to low performance of English.

#### 4.4 Teaching and learning resources and effective teaching and learning of English language and its performance

**Table 4.15: presence of school libraries**

Library	frequency	percent
NO	82	63.1
YES	48	36.9

The table reveals the fact that 63.1% of the schools lack libraries. This is an indicator that the teaching of the language is not effectively done in because it requires that pupils to have access to enough library books for practice and exposure. Only 36.39% of the schools have libraries. Lack of these facilities is a major factor in the performance of the language. Adebese(1991), McCauley and Hilken(1980), emphasizes on the importance of teaching and learning resources in implementation of English Curriculum



**Table 4.16 presence of a school library against performance by pupils**

Performance	Does a school have a library		Total
	NO	YES	
Low	43	12	55
Medium	33	20	53
High	6	16	22
	82	48	130

In the above table, most of the low performing schools lacks facilities as high performing schools have libraries. The results reveal that out of 22 schools that a high in English 16 of them have libraries while 6 do not have. 43 out of 55 low performing schools in English lack libraries. Therefore libraries have an influence on effective teaching and learning and performance of English language in public primary schools in Bungoma South Sub County. Adebisi(1991), emphasizes on the importance of teaching and learning resource in implementation of English curriculum in schools.

#### 4.4.1 Presence of variety of course books for teachers

#### 4.17: presence of variety of course books for English language.

Books	frequency	percent
NO	24	18.5
YES	106	81.5

The table above shows 81.5% of schools have variety of course of books and minimal 18.5% of them. This is impressive because language requires wide search of ideas. The problem may be in whether the books are for all the pupils or it's only the teacher's reference. The books must be adequate enough for all pupils when it comes to language teaching in. Adebisi(1991) and Mersand(1961) emphasizes on the importance of variety teaching and learning resources which includes variety of course books and reference books in the implementation of English curriculum.

**Table 4.18: variety of course books for English language against performance**

---

variety of course books for  
English language

Performance		NO	YES	Total
Mean	low	13	42	55
	Medium	9	44	53
	High	2	20	22
Total		24	106	130

---

From the table above, 76.4%, 83.0% and 90.9% of low, medium and high performing public schools respectively have a variety of course books for English. The higher the percentage of presence a variety of course books, the better the performance. This is in line with Adebisi(1991) and Mersand(1961) on availability of variety of course books and reference books.

#### 4.4.2 Classroom adequacy

**Table 4.19: Adequacy of classroom**

<b>Classroom</b>	<b>frequency</b>	<b>percent</b>
NO	79	60.8
YES	51	39.2

**N=130**

From the table above, it indicates that 60.8% of the schools lack classroom only 39.2% of the sampled schools had adequate desks for the pupils. This is an indicator that the learning environment is quite conducive to allow proper learning to take place. This is bound to hinder effective teaching of English language and their performance in the subject. Mersand(1961) emphasizes on the importance of teaching and learning aids in primary schools.

#### 4.20: Adequacy of classroom against performance

Performance	Adequacy of classroom		TOTAL
	NO	YES	
Low	35	20	55
Medium	36	17	53
High	8	14	22
<b>Total</b>	79	51	130

Table 4.20 above reveals that most of low performing schools do not have adequate classroom as most of the schools that perform highly have adequate classrooms. This indicates that adequacy of classrooms influence both teaching and learning as well as performance on English language in public primary schools in Bungoma South Sub-County. Carron and Chau(1996) emphasizes on the importance of conducive learning environment and materials in implementation of English curriculum.

#### 4.4.3 Inadequacy of desks

**Table 4.21: Inadequacy of desks**

<b>Desks</b>	<b>Frequency</b>	<b>percent</b>
NO	60	46.2
YES	70	53.8

**N=130**

Table 4.21 indicates that 53.8% of the school pupils under study admit that there is inadequacy of desks. When schools lack enough facilities to enable them read and writes as is expected in language learning; it makes teachers to have difficulties in effectively transmitting knowledge as expected. This negatively affects performance. Adebese(1991) emphasizes on the importance of school learning materials in schools.

**Table 4.22: inadequacy of desks against performance**

Performance		Inadequacy of desks		Total
		NO	YES	
Mean	low	16	39	55
	Medium	26	27	53
	High	18	4	22
Total		60	70	130

Table 4.22 reveals that inadequacy of desks influence performance of English because most of low performing schools have inadequate desks while those performing highly have adequate desks. Adebese, McCauley and Hilken(1980) emphasizes on the importance of teaching and learning materials in schools.

#### **4.4.4. Learning Resource Centre**

**Table 4.23; presence of LRC**

LRC	Frequency	percent
NO	101	77.7
YES	29	22.3

**N=130**

Table 4.23 reveals that 77.7% of the schools under study do not have a learning resource Centre while 22.3% have one. It is clear that whereas language learning and teaching requires that

learning aids be used for purpose of explication and clarification of new words and language patterns. The LRC is supposed to store already prepared materials for ease in teaching and learning in all subjects, English language included. It is therefore necessary that all schools have these facilities if learning has to take place efficiently for improved results. Carron and Chau (1996) emphasizes on the importance of teaching and learning materials to enhance English curriculum implementation.

**Table 4.24: Field trips and field studies against performance**

Performance		Field trips and field studies		Total
		NO	YES	
Category	low	40	15	55
	Medium	39	14	53
	High	14	8	22
Total		93	37	130

Table 4.24 reveals that schools in Bungoma south district rarely take pupils on field trips as 93 of the 130 sampled schools do not go on trips. It is a probable cause of poor performance.

#### 4.4.5 Books for reading lessons

**Table 4.25: Availability of enough English language text books for reading**

Books	frequency	percentage
NO	92	70.8
YES	38	29.2

N=130

Table 4.25 confirms that schools lack necessary number of books required in conducting reading lessons successfully in public primary schools. 70.8% of schools do not have enough books while 29.2% have enough. This percentage cannot deliver the expected results. Lack of same does not hinder effective teaching thus impacting negatively on performance in the subject. Adebisi(1991) emphasizes on the importance of learning materials to enhance English curriculum implementation.

**Table 4.26: Availability of enough English language text books for reading lessons against performance**

Availability of books for reading lessons				
Performance		NO	YES	Total
Category	low	45	10	55
	Medium	40	13	53
	High	7	15	22
Total		92	38	130

N=130

Table 4.26 reveals that English language text books are not enough in all schools across the ward. 68.2% of high performing schools have enough English language textbooks whereas only .2% of low performing schools have enough textbooks, this is an indicator that availability of books influences the teaching and learning process of English language and eventual performance of the subject in public primary schools in Bungoma South Sub-County. Carron and Chau(1996) emphasizes on the importance of learning materials including availability of reading books to enhance English curriculum implementation.



#### 4.4.6 Audio-visual aids

**Table 4.27: use of audio-visual aids**

<b>L/Aids</b>	<b>Frequency</b>	<b>percent</b>
NO	110	84.6
YES	20	15.4

**N=130**

Table 4.27 shows that 84.6% of schools do not have audio-visual aids in teaching language. Language requires these tools to ensure that learners acquire correct pronunciation and spelling. Only 15.4% of schools use these tools. It hinders effective teaching and learning of English language. Adebese (1990) emphasizes on the importance of teaching and learning materials in English curriculum implementation.

**Table 4.28 use of audio visual aids against performance**

		use of audio visual aids		
performance		no	yes	total
	Low	48	7	65
	Medium	48	6	53
	High	11	11	22
total		110	20	130

Table 4.28 shows that 50% of the high performing schools use audio visual aids in the teaching and learning of the English language. In the low performing schools, it shows that only 12.73% use aids. This reveals that audio visual aids have an influence on effective teaching and learning of the English language and its performance. Mersand(1961) and Carron and Chau emphasizes on a critical role of learning and teaching materials in English curriculum implementation.

