ASSESSMENT OF IN- SERVICE TRAINING PROGRAMMES ON THE IMPLEMENTATION OF INTEGRATED ENGLISH CURRICULUM IN SECONDARY SCHOOLS IN NAIROBI PROVINCE, KENYA

By

Siribah Beatrice Mokeira

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

University of Nairobi

2009

DECLARATION

This research project is my own work and has not been presented for award of a degree in any other university.
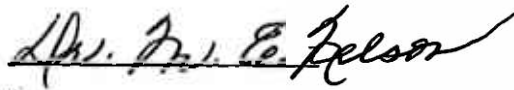
Siribah Beatrice Mokeira

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

Mr. Ibrahim Khatete
Lecturer
Department of Educational Administration and Planning
University of Nairobi

Dr. Mari Nelson
Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This project is dedicated to my parents- my late father Mishael Siribah whose loving spirit sustains me still, my mum Rudia, and my sons Hargreaves, Bill and Bryan.

TABLE OF CONTENTS

Content   **Page**

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

LIST OF FIGURES

Figure   **Page**

LIST OF TABLES

LIST OF ABBREVIATIONS AND ACRONYMS

DFID	Department for International development
DQASOs	Directorate of Quality Assurance and Standards Officers
INSET	In-Service Education and Training
JICA	Japanese International Cooperation agency
K.C.S.E	Kenya Certificate of Secondary Education
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
MOEST	Ministry of Education, Science and Technology
PRESET	Pre-Service Education and Training
PRISM	Primary School Management
SBI	School Based In-service
SMASSE	Strengthening of Mathematics and Sciences in Secondary Education
STEPS	Strengthening Primary and Secondary Education
TAC	Teacher Advisory Centers
TSC	Teachers' Service Commission
TTC	Teachers Training College

ABSTRACT

This study was to assess the in-service training programs on the implementation of the integrated English curriculum in Nairobi province. The study had four objectives: to establish the extent to which the time allocated for inset programs affect the implementation of integrated English curriculum , to determine how attendance of inset programs by English teachers affect the implementation of integrated curriculum, to determine the level of school involvement in the facilitation of inset programs and how it has influenced the implementation of integrated English curriculum .and to establish the extent of prepare redness of inset trainers/ organization before monitoring of the English curriculum inset and how it affects the implementation. Survey design was used and simple random sampling method used to pick 45 secondary schools. 9 provincial English panel specialists were sampled.

The findings of the study revealed that time allocated to INSET programmes was short and could not cover the training needs of the teachers adequately. It was also established that funding of the INSET programmes was a challenge as some teachers had not attended in-service training due to inadequate funds. It was found that some of the facilitators did not have a good masterly of the content and did not vary their training skills.

In view of the findings, this study recommended the following: that the duration for training should be made longer so as to make the courses more effective. Attendance of INSET by teachers should be organized at central point where data can be kept to monitor the teachers who attended and how many sessions undertaken so as to give an equal chance to all English teachers to participate, schools should create a common pool to make funds available for English teachers not to miss training sessions. At the same time the facilitators should do adequate research so that they can master their content and vary their training skills which are critical in making the courses more vibrant and involve the teachers in the planning process. The researcher made several suggestions for further research which included the perceptions of head teachers on the lack of in-service courses in relation to profession development of the teachers and future career profession.

CHAPTER ONE

INTRODUCTION

1.1   Background to the study

The level and quality of education in any country is a critical determinant of the wealth of the people. Education serves as a prime weapon against poverty, disease and ignorance. The quality of education a nation plans for its people is articulated by curriculum as well as any planned formal and informal experiences that learners undergo for attainment of rapid and sustained national development (KIE, 2004). Education is seen as panacea to under development and hence in-service teacher training was highly underscored to improve the quality of the teacher (Sifuna, 1990).

In-service training can be traced to the time of the introduction of formal schooling in Western Europe in the 19th century.   In-service training was recognized as a vital component in improving learning and teaching among teachers (Dean, 1991). In Britain, in-servicing of teachers took place after 1944. Refresher courses at the time were mainly offered by Universities and Teacher Training Colleges (TTCs), (Burgess, Carren and Tedd, 1993). In 1972, James report recommended that teachers should attend regular in-service courses (Byers, 1970). In most developed countries, in-service training is compulsory among the teachers, for instance, in Finland teachers devote three days in a year for in-service. In New Zealand, in-service of teachers is offered by Board of Trustees of

the schools as the financiers together with the Ministry of Education (Burgess, Carren & Tedd, 1993).

In many countries of the sub-Saharan Africa, In-Service Education and Training (INSET) systems were used to retrain and upgrade teachers who had been hastily recruited during the period of rapid expansion (Byers, 1970). This was after the Second World War when hastily recruited teachers were to replace attrition cases during the war. Thereafter in-service training of teachers picked momentum in the 1980s.

In Kenya, teacher education can be traced way back to 1909 when the Fraser report established the department of education (Shiundu & Omulando, 1990). In 1919, education commission recommended the establishment of Teacher Training Colleges (TTCs) by each school. Phelps Stokes Commission of 1924 urged the government to address the issue of training teachers (Ministry of Education, Science and Technology Republic of Kenya, 2005). The 1932, education ordinance emphasized the quality of instruction and specified the period for formal teacher training. Between the years 1935-1937 there was re-organization of teacher education whereby certain centres were to concentrate on training teachers (Sifuna, 1990).