#### **4.5 The influence of school language policy on effective teaching and learning of the English language and performance.**

##### **4.5.1 Importance of a language policy**

**Table 4.29 Importance of a school language policy**

	<b>Frequency</b>	<b>percent</b>
STRONGLY AGREE	117	90.0
AGREE	13	10.0

Table 4.29 shows the opinion of English teachers, Head Teachers on the importance of developing a school language policy. 90% strongly agree that it is important for schools to have a language policy as they felt that this could help in effectively teaching the English language in public primary schools. Corson (1990) and Grimma(2005) emphasizes on the importance of a school language policy in the implementation of English curriculum.

**Table 4.30; language policy against performance**

performance	language policy		
	strongly agree	agree	total
Low	50	5	55
Medium	46	7	53
High	21	1	22
Total	117	13	130

Table 4.30 shows that 117 teachers out of 130 sampled teachers strongly agree that each school should have a language policy. 95.5% of the teachers in the high performing schools strongly agree that it highly influences teaching and learning of the English language and its performance. This is in line with Corson(1990) and Grimma(2005) concerning the importance of a school language policy.

#### **4.5.2 Mother Tongue, Kiswahili and Sheng**

**Table 4.31; use of MT/ Kisw/ sheng for longer periods**

Response	Frequency	percent
AGREE	22	16.9
DISAGREE	32	24.6
STRONGLY DISAGREE	76	58.5

**N=130**

Table 4.31 shows that 58.5 % of respondents strongly disagree, while 24.6% disagree on the use of MT, Kiswahili and sheng in schools. The total percentage is 84.1%, meaning that many teachers see this other languages interfering with effective teaching and learning of the English language in public primary schools.

### 4.5.3 English as a medium of instruction and communications

**Table4.32; use of English as a medium of instruction in the whole school**

<b>Response</b>	<b>frequency</b>	<b>percent</b>
STRONGLY AGREE	91	70.0
AGREE	20	15.4
INDIFFERENT	2	1.5
DISAGREE	2	1.5
STRONGLY DISAGREE	15	11.5

N=130

Table 4.32 clearly reveals that 70% of the respondents had a feeling that the whole school needs to adapt English as the official language of communication. Probably, they believe that this will improve the subject performance through creation of positive attitudes. Corson(1990) emphasizes on the importance of a school language policy as a medium of instruction in primary schools.

**Table 4.33: use of English as a medium of instruction and communication against performance**

English as a medium of instruction and communication in the whole school							
Performance		STRONGLY			STRONGLY		total
	AGREE	AGREE	INDIFFERENT	DISAGREE	DISAGREE		
Mean	low	38	7	1	1	8	55
	Medium	36	8	1	1	7	53
	High	17	5	0	0	0	22
Total		91	20	2	2	15	130

Table 4.33 reveals that most teachers prefer that English be used as a medium of instruction and communication in the whole school. However in schools that had low performance, some teachers were against it but in schools that performed highly all teachers supported the use of English. Therefore English as a medium of instruction and communication in schools influences teaching, learning and performance of the English language in public schools in Bungoma south district.

#### 4.5.4 Penalty for flouting the school language policy

**Table 4.34; setting of penalties for rule flouting**

	Frequency	percent
STRONGLY AGREE	69	53.1
AGREE	25	19.2
INDIFFERENT	2	1.5
DISAGREE	28	21.5
STRONLGLY DISAGREE	6	4.6

**N=130**

Table 4.34 shows that 19.2% of the respondent strongly agreed and agreed respectively that schools had a language policy and pupils who violate the rules were penalized. This is in accordance with instilling discipline and reinforcing development of the English language. Corson (1990) and Grimma (2005) emphasizes on the importance of strict adherence to the school language policy at primary school level.

**Table 4.35 Penalty for student on language polices against performance.**

Set a penalty for students who don't adhere to language policies.							
Performance		STRONGLY			STRONGLY		Total
		AGREE	AGREE	INDIFFERENT	DISAGREE	DISAGREE	
Mean	low	29	9	0	15	2	55
	Medium	27	10	1	12	3	53
	High	13	6	1	1	1	22
Total		69	25	2	28	6	130

Table 4.35 shows that most teachers in schools that performed well advocated for a penalty for pupils who flouted the rules. Some teachers in schools that performed poorly did not agree to punishment for pupils who flouted language rules. It clearly reveals that setting rules and penalties to language policy in schools influence teaching, learning and performance of English language in public primary schools, Bungoma South Sub-County. Corson (1990) and Grimma (2005) emphasizes on strict adherence to a school language policy

## 4.6 The influence of teacher workload on effective teaching and learning of English language and performance

### 4.6.1 Staffing of the subject panel

**Table 4.36: Adequate staffing of the English panel**

<b>Response</b>	<b>frequency</b>	<b>percent</b>
NO	81	62.3
YES	49	37.7

N=130

Table 4.36 shows how the schools under study are staffed. It reveals that 62.3% of schools do not have enough manpower to handle English language teaching in the public primary schools in Bungoma south district. It is an indicator that the job is not effectively done and thus it results in unsatisfactory performances in the district. Staffing is majorly done by TSC therefore the issue is beyond the school administration. The 37.7% schools with adequate staff cannot have a great impact on performance within the Sub-County. Mbatia (2004) in his study of Free Primary Education (FPE) in Kenya emphasized on the effect of strained teachers workload due to the introduction of FPE in Kenya. This was the same with the study done by Wamukuru et al (2006) on challenges of implementing FPE in Kenya.



#### 4.6.2 How many other subjects are handled by English teachers besides English?

Table 4.37; do you handle other subjects besides English language?

Response	Frequency	Percent
NO	9	6.9
YES	121	93.1

**N=130**

Of According to table 4.37, 93% of the respondents teach many other subjects besides English. A minimal 6.9% teach English only. This interferes with effective teaching of English language. Wamukuru et al(2006) emphasized on strained teachers workload due to implementation of FPE in Kenya.

#### 4.6.3; Handling of extra responsibilities alongside classroom teaching

Table 4.38: Extra responsibilities and appointments

Response	frequency	percentage
NO	49	37.7
YES	81	62.3

**N=130**

Table 4.38 indicates that 62.3% of the respondents have to carry out other responsibilities alongside teaching of English language. This is likely to consume a lot of time and is an impediment to effective teaching and learning of English language in public primary schools in Bungoma South Sub-County.

**Table 4.39; Extra responsibilities against performance for the respondent**

Performance		Extra responsibilities of the Respondent		
		NO	YES	Total
Mean	low	17	38	55
	Medium	24	29	53
	High	8	14	22
Total		49	81	130

Table 4.39 indicates that in all school, most teachers have extra responsibilities. However the number is lower in high performing schools. Therefore extra responsibilities for teachers of English language influence the teaching, learning and performance of the subject in public primary schools, Bungoma South Sub-County. Mersand(1961) and Mbatia(2004) on their study of challenges of implementing FPE in Kenya emphasized on investigations of variables on teachers workload on the view of enhancing proper English curriculum implementation in primary schools in Kenya.

#### 4.6.4 Pupils enrolment.

Table 4.40; Average number of pupils per stream

Response	frequency	percent
35	4	3.1
40	4	3.1
45	1	.8
50	4	3.1
55	15	11.5
60	11	8.5
65	25	19.2
67	2	1.5
68	1	.8
69	1	.8
70	16	12.3
73	6	4.6
75	4	3.1
76	8	6.2
80	4	3.1
86	2	1.5
88	2	1.5
90	1	.8
99	8	6.2
100	11	8.5

N=130

The table 4.40 above shows that there is high enrollment in most of the schools at 65 and above pupils in one single class. Most schools are either double or triple streamed. 89.9% of schools fall under this category. The high population is a probable cause of ineffective learning which in turn affects. This is in line with Mbatia(2004) and Majanga, Nasongo and Sylvia(2010) on their study of challenges of FPE in view of interaction of variables of FPE e.g. large classroom sizes in implementation of English curriculum in Primary Schools.

#### 4.7 Workload

**Table 4.41; workload of teachers of English**

Responses	frequency	percent
ENOUGH WORK	16	12.3
EXCESS WORK	114	87.7

**N=130**

The table 4.41 shows that the teachers are overloaded as 87.7% of the respondents affirmed that the work was excess for them. Only 12.3% admitted to having enough work. Wamukuru et al (2006) and Mbatia(2004) emphasizes on the same.

**Table 4.42; Workload against performance**

How do you rate your workload				
Performance		Enough work	Excess work	Total
Mean	low	7	48	55
	Medium	6	47	53
	High	3	19	22
Total		16	114	130

Table 4.42, number of teachers with excess work load in high performing schools was lower than the number in low performing schools in Bungoma south and it influences effective teaching and learning of English language in public primary schools. Wamukuru et al(2006) and Mbatia (2004) emphasizes on challenges of implementing FPE in Kenya.

#### **4.8 The influence of school based monitoring and assessment on teaching and learning of English language.**

##### **4.8.1 Role of the subject panel**

**Table 4.43; subject panels in schools**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
NO	15	11.5
YES	115	88.5

N=130

Table 4.43 indicates that 88.5% of schools have an existing subject panel whose role is to oversee the teaching of the English language. This is good because supervision and monitoring of the subject does assist the improvement of delivery. In this case the impact of the panels may not be felt because of excessive workload as shown by understaffing.

#### 4.8.2 Mode of preparation of tests

**Table 4.44; mode of testing**

Response	Frequency	Percent
INTERNAL	52	40.0
EXTERNAL	78	60.0

N=130

Table 4.44 shows that most schools use externally set examinations. 60% of schools use these examinations. Only 40% set tests internally. Sammons et al(1995) emphasizes on the importance of monitoring of the pupils progress through evaluation.

**Table 4.45; mode of tests against performance**

Performance	Mode of tests		
	internal	external	total
low	15	40	55
medium	22	31	53
high	15	7	22
total	52	78	130

**Table 4.45** reveals that high performing schools set their English language examinations internally for assessment of pupils whereas most of the low performing schools use external tests. Therefore the mode of setting examination influences the performance of the English

language in Bungoma South Sub County. Edwards (1979) and Sammons(1995) emphasizes on the importance of monitoring and assessment of pupils .

### 4.8.3 Frequency of homework

**Table 4.46; Administration of homework**

<b>Response</b>	<b>frequency</b>	<b>percent</b>
DAILY	65	50.0
TWICE	12	9.2
THRICE	47	36.2
FOUR TIMES	6	4.6

Table 4.46 shows that 50.0% of the language teachers administered homework to their pupils. The remaining 50% did it less frequently. Coleman report (1996) emphasizes on the importance of monitoring and assessment of primary school pupils in USA, UK and Europe.

### 4.8.4 Remedial teaching.

**Table 4.47; Remedial lessons for weak pupils**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
OFTEN	91	70
RARELY	21	16.2
NEVER	2	1.5
ON DEMAND	16	12.3

Table 4.47 shows that 70% of language teachers carried out remedial teaching for the weak and slow learners. There is a possibility that it was not effectively done and it did not produce the desired effect on the learning process based on the learning process based on the previous results of the Sub-County.

#### 4.8.5 Inspection by QASO'S

**Table 4.48; frequency of inspection by QASO'S**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
OFTEN	47	36.2
RARELY	83	63.8

N=130

Table 4.48 shows that 63.8% of schools were rarely visited by the QUASO'S as 32.2% of schools had frequent inspections. Sammons et al (1995) and Edmonds (1979) emphasizes on the importance of monitoring and assessment of primary schools pupils.

**Table 4.49; inspection against performance**

how often is inspection done by the ministry

Performance		OFTEN	RARELY	Total
Mean	low	11	44	55
	Medium	20	33	53
	High	16	6	22
Total		47	83	130



Table 4.49 shows that in the high performing schools were frequently visited by the QUASO while the low performing schools were rarely inspected. Therefore frequency of monitoring and assessment has an influence on teaching and learning as well as the performance of English in Bungoma South Sub-County. Edmonds (1979) and Sammons et al (1995) emphasizes on the importance of monitoring and assessment in schools.

#### **4.8.6 Lesson preparation.**

**Table 4.50; Frequency of lesson preparation**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
OFTEN	106	81.5
RARELY	11	8.5
ON DEMAND	13	10.0

N=130

Table 4.50 reveals that teachers of language do lesson preparation on a daily basis as shown by 85.5%. This is an important aspect in teaching especially of language. The unfortunate thing is that in this study, preparation and performance do not seem to complement each other. There is a possibility that other issues liken population, workload and lack of enough books and no use of learning aids do overshadow lesson preparation. It could also mean teachers write lesson notes just for the sake of it without meaning to apply in class. This does influence effective teaching of the English language.

#### 4.8.7 Parents involvement

**Table 4.51; frequency of signing pupils' books**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
OFTEN	21	16.2
RARELY	48	36.9
NEVER	50	38.5
ON DEMAND	11	8.5

N=130

Table 4.51 shows that parents rarely and never sign pupil's books when demanded. It is worrying and because it reveals that a total 84.3 percent fall in this category. When teachers have to play both roles without the input of parents, the influence is usually felt negatively through poor results. Parents need to get involved in the education of their children to ease the burden on an already overloaded teaching fraternity so as to improve the pupil's achievement and performance of the English language in public primary schools in Bungoma South Sub-County. Edmonds (1979) emphasizes on the importance of monitoring and assessment through signing pupils' exercise books to improve English curriculum implementation.

**Table 4.52; parents’ involvement against performance**

---

how often do parents sign pupils homework						
performance		OFTEN	RARELY	NEVER	ON DEMAND	Total
Mean	low	3	20	31	2	55
	Medium	9	16	19	8	53
	High	9	12	0	1	22
Total		21	48	50	11	130

---

Table 4.52 indicates that high performing schools, parents are concerned with their children’s whereby 95% take interest in language learning. In low performing schools 60% of parents have no interest in what the pupils do in language. This is an indication that lack of frequent tutoring impacts negatively on performance of English in public primary schools in Bungoma. Edmonds(1979), Coleman report (1996) in USA, UK and Europe, Sammons et al(1995) emphasizes on the importance of strict monitoring and assessment of pupils progress to enhance English curriculum implementation.

#### **4.9 Discussions of the findings**

##### **4.9.1 To what extent do teaching and learning resources influences effective teaching and learning and performance of English language in public primary schools in Bungoma south district?**

The study findings indicated that 63.1% of the schools did not have libraries while 39.9% had libraries. This is an indication that pupils are not able to access enough reading materials yet syllabus of English language requires that pupils be exposed to reading different forms of literature to enhance their language

growth and mastery. It's a clear indication that lack of libraries is affecting the capacity of the learners as schools which performed well had libraries. It was also noted that many schools had put up structures of their proposed libraries though most were either incomplete or empty.

On desks, 60.8% of the schools did not have adequate desk while 36.9% had enough. This indicates that pupils were undergoing tough conditions that could not allow them to fully develop their skills as is required in learning of English language as it was observed that schools with adequate desks posted better results. This is an impediment to attainment of proper writing skills as required in the learning of English language. The LRC is worst hit as 85.5% of schools have none. Only 11.5% of schools have one yet this is the place where all the teaching and learning aids are stored. This is a clear indication that the teachers do not use often learning aids in language teaching and those that had LRC's performed better. According to the syllabus, new words must clearly be demonstrated for the learners to grasp meanings, use and spelling. When teachers do not use clear methods it becomes almost impossible for second language learners to grasp the new language while the slow learners are left to fend for themselves and it is evident from the study that where teachers used aids , good results were posted.

Inadequacy of books to conduct reading lessons is revealed in 70.8% of the schools. Only 29.2% had enough books to facilitate reading lessons effectively. Heinemann (1990) reported that schools must have libraries. This definitely affects performances by the end of the day. It is important that books be adequate so that language learning is effectively carried out and performance can improve. The study showed that most schools have a variety books for English language which is good but the books aren't enough to be used effectively to achieve the intended goals. From the findings of the study, teachers in schools with enough books performed well. These findings concur with earlier findings. Mersand (1961) also concurred with the fact that leaning aids are a must for effective learning of the language.