After the Second World War, there was demand for teachers and this led to the opening of the Kagumo Teachers' Training College (Shiundu & Omulando, 1990). After independence, education was given a priority and there arose a need

to train teachers at all levels of education (Republic of Kenya, 1998). Kenya Education Staff Institute (KESI) was established in 1981 to train headteachers or to develop the managerial ability of the headteachers because most heads had exhibited many weaknesses in their management of the schools (Republic of Kenya, 2005). With the assistance of Japanese International Co-operation Agency (JICA), the Kenya government through the Ministry of Education mounted an INSET programme for training Maths and Science teachers known as Strengthening of Mathematics and Sciences in Secondary school Education (SMASSE) because of poor KCSE performance of the concerned subjects. Other agencies that in-service secondary school teachers are Kenya Institute of Education (KIE) and book publishers like Macmillan, Oxford and Longhorn (Republic of Kenya, 2005).

The Kenya Institute of Education (KIE) conducts in-service training courses and workshops for teachers on curriculum implementation. It also organizes orientation programmes to education officers. This was due to the fact that it was widely accepted among educators that Pre-Service Education and Training (PRESET) is only an induction into the teaching profession (Republic of Kenya, 2004). Pre-service training should always be revised continually in the light of prevailing conditions (Okumbe, 1998).

According to Bishop (1985) teacher in-service training improves a teacher's professional development by inculcating practical and theoretical skills and

3

approaches. It is also used as a medium of translating teaching-learning into a learner-centred process and integrating other contemporary issues in education (Republic of Kenya, 2005). Byers (1970) observe that because people are the greatest potential asset to any organization, their development should be of the highest concern to the recruiting agency. Owing to the fact that renovation and development of teaching is constantly taking place, it is next to impossibility to equip the teacher trainee with all the knowledge and skills required in his professional life all at once during the PRESET (Shiundu & Omulando, 1990).

The coordination of teacher in-service activities is a function of the MOEST INSET unit. The role of the INSET unit is to identify in-service needs and address them. It also develops a decentralized in-service model down the ministry structures, coordinate in-service sessions and monitor and evaluate teacher in-service programmes (Republic of Kenya, 2001). The Ministry of Education has well defined INSET programmes like SMASSE to strengthen the teaching and learning of mathematics and sciences in secondary schools in Kenya. This was done with the main purpose of improving performance in national examinations in these subjects (Oduor, 2007). There are no outlined INSET programmes for languages, humanities and technical subjects, only a few seminars/workshops that have not been systematic and standardised (Republic of Kenya, 2005).

English is important because it is the medium of instruction, a compulsory and examinable subject in the Kenya secondary schools curriculum and Kenya's

official language (Republic of Kenya, 2002). The secondary school English curriculum has undergone several reviews and re-organisation of the content to be taught in secondary schools. For example in 1986, there was syllabus review whereby English language and literature in English were integrated into one subject (Sifuna, 1990). Prior to this time literature was taught and examined primarily as a content on its own or special subject in as much the same way as in history, music or Home science (Shiundu and Omulando, 1992). In 1992 there was another syllabus review as an improvement of the 1986 syllabus review which emphasised the teaching of English language as a combined entity and not two different subjects (Republic of Kenya, 2004).

In 2002 the secondary education curriculum was further revised and implemented in four phases starting with form one in January, 2003. This called for in-service of English teachers to function well in their teaching of the integrated English curriculum (Sifuna, 1990). Kenya Institute of Education carried a national survey in 2004 focusing on the appropriateness of the INSET conducted to prepare the field education officers, headteachers and teachers for implementation of the revised curriculum. The findings established that majority of teachers were aware of the revised secondary education curriculum. For English teachers, very few teachers who were aware clearly understood reorganisation in syllabus. In addition, very few secondary school teachers had been in-serviced for the new revised curriculum. The respondents' perceived time allocated for in-service programmes as inadequate because they believed that the knowledge and skills

acquired from in-service training was not adequate for effective implementation of integrated English. Integrated English needed new teaching approaches in which the teachers could not be in-serviced in two days or one week (KIE, 2004).

The survey also established that inadequate funds to reimburse the trainees' travel expenses reduced their motivational level leading to some teachers not attending the in-service programme. At the same time the manuals were not enough due to insufficient funds and there were claims of training being too general and hence not specific to the specific subjects. These findings were in line to those of Wanjiku (2000) as cited in Mutua (2002) that only teachers in top ranked schools in Kenya Certificate of Secondary Education (KCSE) attended seminars. Teachers' qualifications were seen to influence performance in KCSE as well as their level of in-service training (Republic of Kenya, 2000). There was a need to assess the in-service training on effective implementation of the English Curriculum.

1.2   Statement of the problem

According to the studies done by several researchers, in-service courses are inadequate, benefit few teachers, take very short time span and hence their impact on the participating teachers is rarely felt (Oduor, 2007; Ongoto, 2004). Teachers find themselves faced with many demands for which they are poorly or not trained at all. Following several reviews and re-organisation of the secondary school English curriculum from 1986, 1992 and 2002, there was need to sensitise

and prepare educational officers and teachers through adequate in-service training for effective implementation of this curriculum (Republic of Kenya, 2004).