There is a major shortage of classrooms with 60% of schools having less than what is required and only 39.2% having fairly enough. It reveals that conditions are not conducive for learning and pupils are either

crowded in rooms or sit in shades. In a situation where extreme conditions of weather occur, learners have to go home. This has impacted negatively on teaching and learning of English language. On whether learners get a chance to experience field trips and excursions, findings 71.5% of the schools do not give a chance to pupils to experience an interactive learning. It is through this interaction that pupils get exposure and also get to compete in debates and public speaking. This is a motivating factor, unfortunately the study showed that a minimal 28.5% of schools give this chance to their pupils.

Audio-visual aren't used as it is supposed because the study shows that 84.6% of the teachers do not use them in teaching. 28.5% of English teachers use the aid and is best learnt using aids that simplify both spelling and pronunciation of new words. They also keep pupils motivated as they provide variation and break boredom in classrooms. They also give tangibility to learning and pupils are able to remember what involved the five senses. UNESCO (2000) on a study carried out in the sub-Saharan Africa reported that learning aids, desks and classrooms were critical in any school institution. In relation to the reviewed literature, Adebisi (1980) noted that learning aids were imperative for effective learning in schools. The same findings were reported about the use of textbooks as stimulants for learners of the language. This study is in agreement that teaching and learning resources must be adequate and teachers should ensure that learners have access to enable them realize their full potential and perform well in English language.

#### **4.9.2 How does the language policy of the school influence teaching and learning of English language and performance of the subject in public primary schools in Bungoma?**

These study findings indicated that the majority of language teachers do strongly agree it is important for a school to have language policy. 90% of them support strongly and 10% do agree on the same. Results showed that schools here teachers fully supported use of English for communication and instruction attained good results.

The opinion of the sample population indicates that schools need to put in place policies that will help built language acquisition. The results showed that few schools around the main town are able to score, mean above 50% because the learners are exposed to English and Kiswahili. Respondents also expressed the need of teachers in rural areas to use language within and without the classrooms to many, were of the opinion that all members of the staff must be involved in creating and implementing a school language which is a matter of great importance in every school. On whether Kiswahili and sheng should be used 53.5% of language teachers strongly disagreed while 24.6% disagreed. This accounted for 83.1%, 16.9% and 16.9% agreed for the use of MT, Kiswahili and sheng. These groups were of the opinion that English is a strange language for the 83.1% who sought to use MT. it was their feeling that English is the backbone of every subject, except Kiswahili and therefore should be a medium of communication. A number of respondents expressed their wish that teachers and pupils should communicate in English. The language policy was a sure way of improving standards. Good results were posted in schools whose teachers strongly disagreed with the use of sheng, MT and Kiswahili. The 68.5% who disagreed are of the view that for examination purpose, English holds the bulk for success in all subjects hence should be used for more so as to help pupils attain a better score.

A whopping 81.5% of respondents strongly disagree on the use of sheng, 15.4% disagree but a minimal 45 are of the opinion that sheng be encouraged. This group language as dynamic and progressive entity and them sheng is produced on it for the poor results associated with English language. They point out the fact that sheng has overshadowed language learning and instead caused failure. When teachers and pupils communicate in so many vernacular languages, simply creates confusion to the learners as they have to synthesis a lot in order to grasp meaning. The study findings indicate that 85.4% of the teachers of English advocate for every school to have a language policy to promote its growth. 72.45% go head to agree that a penalty must be put in place to flout those who counter the set policy. Their opinion is that without rules to govern the policy issue, students might show laxity and make it impossible to achieve any positive results. They agree that lack of school language policies. They strongly suggest that each

school to put in place a mechanism to encounter the problem to enable the district to post better results. In this type of schools positive results were realized. This is evidence that language policy does influence performance of English language in Bungoma south district . Respondents were of the opinion that schools should put in place other programmers such as the debating clubs, public speaking contests and interschool competitions in order to motivate pupils in learning of English language.

#### **4.9.3 To what extent is the teacher's workload an impediment to the teaching and learning process of English language in public primary schools in Bungoma south district, Bungoma county?**

The study findings show that 62.3% of the sampled schools do not have adequate staff for teaching English language. 37.7% of the schools were adequately staffed. That 93.1% of English teachers had to teach other subjects alongside English and another 62.3% had extra responsibilities assigned to them beside classroom teaching such as guiding and counseling , drama and music, sports and games. Of the 37.7% who had adequate staff, 6.9% have to teach other subjects too and 37.7% of schools have other responsibilities.

The implication that they rate their workload as excess, only 12.3% felt they have enough work. This is attributed to the immense pupil population caused by the growing enrollment in public primary schools. Mersand (1961) in his study recommended that language teachers to have a lesser workload so as to create more time for English and improve their pupil's performance. On the other hand, Marwan (2009) suggested that active learning and teaching can only take place if the teacher's workload is realistic. In his study, out of the 45 schools sampled 4.6% are single streamed. On stream population, 3.4% of the schools have below 39 pupils per stream, 30 have between 40-59 pupils, 56.6% accounts for 71 schools which have between 80-99 pupils. A cumulative frequency of 69% of schools have less than 6 teachers to handle language teaching from class 1-8 regardless of the number of streams. World bank (1999), Mbatia (2004)at Majanga et al (2010) all observed that the teacher-pupil ratio had an effect on teaching and learning of language and they recommend that the number should be reduced for effective. This is

conclusive that teachers of English have an excess workload that is impeded to effective delivery and cause of poor performance in the subject. Easthope (2000) recommended that teachers need to have their workload reduced for them to exude confidence. On the other hand, a study done in Ethiopia suggested that incorporation of learning aids in learning can ease workload e.g. use of UCT. Wamokote (2010) in his study in sub Saharan Africa suggested that ICT be used to reduce workload and improve motivation.

#### **4.9.4 To what extent is school-based curriculum monitoring and assessment an important activity for performance and improvement in the teaching and learning of English language in Bungoma County?**

The study findings indicate that 88.5% of schools have English language panels in place yet 60% use externally acquired tests to assess their pupils. This reveals that the panels exist but do not play a pivoted role in ensuring that the subject is handled correctly for example, setting of examinations, monitoring of syllabus coverage and staffing of the teachers within the school. Kamindo (1998) suggested that is necessary for schools to have panels that are active for purposes of uplifting standards in each subject. This was after the study that most schools had dormant panels. Syllabus coverage, according to the respondents, is highly interfered with by the activities that run alongside the school calendar like games and athletics, drama and music, education days and holidays. A few said that they tried covering through remedial lessons and holiday tuition. This contradicts the intended use of the remedial and holiday lessons which are based to carter for slow learners. It may also explain why much as 50% of the respondents call out tuition lessons it has not reflected on general performance. It is probable that these lessons are just continuation of the normal classroom teaching. The study showed that 50% of teachers give pupils home work on daily basis but they comment on the act that the large number of pupils do not allow them to check all the work given. This can mean that some pupils overlook the exercises and thus it does not serve the intended purpose. Only 22% of the students administer composition fortnightly considering the heavy workload involved. The findings also reveal that 75.4% of the parents either never or rarely sign their



children's books. This shows that either they have little concern or none at all on the children fair on in school. Respondents administer composition fortnightly considering the heavy workload involved. The study revealed that parents have left teachers the role of parenting and teaching. It showed that 81.5% of teachers do lesson preparations daily as expected. This is very important. However this same has to be made while preparing for the lessons. It implies that teachers do routine lesson for the sake of records rather than the sake of practical lesson delivery.