Despite the commendable policy by MOEST in establishing the INSET unit in 2001 to co-ordinate, monitor and evaluate teacher in-service sessions, studies show that some teachers have not been in-serviced (Republic of Kenya, 2004). The English teachers in-serviced have not undergone adequate in-service training sessions to help them make much effect in academic performance. In 1999 a needs assessment survey was conducted by KIE, and the results of this study showed that only 38% of boys and 20% of girls taking KSCE scored D+ and above in a 12 point scale from A-E in English language. This implies that English teachers need to be given adequate in-service training to improve this dismal performance.

In spite of several campaigns done by District Quality Assurance and Standards Officers (DQASO) to conduct in-service training in Nairobi province, there were only 7 sessions of pedagogical skills improvement workshops/seminars spread between February and September in 2005. These were drama (3 days), science congress skill improvement (3 days), music skills improvement (3days), Heads of Departments (2days), SMASSE cycle 2 training (12 days), Form 3 English language teachers (2days) and special education teachers training on methodology of teaching special children (2days) (Nairobi Directorate of Quality Assurance

and Standards, Ministry of Education 2006). Performance in English language at KCSE remains wanting, hence the need for this study.

1.3   Purpose of the study

The purpose of the study was to assess the effectiveness of in-service training programmes on implementation of integrated English curriculum in public secondary school in Nairobi province, Kenya.

1.4   Objectives of the study

The study intended to achieve the following objectives:

1. To establish the extent to which the time allocated for INSET programmes affect the implementation of integrated English curriculum.

2. To determine how attendance of INSET programmes by English teachers affect the implementation of integrated English curriculum.

3. To determine the level of school involvement in the facilitation of INSET programmes and how it has influenced the implementation of integrated English curriculum.

4. To establish the extent of preparedness of the INSET organisers/trainers before the mounting of the English curriculum INSET and how it affects the implementation of integrated English curriculum.

1.5   Research questions

1. To what extent does the time allocated for INSET programmes affect the

    implementation of integrated English curriculum?

2. How does the attendance of INSET programmes by English teachers

    affect the implementation of integrated English curriculum?

3. At what level does the schools' involvement in the facilitation of INSET

    programmes influence the implementation of integrated English

    curriculum?

4. To what extent does the preparedness of the INSET organisers/trainers

    affect the implementation of integrated English curriculum?

1.6   Significance of the study

The findings of the study might inform institutions which offer in-service training

to secondary school teachers on the innovations they could make in their

programmes to equip teachers and headteachers with skills and knowledge for

curriculum implementation. This was based on the findings of the study that

might identify gaps in in-service sessions already provided by the agencies like

the Directorate of Quality Assurance Standards (DQAS), members of the National

secondary English subject panel at Kenya Institute of Education (KIE) and book

9

publishers. The findings also identified weaknesses among in-service teacher training facilitators in Kenya like low levels of competence that could be used for future decision making on how best to conduct INSET programmes. The bodies or agencies that offer teacher INSET like the SMASSE was used in the study findings as the basis for improving their methodologies of organizing teachers' INSET on pedagogy. The study findings might also contribute more literature on the teacher in-service programmes that could evoke more research in the area.

1.7 Limitations of the study

Some of the respondents might have given socially acceptable but not honest responses about the in-service programmes for the fear of being victimised by the head teachers and probably the education officers. Another limitation was the unavailability of some trainers/organisers due to their busy schedule of working in the field.

1.8 Delimitations of the study

Delimitation is the process of reducing the target population and region to a manageable size (Mugenda & Mugenda, 1999). The study was conducted in public secondary schools, and was delimited to English INSET programmes. The researcher conducted the study in Nairobi Province, which is an urban region with its own unique socio-cultural and economic conditions. The findings hence can

only be generalised to bigger areas with caution. Only head teachers, English teachers and English curriculum INSET organisers were involved in the study.

1.9   Basic Assumptions of the Study

The study was based on the following assumptions:

     i.   Teachers are adequately informed so as to have formed some opinions about INSET

    ii.   Teachers had developed perceptions about the INSET programmes

    iii.   All respondents to questionnaires gave honest responses upon which the study findings were based.

1.10   Definition of significant terms

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

Curriculum: refers to all the learning experiences a learner undergoes under the guidance of a school.

Effectiveness: refers to the ability to bring about the intended results.

Implementation of curriculum: refers to the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum syllabus during teaching in the classroom.

In-service: refers to short training provided to teachers already in the service with an aim of refreshing or updating participants on a subject or changes in it.

Integrated English curriculum: refers to the teaching of English language and literature as one subject "English".

Pre-service Training: refers to training offered to teachers before they start their teaching career.

Public Secondary School: refers to secondary schools whose teachers are paid by TSC and the MOEST.

1.11   Organization of the study

The study is organized into five chapters: Chapter one is the Introduction. It gave the context of the study under the following subtopics: background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of significant terms and organization of the study. Chapter Two was to explore literature related to the study under the following headings: introduction, the concept of curriculum, the concept of training, secondary school curriculum, English secondary school curriculum, pre-service teacher training, and concept of teacher in-service, need for teacher in-service on integrated English curriculum, implementation of integrated English curriculum, challenges facing effective implementation of

English curriculum, theoretical framework, conceptual framework and summary of literature review of the study. Chapter Three on the other hand described the research methodology under the following sub headings: introduction, research design, area of study, target population, sample size and sampling procedure, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis techniques. Chapter Four dealt with the presentation of data to be collected, their analysis, research findings and discussion of the research findings. Chapter Five provided the summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This section presents a comprehensive literature review. The literature is presented in thirteen sections: the concept of curriculum, the concept of training, secondary school curriculum, English secondary school curriculum, pre-service teacher training, concept of teacher in-service, need for teacher in-service on integrated English curriculum, implementation of integrated English curriculum, challenges facing effective implementation of English curriculum, theoretical framework, conceptual framework and summary of literature review of the study.

2.2   The Concept of curriculum

The organization of schooling and further education has been associated with the idea of curriculum. Curriculum has its origin in the running or chariot tracks of Greece (Bishop, 1985). It was literally a course in Latin. Curriculum was a racing chariot; currere was to run. According to Kern, Thomas, Howard and Bass (1998), curriculum is planned educational experiences whose main aim is to foster academic development of students. Similarly, Kerr defines it as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school (Bishop, 1985). These definitions imply

that learning is planned and guided. We have to specify in advance what we are

seeking to achieve and how we are to go about it.

2.3   The concept of training

The quality of education has often surfaced as a major issue in Kenya (Republic

of Kenya, 1988). In this regard, Wanzare (2005) noted that the quality of teaching

depends on the quality of teachers which in turn depends to some extent on the

quality of their professional development through training. Hence training is one

of the most vital strategies in the progress of the education sector.

Training means providing or equipping trainees with knowledge, skills and

attitudes to personnel's specific task (Flipo, 1984). It can be provided before an

officer is actually engaged in work (pre-service) or it can be provided while one is

already in the service (in-service). Okumbe (2001) agrees with Flipo by defining

training as the process of providing employees with specific knowledge and skills

in order to enable them perform specific tasks. On the same line of definition,

Ferrant (1980) says that training is that learning activity directed towards

acquisition of specific knowledge and skills for the purpose of occupation or task.

For quality education to be realized teachers, who are central figures as

socializing agents of children, should be updated of changes taking place globally

in the education sector. This will enable them to handle their roles competently

(Republic of Kenya, 1988). The Republic of Kenya (1964) underscored the

importance of teacher training by recommending that teachers should be trained for any education reforms to succeed.

2.4   Secondary School Curriculum

The secondary school curriculum of the 8-4-4 system of education was introduced in 1986 and since then, the curriculum has undergone several reviews. In 1992, it was further revised and the content was reduced from thirty five to twenty one subjects and examinable subjects from eight to seven (KIE, 2004).

Its main objectives are to prepare the learner for self reliance, training and further education. In 2002, revise secondary education syllabi was developed and the last curriculum was implemented on a national scale in a phase in/out strategy which was adopted from January 2003 (KIE, 2004).

2.5.   English Secondary Schools Curriculum

English is the official language of communication in Kenyan schools, colleges and universities. Fluency in all aspects of the English language therefore enables a student to perform better in all other subjects. (MOE, 2002) The aim of the secondary school English syllabus is to increase total fluency in listening, speaking, reading and writing the language (MOE, 1992).

The first two years in secondary school are the most critical of the whole four-year course because learners are either made or broken by their experiences

during this time. Proper methods of study should be implemented into the receptive minds of these learners when they are still fresh from primary school.

The last two years in secondary, the learner develops confidence in handling different types of materials in English through the skills acquired in the first two years of secondary cycle. The time allocated for the teaching of English syllabus is six lessons a well in forms one and two, and eight lessons a well in form three and four (MOE, 2002).

The English language has four components; composition, comprehension, summary writing and grammar. The literature in English part has five components; drama, novel, oral literature, poetry and short story (MOE 2002). The nine components are examined at KCSE level.

2.6   Pre-service teacher training

Pre-service training is usually provided in Teacher Training Colleges (TTCs) where the student teacher is introduced to the knowledge and skills needed to do a professional job in teaching (Republic of Kenya, 1988). The student teacher is introduced to the principles of teaching. These principles are the aims of education, the curriculum, child development, methodologies of teaching, instructional resources among other relevant issues (Eshiwani, 1993).

It is widely accepted among educators that pre-service training is only but an induction into the teaching profession. This should be revised in the light of

prevailing conditions or circumstances on the ground and of new discoveries (Okumbe, 1998). Teacher Training Colleges are producing teachers who are under-qualified and ill prepared to deal with issues that confront their work (Wanzare, 2005). Pre-service training too often focuses on imposing teaching methods, styles and resources in ways that do not prepare new teachers to meet situations creatively (Sifuna, 1990). This may lead to the production of rigid and incompetent teachers who do not know how to adjust their styles.

2.7   Concept of teacher in-service

Dean (1991) defines in-service as education intended to support and assist the professional development that teachers ought to experience throughout their working lives. It is a process whereby teachers become more professional. Perry (1988) in Dean (1991) also describe school focused in-service as all the strategies employed by trainers and teachers in partnership to direct teaching programme in such a way to meet the identified needs of a school and to raise the standards of learning in the classroom Hence, in-serviced teachers are supposed to enhance the schools' institutional needs and therefore educational needs.

Wanzare (2005) observed that in-service trainings are planned courses and activities in which a serving teacher may participate to improve instructional, professional knowledge, interest and skills. Ferrant (1980) agreed with this definition by observing that teacher in-service is a life-long process in which the teacher is constantly learning and adapting to new challenges of his job. He

therefore concluded that teacher in-service is a programme of activities planned and carried out to promote the personal and professional growth of teachers. Much of this training is self direction and is carried out by reading books and articles on education, discussing with colleagues and supervisors (Bishop, 1985).