This definitely influences effective teaching and is a clear cause of poor results as the learners do not receive the required skills to make them do well. Bungoma is a vast district that requires enough man power to for field visits. Unfortunately, this fact only cultivates to laxity of the teachers. Constant monitoring needs to be done in the district, especially because the results have not been satisfactory, secondly, because FPE is under implementation. Schools that are performing well must be encouraged to push on while those doing poor must be guided under the QUASO teams. Inspection is also meant to serve the challenges and pitfalls experienced by teachers in order to come up strategies on the way forward. The educational sector is the bedrock of national development and must not create loopholes that compromise effective teaching and learning. Oket et al (2010) observed that there is a gap between teaching and assessment of pupils because schools are not frequently inspected. Lastly, the study showed that teachers rarely go for in-service courses whether external or internal. This results to stagnation in methodology and low motivation. The few who attend school-based courses are self-sponsored and solely do it for their own upward mobility. It is a revelation that the teaching fraternity is a forgotten group when compared to their counter parts in the civil service who are sponsored to trainings and refresher courses by the government. This influences teaching and learning because teachers who lack motivation cannot do their work with dedication yet language teachings calls for total sacrifice and dedication.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMENDATION**

#### **5.1 Introduction**

This chapter presents the summary of the study, conclusions and recommendations. It summarizes the findings gives conclusions and recommendation. It also suggests areas for further research.

#### **5.2 Summery of findings**

This chapter summarizes the findings of the research objectives.

In the first objective that sought to find out the extent to which teaching and learning resources influence effective teaching and learning and performance of English language in public primary schools in Bungoma south district, Bungoma County, the study revealed that 84.6% of the teachers of English do not use audio-visual aids in teaching new items in the language. 70.8% of the schools do not have enough books. 88.5% do not have LRC, 60.8% have inadequate classrooms and 53.8% suffer inadequacy of desks. Most of the schools that lack the necessary resources have low mean performance while those that have the required resources post good results.

On the second objective that sought to find out: The extent to which the language policy of the school influences teaching and learning of English language and performance of the subject. 90% of English teachers strongly agreed that schools have a language policy. 70% of teachers and head teachers agreed that English should be used in schools both as a medium of instruction and as a means of communication I the whole school. 58.5% do not support the use of sheng and 53.15% strongly agreed that a penalty

should be set to counter flouting of language policy. The study shows that in schools where teachers strongly supported English as a language of instruction and communication in all classes, the results were good while those that teachers resisted posted poor results.

In this study the third objective sought to find out the extent to which teachers workload is an impediment to the teaching and learning process and performance of English language in Bungoma south district. The study revealed 93.1% of language teachers handle other subjects apart from English language and 87.7% have excessive workload. 62.3% of schools are inadequately staffed and 65% of schools have more than the ideal pupil population of 50pupils per stream. Besides teaching, 62.3%of the teachers have extra responsibilities in the school. The study shows that the language teachers have other subjects to handle, other responsibilities to take and more so mast schools have more than 50 pupils in each class which translates to excess workload.

The fourth and final objective of the study sought to find out the extent to which monitoring and assessment is an important activity for performance and improvement in the teaching and learning of English language in Bungoma South Sub-County. The study reveals that 63.8% of schools are rarely inspected by QUASO's. 88.5% of the schools have subjected panels but 60% use externally acquired tests to assess the pupils.81.5% of the teachers wrote schemes of work and lesson notes but 84.6% do not use audio-visual when teaching QUASO is not up to date, panels on the other hand are overwhelmed by work. Parents are not keen on what their children do and teachers must play both roles despite the already existed workload.

### **5.3 Conclusion**

Based on the findings several conclusions were made:

#### **5.3.1 Teaching and learning resources.**

In a consolidated opinion it emerged that teachers were in the agreement for the need of schools to have adequate resources to support the learning process. Schools that have facilities did fairly well in English language. So were those with adequate books for reading lessons and others for teaching language. Schools that lacked had a difficult time and this affected their performance while those with adequate enjoyed performance. Those teachers who used teaching and learning aids testified that the learning process was very productive unlike the majority who rarely prepared aids for the learners. The few schools that had established a LRC are unbeatable and have continued to attain a good score in the English language. It is evident that adequacy of teaching and learning resources has influence on the performance of English language because it impacted positively on the learning process to produce good results.

### **5.3.2 Language policy for schools.**

It was revealed that a language policy for schools is necessary if learners have to improve in the English language subjects. Many schools have not implemented a policy to govern them. Majority of the teachers agreed that English should be used by the whole school for communication and instruction. They are of the view that this will help restore the language back to its position and also help learners improve in all other subjects that use English. Teachers are also opposed to use MT, Kiswahili and sheng in schools as this derails the efforts put up by English teachers. Teachers should also sought that pupils who flout rules that the language policy should be penalized so that the intended purpose is achieved. That all teachers in the school must be party you this course if results have to be realized. It was a general fight that implementation of a school language policy would uplift the performance of English language in the district.

### **5.3.3 Teachers' workload**

It was evident that the district has a shortage of teachers and those that teach English must take up other subjects despite the high population enrollment in the classes. Teachers are overwhelmed with work and most say that the workload is in excess. This makes them not to demonstrate fully what has to be done. The high enrollment due to FPE requires the increase of manpower to be able to implement provision of quality education in public primary schools. The teachers also expressed dissatisfaction with the meager salaries that do not tally with the workload. This is an impediment to effective teaching.

#### **5.3.4 School-based curriculum monitoring and assessment**

Investigations as to whether schools have put in place their own monitoring and assessment tools to enable effective teaching and learning process in schools revealed that English language panels were present in every school. However whether the panels play the role was questionable when it was found that schools used externally acquired test to assess and also the revelation that teachers did lesson preparation but never prepared learning aids for use in classroom teaching. Statistics also Show that external monitoring was rarely guided by the QUASO teams giving room for laxity of teachers. This greatly affects the teaching and learning process especially of English language in public primary schools.

### **5.4 Recommendations**

From the study findings above, it can be recommended that for the public primary schools to achieve their objective of effective teaching and learning of the English language, the findings are suggestions of what should be done.

#### **5.4.1 Teaching and learning resources**

Though the government is doing its best in providing learning under FPE, the effort is yet to meet the needs on the ground more funds for acquisition of the same should be allocated to the primary schools.

The same goes for school infrastructural development. School PTA's should also come in to supplement the governments' efforts in educating the masses. The CDF founded projects should be completed on time and not stall so as to serve the intended purpose in schools.

The school administration should ensure that classrooms are properly secured so that language teachers can have libraries which can enable pupils to have express access to library books and develop a reading culture to improve both skills and attitude of the learners towards English language.

Each school should have a well stocked library and an active LRC to support the learning of English language and the use of visual aids so as to improve the performance of both teachers and learners.

#### **5.4.2 Language policy for schools.**

Schools need to put in place language policies that will develop language acquisition by learners. The district is in the rural area that has a lot of MT influence here by the luhya-bukusu dialect is main mode of communication. Teachers must therefore by all means encounter this by putting in place rules and regulations that will govern the school instructional and communicational mode. English should be made the main media if the subject has to improve.

Schools should put in place activities such as debating clubs; speaking days etc. this will motivate the learners as well as built their self-esteem while creating positive attitudes towards English.

Sheng and MT should not be used in schools at whatever cost. All teachers in school must join hands in implementing whatever policy that it is and not leave it to be a burden to the language teachers. This can be reinforced by designing language corners, language discs etc and also penalties for defaulters. Interschool competitions in drama, public speaking and essay writing will also boost English language in the entire district.

#### **5.4.3 Teachers workload**

Teachers are putting their best foot forward to ensure that teaching and learning of English is successful and enjoyable to learners. However, their effort is proving futile the overwhelming number of pupils per stream. It would be best if a teacher of English handled more than 50 pupils under one roof. Therefore classrooms must be decongested in order for the language teachers to be effective and uplift the otherwise poor performance in the district.

English teachers should be relieved of teaching other subjects and adopt specialization this can help instill a sense of responsibility and accountability so that teachers stop blame games. This can be implemented at training level whereby a trainee will be allowed to qualify in their subject of choice unlike today where teachers have to teach any subject.

The current situation is pathetic. For proper facilitation of FPE and implementation of MDG's it is evident that enough manpower be hired.

#### **5.4.4 School based monitoring and evaluation.**

The DEO should ensure quality education in school going down on the ground to facilitate proper school based monitoring through the QUASO. In-service, refresher courses: should be mounted right from the school level, up to national levels. Exchange of views, ideas, and methods can help improve performance of the teacher hence a better teaching and learning process that will lead to improved results. Composition writing is a thorny affair hence results show that most teachers do not handle it due to a large number of pupils.

It would be ideal several teachers handle one class so as to share the burden as is in secondary schools. This can increase frequency and provide the needed practice. Regular panel meetings should be held and resource persons invited to facilitate frequently to talk to language teachers. Heads of panel must ensure that teachers write lesson notes, schemes of work and prepare learning aids to accompany their daily

lesson. Above all language teaching should be done as a collective responsibility for all language teachers and never should a teacher assume expertise but rather should seek guidance without much ado.

#### **5.4.6 Suggestions for further research**

The researcher recommends research on this subject area under the following themes;

Replication of this study on public primary schools within districts that can perform exemplarily in English language.

The effects of free primary education on English language teaching and learning in public primary schools in Kenya.

A comparative study of performance in private primary schools that realize very high scores in English language as compared to public primary schools in Bungoma south district.



## REFERENCES

- Abaji, O., & G. O. (1947). *Efficiency of Primary School Education*. Nairobi: Institute of Policy.
- Abdi, A. Y. (2012). *Education, Conflict and Development: The Case of Northern Acquisition*. *The New Handbook of Second Language Acquisition*, 69-88.
- Adebesi (1990). *Yoruba Language and Literature*, University Press, 1982
- Afolayan A. H. P. (1980). *Teaching Primary English*. Hongkong: Longman: Hongkong.
- Ajibola (2006) .*teaching reading and comprehension in selected primary schools in Oyo State, Nigeria*.
- Amuthelezi (2006). *An Assessment of The Problems in Teaching and Reading Comprehension In selected Primary Schools*. Journal
- Antony, A. (2008). *Output Strategies for English Language Users. Theory to Practice*. The Reading Teacher.
- Ayot, H. Okello, (1979). *New Approaches in History Teaching in Schools*. Kenya Literature Bureaus.
- Barrows, H. S. (1994). *Practice-based learning: Problem Based Learning Applied to Medical Education*.
- Bossire (2004) . *nationale public investments in primary education inn developing countries* . Independent Evaluation Group (IEG), Working Paper Series, Washington DC.
- Borg W. and Gall D.M (1996) *Educational Research and Introduction*(5<sup>TH</sup> Edition) Longmann Publishers, New York.
- Brumfit, C. (1989). *Communicative Methodology in Teaching*. The Role of Fluency and Accuracy.
- Carion and Chan (1996) *Writing Sense : Intergrated Reading and Writing Lessons For English Language*, Polychrome Publishers
- Chomsky, N. (2000). *New Horizons in the Study of Language and Mind*. Cambridge University Countries. Oxford University Press for World Bank. County (Doctoral Dissertation, University of Nairobi, Kenya).

- Clay (1991) *Becoming Literate* Heinmann Educational Publishers, 15<sup>th</sup> April 1991
- Coles, C.R. & Grant (2014). *Curriculum Evaluation in Medical and Health Care Education*.
- Coppe, H. (1996). *Aids to Teaching and Learning* Oxford: Pengamon Press. Public Secondary Schools in Kenya: A Case of Mumias District Kakamega Pupils in Western Province of Kenya. Policy Study, Bureau of Education.
- Corson (1990) *Language Policy Across The Curriculum*, Multilingual Matters, 1990
- Crankiltoz, J. R. (1999). *Curriculum Development in Vocational and Technical Education, Planning, Content and Implementation*.
- Dewey, John 1966 *Democracy and Education*, New York Free press.
- Edmonds (1979): *Effective Schools For the Urban Poor*, Journal articles
- Eshiwani, G. S. (1983). *Factors Influencing Performance among Primary and Secondary School Kenya (doctoral Dissertation, Institute of Education, University of London)*.
- Harlem, R. M., Taylor & Francis (1999). *An Introduction to Outcome-based Education. Kenya (Doctoral Dissertation, Institute of Education, University of London)*.
- Henveld and Craig (1996) *teacher development* : journal
- Kodhari CR (2003) *Research Methodology: Methods and Techniques*. 2<sup>nd</sup> Revised Edition, New Delhi
- Lange, D. L. (1972). ACTFL *Annual Bibliography. Foreign Language Annuals*, 5(4), 487. Learners, Reading Improvement, 47(3), 166. Cummins, J. (2009) *Linguistics*.
- Lockhead, M. E., & Verspoor, A. M. (1991). *Improving Primary Education in Developing*.
- Mbatia (2004) *Challenges of implementing Free Primary Education in Kenya*: Nairobi, UNESCO
- Mertans, D. M. (2014). *Research and Evaluation in Education Integrating Diversity with Quantitative and Qualitative and Mixed Methods*.
- Mersand (1961) *Attitude Towards English and Teaching*: 1961 Chilton Company Book Division Publishers
- Motimore et al (1988) *The Nature of Effective School journal*

- Mugenda, M. O., & Mugenda, A. (2003). *Research Methods: Quantitative and Qualitative*. Nairobi: Mulima, M. N. (2012). Influence of Teachers on Performance of Students in English
- Muthiiwi (1991) *Language Policies In Schools*, journal
- Oketch E (1991) *Psychology principles for Guidance and Counseling*: Nairobi University Press
- Oketch et al (2010) *International Journal of Educational Development* , Elsevier Ltd
- Orodho AJ Kombo DK (2002) *Research Methods* Nairobi University Press
- Orodho AJ (2003) *Essentials of Educational and Social Research Methods*, Nairobi: Mazola Publishers
- Parkay, F. W., Anotil, E. J. & Hass, G. (2014). *Curriculum Leadership*.
- Purkey, S. C. & Smith, M. S. (1983). *Effective Schools: A Review. The elementary School. Qualitative Approaches Research*, Kenyatta.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman Dictionary of Language Teaching and Applied*
- Routledge. Shiundu, J. S., & Omulando S.J. (1992). *Curriculum: Theory and Practice in Kenya*.
- Sandler, B. R. (1996). *The Chilly Classroom Climate: A Guide to Improve the Education of Women*.
- Tanner, D. (1980). *Curriculum Development: Theory into Practice*.
- Tealey and Sulby (1986) *Writing and Reading* : RIE Publication
- Tissington, L., & lacour, M. (2010). *Strategies and Content Areas for Teaching English Language*.
- Tromp, K. A. (2006): *Proposal Writing and Thesis Writing: An Introduction*, Nairobi Paulines Publications.
- Turbrill (1995). *Exceptional Lives: Special Education in Today's Schools*.
- Tyler, W. (1997). *The Sociology of Education*. London.
- UNESCO (1991). *Strengthening Educational Research in Developing Countries*. Stockholm.
- UNESCO (2000) *Resources Materials for Education*: Journal

UNESCO (2000) *Enhancing Learning Of Children With Diverde Language Backgrounds*  
: by UNESCO 2008

Wamakonjo (1986). *Language Policy in Primary and Secondary Schools in Elgeyo Marakwet Sub-county.*

Wamukuru, et al (2006). *Challenges of Implementing FPE in Kenya.*

Wamukuru et al (2006) *Education For holistic Transformation in Africa* journal

Warwick, B. (1998). *The LEA Study of Reading Literacy: Achievement and Instruction in Thirty Two Systems.* Oxford: Permagon Press.

Wiley (1985). Online Library.

World bank (2004) *Report on English Curriculum Implementation* journal

Yamane, T. (1967). *Statistics, Introductory Analysis of Problems.* Happer Collins Publisher Inc. USA.

Yieke (1996) : *In Search of National and Regional Renewal* : Codesria September 5<sup>th</sup> 2000

Young C. (2002). *First Language Literacy, Literacy Education in International Journal of Bilingualism, IV, 21-32.*

Young, C. (2002). *First Language Literacy Literally Education in Multilingual Philippine Society.*

Yu, G. O. (2007). *Research Evidence of School Effectiveness in Sub Saharan Africa.* London: University of Bristol.

## APPENDICES

### Appendix 1: Letter of Introduction

Sebastiano Adera Oundo,  
University of Nairobi,  
P. O. Box 30197,  
Nairobi.