From the foregoing, it can be concluded that in-service of teachers is used interchangeably with staff development, teacher development and professional development to refer to any experience designed to enhance teacher performance with the ultimate aim of promoting student learning. In Kenya, in-service training for teachers has been delivered under a variety of titles such as refresher courses, upgrading courses, crash programmes and induction courses (Republic of Kenya, 1994).

2.8   Need for teacher in-service on integrated English curriculum

Need for teacher in-service is being recognized by the educational authorities (Oduor, 2007). Dean (1991) observed that the accelerated change in education is proceeding at an almost frightening tempo. He asserted that a teacher who mostly depends throughout his career on his original pre-service preparation could no longer survive the changes of this era. Most TTCs do not prepare prospective teachers for contemporary issues. Wanzare (2005) observed that a teacher might find himself selected to take part in a longer in-service training course that offers help in improving specific teaching skills or enables him to come to grips with the new developments such as new curriculum and other innovations.

19

The need for teacher in-service has been advocated by several Kenyan researchers. For instance, Shiundu and Omulando (1990) in considering the newly established 8-4-4 system of education declared that the trained teachers require some in-servicing to tune them up for the new system of education. Also, Eshiwani (1993) advised that, because the improvement of education depends mainly on improvement of the teacher competency, there is a need for systematic upgrading and training programmes for primary, secondary and tertiary staff through in-service with the introduction of integrated English the Ministry of Education should plan more and consistence in-service programmes as well as similar and workshops for English teachers this is to equip the teachers with the lasted techniques in handling the subject more effectively (Mwai, 2007).

Wanga (1988) while commenting on in-service training for the secondary school headteachers concluded that there was a great need for courses to be provided for headteachers and senior staff to enable them to train and supervise their staff more effectively. Therefore, in-service training is essential to teachers' and headteachers' professional growth. Ferrant (1980) was in agreement with this idea and observed that headteachers and teachers need continuing professional development in order to maintain and upgrade their skills and incorporate effective procedures.

According to a study done by Ongoto (2004), 70.6% of teachers opined that performance improved after teachers were in-serviced. Also, 79.4% of the

respondents perceived that in-service of teachers were essential. Despite the obvious need of in-service among the teachers, Rapondo (2007) in his study of an investigation of training needs for the principals of secondary schools in Kenya observed that only 26.8% of schools offer school based teacher in-service.

2.9 Implementation of integrated English curriculum

According to Bishop (1985) curriculum implementation involves the delivery of curriculum in classroom. For effective curriculum implementation, several aspects need to be considered; teacher's availability, quality planning and process of implementation, addressing pedagogical issues and motivation of teachers and learners (Mwai, 2002). The introduction of the integrated English curriculum advocated for adequate in-service training for teachers for English to equip themselves with new approaches to teach in English, Waithaka, (1993) as cited in Mwai 2002. This is because teachers are the central agents in any curriculum implementation as they are the ones who receive, interpreted and implement the objectives of any learning activity.

The introduction for integrated English curriculum after syllabus review in 1986, 1992, there was need for massive in-service training for English teachers, since initial training given to these teachers was not adequate enough to handle the integrated English curriculum. Hence there was need for teachers to be given opportunities to attend in-service to improve their quality of teaching and tackle the integrated English effectively (Mutua, 2002). KIE, the Ministry of Education

and the British council introduced the secondary English language project (SELP), which was made to acquaint the already serving teachers with the integrated English innovation and equip them with new skills to implement the course fully. SELF was unable to conduct in-serving training adequately due to insufficient funds and only conducted training at provincial and national level leaving the district teachers to teach the integrated English without proper guidelines or no guidelines at all.

According to Bishop (1985), teacher skill and experience count for a great deal more in curriculum renewal than do change in content and methods. If an innovation is to have an impact teachers have to be involved and participate in planning and decision making. This is in line with the view of (Magoma, 1999) that teachers need adequate training in the integrated approach for them to function well in teaching their English course. Unless this is done teachers who trained to teach one subject and not both English language and literature may a line themselves to their subjects of specialisation at the expense of others.

2.10 Challenges facing effective implementation of English curriculum

A Ministry of Education Science and Technology handbook on Education for All (EFA) 2001 states that although the Kenya Education Staff Institute (KESI) has been carrying out training in school management for over 15 years, still secondary schools continue to suffer from poor management. According to Republic of Kenya (2006), it has not been a requirement for one to have undergone a

management course at KESI before being promoted to head an institution. KESI offers only short courses leading to a certificate of attendance and participation and not qualification. Also, KESI has not trained most of the educational managers for lack of management capacity (Republic of Kenya, 2006).

In 2002 the Ministry of Education organised in-service training for various step holders to prepare them for the implementation of the revised curriculum so in August 2002 K.I.E using subject inspectors from inspectorate and the curriculum specialist trained district inspectors and some key secondary school teachers. Those trained were in turn to organise and train heads of the department from secondary school in all districts who will in turn train teachers at school level. This process was not successful due to the following challenges. In-servicing of teachers on the Integrated English was either not well planned or not done at all in some schools Mwai (2007). There was poor flow of information from district education officers to schools, negative attitudes of some teachers toward the Integrated English and lack of enough resources including revised syllabuses and English textbooks. This study will assess other in-service challenges that hinder effective implementation of Integrated English curriculum.