1<sup>st</sup> November, 2017

To  
The Sub-County Director of Education  
Bungoma South Sub-County  
P. O. Box 150,  
Bungoma

Dear Sir/ Madam,

#### **RE: Request for Permission to Carry out Research in your Sub-County**

I am a post graduate student of the University of Nairobi pursuing a course in Masters of Education specializing in Curriculum Studies. I completed my course work in 2015 and currently doing my research project work, looking at factors affecting implementation of English curriculum in public primary schools in Bungoma South Sub-County, Bungoma County.

Sir, I therefore seek your permission to conduct interviews, among teachers and collect relevant data over the same. The information provided will be treated with confidentiality.

Thanking you in advance.

Yours faithfully,

Sebastiano Adera Oundo

## Appendix 2: Teachers Questionnaire

You are kindly requested to fill in the required information concerning the factors that influence the implementation of English curriculum in public primary schools in Bungoma south sub county Bungoma County. The information is for research purposes and will be treated with confidentiality. Do not write your name on this questionnaire. Your cooperation is highly appreciated.

### SECTION 1- BACKGROUND INFORMATION

NAME OF SCHOOL.....

SCHOOL AREA ZONE.....

Provide the following information by ticking/writing where applicable

1. Sex  
Male ( )  
Female ( )
2. Indicate whether you are one of the following.  
TSC staff ( )  
BOG ( )  
Head teacher ( )
3. Category of school  
Male ( )  
Female ( )  
Mixed ( )
4. Indicate your age bracket  
16-19 years ( )  
20-25 years ( )  
26-30 years ( )  
31-35 years ( )  
36-40 years ( )  
40 and above ( )
5. Highest professional qualification attained

Certificate ( )

Diploma ( )

AT'S ( )

P1 ( )

Other (specify).....

6. Indicate the zone you work?

Mwibale ( )

Municipality ( )

Sang'alo ( )

7. For how long have you taught in the above mentioned zone?

0 - 10 ( )

10 - 20 ( )

20 - 30 ( )

30 - 40 ( )

8. Indicate the streaming in your school

Single ( )

Double ( )

Triple ( )

Quadruple ( )

9. Indicate the number of teachers of English in your school

1-3 ( )

4-6 ( )

7-10 ( )

11-15 ( )

10. How many subjects do you teach?

1 ( )

2 ( )

3 ( )

4 and above ( )

11. Indicate the student population per stream.

- Above 100 ( )
- 99-80 ( )
- 79-60 ( )
- 59-40 ( )
- Below 39 ( )

**SECTION 2: TEACHING AND LEARNING RESOURCES**

Tick where appropriate to respond to the items listed in the grid below.

<b>I</b>	<b>Teaching and learning resources</b>	<b>Yes</b>	<b>No</b>
A	Does your school have a school library.		
B	Does your school have a variety of course books for English language.		
C	Are the classrooms adequate enough for conducive learning.		
D	Are the desks adequate enough for conducive learning.		
E	Does your school have a learning resources center.		
F	Do your pupils go for field trips/studies.		
G	Are the available books enough for reading lessons.		
H	Do you use audio visual aids in teaching vocabulary.		
I	Is assessment done after every unit covered.		
J	Is composition written at the end of every unit.		

2. Explain the selected responses in section 2 B, I and J above.

B.....

I.....

J.....



**SECTION 3: SCHOOL LANGUAGE POLICY**

Provide a rating on every item as requested in the questionnaire.

1=Strongly disagree, 2 = Disagree 3 =Indifferent, 4 =Average, 5=Strongly agree.

2	School language policy	1	2	3	4	5
A	Is it important for the school to have a language policy					
B	Mother tongue / Kiswahili / sheng should be used for longer periods					
C	Kiswahili should be spoken more than English					
D	Sheng should be encouraged					
E	English must be used as a medium of instruction and communication in the whole school.					
F	Should there be a penalty for schools who do not adhere to the language school policy.					

Explain the responses in A, E and F above.

A.....E.....

.....

F.....

**SECTION 4: TEACHERS WORKLOAD**

Answer the following questions appropriate:-

5(a) Is the English panel in your school adequately staffed?

Yes ( ) No ( )

Explain your response .....

b) Do you teach any other subject besides English?

Yes ( ) No ( )

Explain your response .....

c) Do you have any other responsibility assigned to you by the school that interferes with teaching of English language?

Yes ( ) No ( )

Explain your response .....

d) What is the average pupil enrolment per stream or class?

.....

e) Comment on how the pupil enrolment per class influences the teaching of English.....

g) Does the school have subject panel.?

Yes ( ) No ( )

What is the role of the English panel in your school?

.....

h) Which mode do you use to prepare tests in English language?

Internal ( ) External ( )

Explain your response

.....

i) How often do you attend external workshops/seminars for English language?.....

j) How often does the school organize for internal in-service sessions for English?.....

k) Comment on the English syllabus coverage.

.....

### SECTION 5: MONITORING AND ASSESSMENT

How often do you give pupils homework?

Daily ( ) Twice ( ) Thrice ( ) Four times ( )

Explain your response

.....

a. How often do pupils write composition?

Weekly ( ) Fortnightly ( ) Monthly ( )

Once a term ( )

Explain your response

.....

b. How often do parents sign pupils homework?  
Often ( ) Rarely ( ) Never ( ) On demand ( )  
Explain your response

.....

c. Do you carry out remedial / extra lessons to assist the weak pupils?  
Often ( ) Rarely ( ) Never ( ) On demand ( )  
Explain your response

.....

d. How often do you write lesson notes?  
Often ( ) Rarely ( ) Never ( ) On demand ( )  
Explain your response

.....

e. How would you rate your workload?  
Little ( ) Enough ( ) Excess work ( )  
Explain your response

.....

f. How often is inspection done by Quality Assurance Officers from Ministry of Education?

.....

g. What is your personal view on the teaching and learning of language and how best can it improve?.....

**Appendix 3: pupil's questionnaire.**

You are kindly requested to fill in the required information concerning the factors that influence the implementation of English curriculum in public primary schools in Bungoma south sub county Bungoma County. The information is for research purposes and will be treated with confidentiality. Do not write your name on this questionnaire. Your cooperation is highly appreciated.

**SECTION 1- BACKGROUND INFORMATION**

**NAME OF SCHOOL.....**

**SCHOOL AREA ZONE.....**

**SECTION A: DEMOGRAPHIC DATA**

Please tick in the spaces provided

1. Indicate your gender

Boy ( )

Girl ( )

2. What is your age bracket?

9-10 ( )

11-12 ( )

13-14 ( )

14 and above ( )

3. How did you join in your present school?

From nursery ( )

From another school ( )

4. Indicate your school type

Girls only ( )

Boys only ( )

Mixed ( )

5. Indicate how many streams you have
- Single ( )
- Double ( )
- Triple ( )
- Quadruple ( )
6. Indicate the pupil population per stream
- Above 100 ( )
- 99-80 ( )
- 79-60 ( )
- 59-40 ( )
- Below 39 ( )

## SECTION 2: TEACHING AND LEARNING RESOURCES

Tick where appropriate to respond to the items listed in the grid below.

I	Teaching and learning resources	Yes	No
A	Does your school have a school library.		
B	Does your school have a variety of course books for English language.		
C	Are the classrooms adequate enough for conducive learning.		
D	Are the desks adequate enough for conducive learning.		
E	Does your school have a learning resources center.		
F	Do you go for field trips/studies.		
G	Are the available books enough for reading lessons.		
H	Do you use audio visual aids in teaching vocabulary.		
I	Is assessment done after every unit covered.		
J	Do you write composition at the end of every unit?		

### SECTION 3: SCHOOL LANGUAGE POLICY

Provide a rating on every item as requested in the questionnaire.

1=Strongly disagree, 2 = Disagree, 3 =Average, 4=Strongly agree.