Many problems affect the teachers who try to undergo the teacher in-service sessions. Headteachers and teachers have very little input into the selection and design of the course content organized by the various agents involved in the teachers' in-service training programmes. Consequently, the courses do not fully

23

address the needs of most participants (Rapondo, 2007). Also, there are insufficient and inappropriate follow up procedures and lack of continuity in the planning and execution of the in-service training programmes (Republic of Kenya, 1987). This study will look at the assessment of the in-service sessions on implementation of the integrated English course among the secondary school teachers.

2.11 Summary of the Literature Review

This section has explored the literature related to the study. It is subdivided into introduction, the concept of curriculum, the concept of training, secondary school curriculum, English secondary school curriculum, pre-service teacher training, concept of teacher in-service, need for teacher in-service on integrated English curriculum, implementation of integrated English curriculum, challenges facing effective implementation of English curriculum, theoretical framework and conceptual framework of the study.

According to the literature, previous researches have conducted their studies on factors influencing performance in integrated English (Mwai 2007, Mutua 2007) but they have not addressed the extent in which in- service programme affect the implementation of the Integrated English curriculum in secondary schools. This study seeks to fill this gap.

2.12 Theoretical framework

This study will be based on the Rand Change Agents Curriculum Implementation Model. This Model emphases organisational variables that either encourage or discourage levels at all stages in the process of curriculum activity but particularly implementation stage. The Rand Model suggests three stages in the change process: 1) Initiation stage where change should be legitimate in the light of the organisational goals and the people involved informed. 2) Implementation stage where success of implementation is a function of the characteristics of the proposed change. 3) Incorporation stage where changes implemented becomes part of the established programme. The study is about assessment of in-service training programs on implementation of integrated English curriculum.

Adapting the theory, effective curriculum implementation will require teachers to have adequate time and sessions during in-service training to acquire enough skills and techniques so as to be fully prepared in curriculum implementation and the provision of adequate financial support so that it continues to be delivered in the intended manner. At the same time the facilitators of the in-service training should be knowledgeable competent and adequately prepared to give quality professional guidance and finally a well defined role of the curriculum implementer and follow up activities should be considered if the change has to be effectively implemented.

2.13   Conceptual framework of the study

The Teacher in-service training policy is put in place which acts as guidelines to the agencies that offer in-service programmes to the teachers. Then, there is an urgent need of ensuring that these programmes have adequate in-service training programmes. This is mainly by ensuring that as many INSET sessions are organized as possible. In addition, time allocated for these in-service sessions should be adequate to ensure that teachers benefit from enough content. Schools need to have a high level of involvement in facilitating teacher's to attend in these in-service programmes. In addition, the facilitators of the in-service programmes have to be prepared and competent, knowledgeable and qualified with the appropriate entry qualifications. This would result in attainment of implementation of English curriculum and effectiveness of the English in-service training.

Figure 1: Diagrammatic Representation of the interrelatedness of the study variables

Adequate time during INSET programmes	INSET attendance	Schools' involvement in INSET facilitation	Preparedness of INSET facilitators

English Teachers' INSET Programmes

Effective implementation of English curriculum
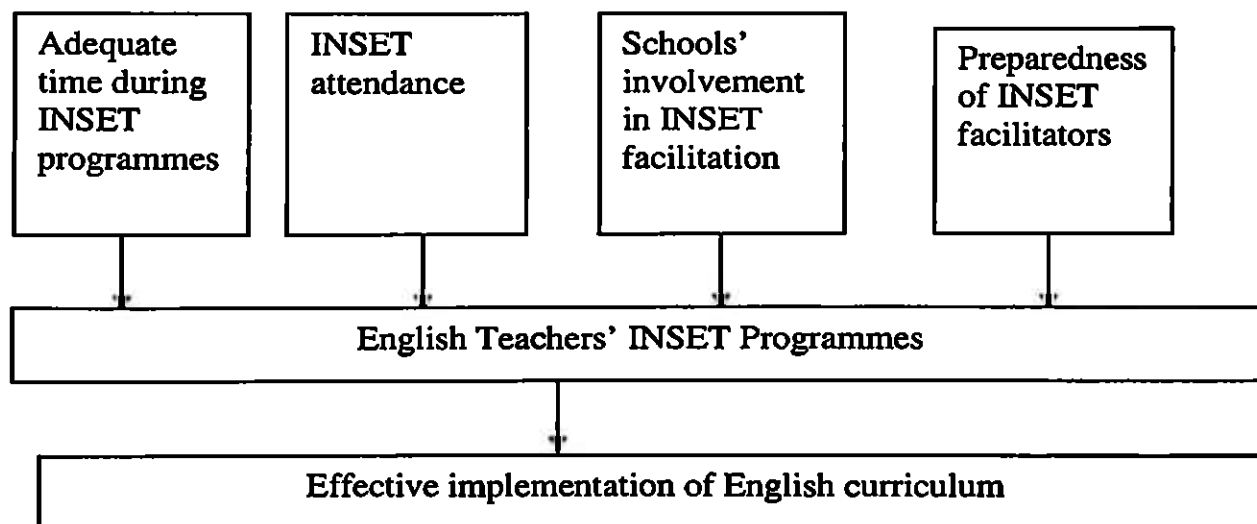
Source: adopted from Alexindar & Simmons in Psacharopouols, G & Woodhall, M

(1985)

27

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   Introduction

This section deals with the methodology to be used in carrying out the study. It is subdivided into the research design, area of study, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.1   Research design

This study attempted to assess the effectiveness of the in-service training on implementation of English curriculum in the public secondary schools in Nairobi Province. The study used the survey design. The rationale of using this design is based on the fact that the study sought opinions of headteachers, teachers and organisers/ trainers of INSET programmes. Nairobi province has many teachers and therefore the researcher needed to sample out a proportion of the population and generalize the characteristics of the sample.