2	School language policy	1	2	3	4
A	Is it important for the school to have a language policy				
B	Mother tongue / Kiswahili / sheng should be used for longer periods				
C	Kiswahili should be spoken more than English				
D	Sheng should be encouraged				
E	English must be used as a medium of instruction and communication in the whole school.				
F	Should there be a penalty for schools who do not adhere to the language school policy.				

### SECTION 4: TEACHERS WORKLOAD

1. How many times do you learn English language per week?

Two times ( )

Three times ( )

Five times ( )

Seven times ( )

2. Does your English teacher teach any other subject in your class apart from English?

Yes ( )

No ( )

3. How many teachers does your school have?

40-50 ( )

39-20 ( )

19-10 ( )

Below 9 ( )

### **SECTION 5: MONITORING AND ASSESSMENT**

1. How many times does your English teacher give you homework?

Daily ( ) Twice ( ) Thrice ( ) Four Times ( )

2. How often do you write composition?

Daily ( ) Weekly ( ) Monthly ( ) Termly ( )

3. How often does your parent sign your homework?

Daily ( ) Rarely ( ) Never ( ) On Demand ( )

4. How often is your school inspected by the Quality Assurance and Standards Officers (QASO) from the Ministry of Education?

Once in a term ( )

Twice in a term ( )

Thrice in a term ( )

Once in a year ( )

**THANK YOU**

## APPENDIX 4: HEAD TEACHERS QUESTIONNAIRE

You are kindly requested to fill in the required information concerning the factors that influence the implementation of English curriculum in public primary schools in Bungoma south sub county Bungoma County. The information is for research purposes and will be treated with confidentiality. Do not write your name on this questionnaire. Your cooperation is highly appreciated.

### SECTION 1- BACKGROUND INFORMATION

NAME OF SCHOOL.....

SCHOOL AREA ZONE.....

Provide the following information by ticking/writing where applicable

1. Sex  
Male ( )  
Female ( )
2. Category of school  
Male ( )  
Female ( )  
Mixed ( )
3. Indicate your age bracket  
16-19 years ( )  
20-25 years ( )  
26-30 years ( )  
31-35 years ( )  
36-40 years ( )  
40 and above ( )
4. Highest professional qualification attained  
Certificate ( )  
Diploma ( )  
AT'S ( )  
P1 ( )  
Other (specify).....



5. Indicate the zone you work'  
Mwibale ( )  
Municipality ( )  
Sang'alo ( )
6. For how long have you taught in the above mentioned zone?  
0 - 10 ( )  
10 - 20 ( )  
20 - 30 ( )  
30 - 40 ( )
7. Indicate the streaming in your school  
Single ( )  
Double ( )  
Triple ( )  
Quadruple ( )
8. Indicate the number of teachers of English in your school  
1-3 ( )  
4-6 ( )  
7-10 ( )  
11-15 ( )
9. How many subjects do you teach?  
1 ( )  
2 ( )  
3 ( )  
4 and above ( )
10. Indicate the student population per stream.  
Above 100 ( )  
99-80 ( )  
79-60 ( )  
59-40 ( )  
Below 39 ( )

## SECTION 2: TEACHING AND LEARNING RESOURCES

Tick where appropriate to respond to the items listed in the grid below.

<b>I</b>	<b>Teaching and learning resources</b>	<b>Yes</b>	<b>No</b>
A	Does your school have a school library.		
B	Does your school have a variety of course books for English language.		
C	Are the classrooms adequate enough for conducive learning.		
D	Are the desks adequate enough for conducive learning.		
E	Does your school have a learning resources center.		
F	Do your pupils go for field trips/studies.		
G	Are the available books enough for reading lessons.		
H	Do you use audio visual aids in teaching vocabulary.		
I	Is assessment done after every unit covered.		
J	Is composition written at the end of every unit.		

2. Explain the selected responses in section 2 B, 1 and J above.

B.....

I.....

J.....

**SECTION 3: SCHOOL LANGUAGE POLICY**

Provide a rating on every item as requested in the questionnaire.

1=Strongly disagree, 2 = Disagree 3 =Indifferent, 4 =Average, 5=Strongly agree.

2	School language policy	1	2	3	4	5
A	Is it important for the school to have a language policy					
B	Mother tongue / Kiswahili / sheng should be used for longer periods					
C	Kiswahili should be spoken more than English					
D	Sheng should be encouraged					
E	English must be used as a medium of instruction and communication in the whole school.					
F	Should there be a penalty for schools who do not adhere to the language school policy.					

Explain the responses in A, E and F above.

A.....E.....

.....

F.....

**SECTION 4: TEACHERS WORKLOAD**

Answer the following questions appropriate:-

5(a) Is the English panel in your school adequately staffed?

Yes ( ) No ( )

Explain your response .....

b) Do you teach any other subject besides English?

Yes ( ) No ( )

Explain your response .....

c) Do you have any other responsibility assigned to you by the school that interferes with teaching of English language?

Yes ( ) No ( )

Explain your response .....

d) What is the average pupil enrolment per stream or class?

.....

e) Comment on how the pupil enrolment per class influences the teaching of English.....

g) Does the school have subject panel.?

Yes ( ) No ( )

What is the role of the English panel in your school?

.....

h) Which mode do you use to prepare tests in English language?

Internal ( ) External ( )

Explain your response

.....

i) How often do you attend external workshops/seminars for English language?.....

j) How often does the school organize for internal in-service sessions for English?.....

k) Comment on the English syllabus coverage.

.....

### SECTION 5: MONITORING AND ASSESSMENT

How often do you give pupils homework?

Daily ( ) Twice ( ) Thrice ( ) Four times ( )

Explain your response

.....

a. How often do pupils write composition?

Weekly ( ) Fortnightly ( ) Monthly ( )

Once a term ( )

Explain your response

.....

b. How often do parents sign pupils homework?

Often ( ) Rarely ( ) Never ( ) On demand ( )

Explain your response

.....

c. Do you carry out remedial / extra lessons to assist the weak pupils?

Often ( ) Rarely ( ) Never ( ) On demand ( )

Explain your response

.....

d. How often do you write lesson notes?

Often ( ) Rarely ( ) Never ( ) On demand ( )

Explain your response

.....

e. How would you rate your workload?

Little ( ) Enough ( ) Excess work ( )

Explain your response

.....

f. How often is inspection done by Quality Assurance Officers from Ministry of Education?

.....

g. What is your personal view on the teaching and learning of language and how best can it improve?.....

## Appendix 5: Letter of Research Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,  
0713 788787,0735404245  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/90863/19950**

Date: **15<sup>th</sup> November, 2017**

Sebastiano Adera Oundo  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on ***“Factors influencing implementation of English curriculum in public primary schools in Bungoma South Sub-County, Bungoma County, Kenya”***. I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for the period ending **14<sup>th</sup> November, 2018**.

You are advised to report to **the County Commissioner and the County Director of Education, Bungoma County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

*GP Kalerwa*

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Bungoma County.

The County Director of Education  
Bungoma County.

## Appendix 6: Research Permit

**THIS IS TO CERTIFY THAT:**  
**MR. SEBASTIANO ADERA OUNDO**  
**of UNIVERSITY OF NAIROBI, 331-50200**  
**BUNGOMA,has been permitted to**  
**conduct research in Bungoma County**

**on the topic: FACTORS INFLUENCING**  
**IMPLEMENTATION OF ENGLISH**  
**CURRICULUM IN PUBLIC PRIMARY**  
**SCHOOLS IN BUNGOMA SOUTH**  
**SUB-COUNTY,BUNGOMA COUNTY,KENYA**

**for the period ending:**  
**14th November,2018**



**Applicant's**  
**Signature**

**Permit No : NACOSTI/P/17/90863/19950**  
**Date Of Issue : 15th November,2017**  
**Fee Received :Ksh 1000**



**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### CONDITIONS

- The License is valid for the proposed research, research site specified period.
- Both the Licence and any rights thereunder are non-transferable.
- Upon request of the Commission, the Licensee shall submit a progress report.
- The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
- Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
- This Licence does not give authority to transfer research materials.
- The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
- The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



**REPUBLIC OF KENYA**



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No.A 16508**