3.2   Area of study

Nairobi Province was chosen because it has public, private and informal schools. Consequently, this study was confined to public secondary schools, as some

private schools do not use the Kenyan secondary school curriculum which is out of the scope of this study.

3.3   Target population

Best and Khan (1998) define the target population as any group of individuals who have one or more characteristics in common that are of interest to the researcher.   The research targeted nine provincial English panel specialists/organisers, fifty-five public secondary school headteachers and two hundred classroom English teachers (Provincial Director of Education, Nairobi Province 2007).

3.4   Sample size and sampling procedure

A sample is a subset of the target population to which the researcher generalizes the results (Wiersma, 1986). According to Best and Khan (1998) the ideal sample should be large enough to serve as adequate presentation of the population about which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability, expenses in both time and money and complexity of the data analysis. According to Krejcie and Morgan table as cited in Mulusa, (1990) determining the sample size from the population, a population of fifty five is to be represented by a sample size of forty five and two hundred had a sample of one hundred and thirty two.   The forty-five head teachers and one hundred and thirty two English teachers were sampled to

participate in the research by simple random sampling method. All nine provincial English panel specialists were involved in the main study.

3.5   Research instruments

The researcher used questionnaires to solicit information from teachers. Headteachers' and organisers of INSET programmes, interview schedule was also used. According to Mugenda and Mugenda (1999) a questionnaire is a written set of questions to which the subjects respond in writing. The questionnaires had both structured and unstructured questions. The researcher preferred questionnaires because they ensure that the respondents are anonymous.

a)   Teachers' questionnaire

This category of questionnaire had 3 parts: A, B, and C. Section A had 3 items on teachers' background information, Section B mainly had 3 questions about English teachers' and in-service attendance and the in-service agencies that train teachers, Section C solicited information from English teachers about school's level of involvement in facilitating in-service programmes, pedagogy and attainment of English teachers' curriculum implementation. Section C had 28 likert scale items to solicit data about English teachers' opinion on the above mentioned items and 2 open ended questions to address the research questions adequately.

b) Headteachers' interview schedule

The researcher used the interview schedule on the headteachers to verify the information solicited from the teachers' questionnaires. The researcher preferred using the interview schedule because it offered a chance to repeat the items which could have been misunderstood by teachers and also probe for more detail (Mulusa, 1990).

c) INSET Organisers interview schedule

The third instrument which is an interview schedule was developed to solicit information from INSET organisers. This instrument is advantageous because it allows the interviewer to develop a rapport with the interviewee and helps the interviewer to cover all the dimensions of investigation through probing of the participants. The interview schedule captured data from INSET organisers geared to effective implementation of integrated English curriculum. It also highlighted on teachers attendance, selection of content, time allocated to INSET, facilitators and the financiers of in-service. The interview schedule has structured and open ended items.

3.5.1 Piloting

According to Orodho (2004) piloting addresses several questions including: Are the questions measuring what they are supposed to? Do the respondents interpret all the questions the same way, and do the questions provoke a response? A pilot

31

study was conducted. Five schools were involved in the pilot study. The piloted

schools were not involved in the actual study. The researcher chose five schools

being guided by the observation of Mugenda and Mugenda (1999) who says that

piloting should involve between 1% and 10% of the total sample.

3.5.2 Instrument validity

Mugenda and Mugenda (1999) define validity as the accuracy and

meaningfulness of inferences based on the research results. It is hence the ability

of instruments to measure what they are intended to measure. To enhance content

validity, the researcher had to modify some ambiguous questions based on the

results of pilot study. The research instruments were also appraised by the project

supervisors who are experts as lecturers in the Department of Educational

Administration and Planning at the University of Nairobi. Their contributions and

suggestions were made use of. Ambiguous questions were clarified and others

discarded.

3.5.3 Instrument reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to

which a research yields consistent results or data after repeated trials. In this

study, the researcher did the test-retest during piloting. Research instruments were

administered twice to the same group of respondents within an interval of 2 weeks

during piloting. Comparison of answers on the 1st and 2nd tests were correlated accordingly with the Pearson product correlation coefficient formula.

3.6 Data collection procedure

A research permit to conduct the study was sought from the Ministry of Education. Upon clearance, the researcher sought permission from the Provincial Commissioner's office to conduct research. The headteachers were informed through writing. Confidentiality to the respondents was assured. The researcher delivered the questionnaires first during the pilot study. She also booked appointment with the headteachers on their most appropriate time for the interview. The researcher then administered the questionnaires to the teachers and headteachers of the sampled schools.

The date to collect the questionnaires was agreed upon at the time of the administration. The researcher ensured that all the items in the questionnaires were dully responded to before collecting the questionnaire back. This was done by crosschecking each questionnaire.

3.7 Data analysis techniques

Data was edited and information categorized into topics. Responses were coded, tabulated and processed by using the Statistical Package for Social Science (SPSS) software. Descriptive statistics such as frequency distribution, percentages, graphs and charts were used to analyze the data collected. Tables

were also constructed to indicate responses for each item used. Qualitative data from open ended questions and interview schedules were organised into themes/subtopics guided by content analysis, and tabulated accordingly.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents and discusses the findings of the study. The study was to asses the extent to which in service programs affect implementation of integrated English curriculum; the study objectives were to establish how attendance of INSET programs by English teachers affect implementation, also look into the level of school involvement in the facilitation of the same and establish the extend of preparedness of the INSET trainers before the mounting of the English curriculum INSET and how it affects the implementation of the Integrated English Curriculum.

The research yielded a number of findings; data was complied and presented in frequency tables, pie charts and bar graphs.

4.1 Instrument response rate

This section presents findings of the study.

The total number of questionnaires collected was 132 (93.9%) of the expected study respondents in this category. 21 headteachers of secondary schools and 5 English panel specialists were interviewed. The research findings are as in Table 4.1.

Table 4.1: Instrument response rate

	Expected	Returned	Percent
Teachers	132	124	93.9
Head teachers	45	21	48.8
Panel Specialist	9	5	55.5
Total	186	151	81.1

The average return rate was 81.1% which was considered appropriate.

4.1.1 Gender of Respondents

The researcher asked respondents to indicate their gender. The results are presented in Table 4.2 and Figure 4.1.

Table 4.2 Gender of Respondents

Response	Frequency	Percent
Female	114	91.9
Male	10	8.1
Total	124	100

Figure 4.1: Proportion of Gender of the respondents
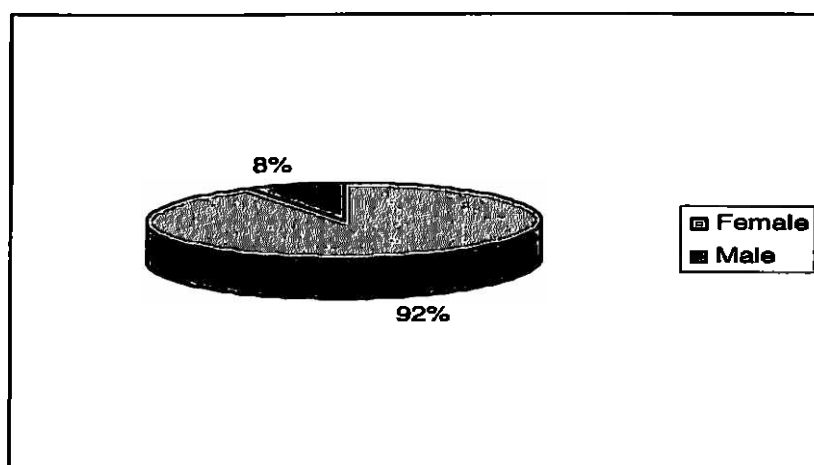
The results show that female respondents were 92.0% and male are 8%. The study therefore reveals that there are more female English teachers than males in Nairobi province.

4.1.2 Teaching experience

The study sought to establish the teachers' teaching experience and the research findings are as shown in Table 4.3 and Figure 4.2.

Table 4.3 Teachers' teaching experience

Responses	Frequency	Percent
No response	1	0.8
Below 5 years	3	2.4
6-10 years	16	13
11-15 years	40	32.5
16-20 years	19	25.4
Over 20 years	45	36.6
Total	124	100.0

Figure 4.2 Teaching experience
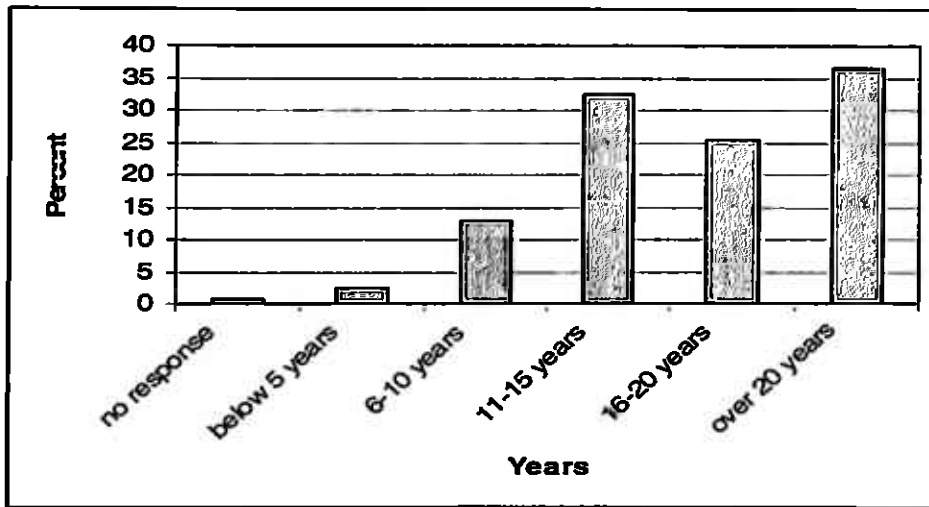
The findings give an indication that most English teachers 120(96.8% have experience in the teaching of English for more than 6 years.

4.1.3 Teachers' Professional qualification

The researcher asked the teachers to indicate their highest professional qualifications and the responses are as presented in Table 4.4 and Figure 4.3.

Table 4.4 Teachers' Professional qualification

Response	Frequency	Percent
Diploma	3	2.4
University degree	27	21.8
Masters	57	46.0
Post graduate diploma	37	29.8
Total	**124**	**100.0**

Figure 4.3 Teachers' professional qualifications
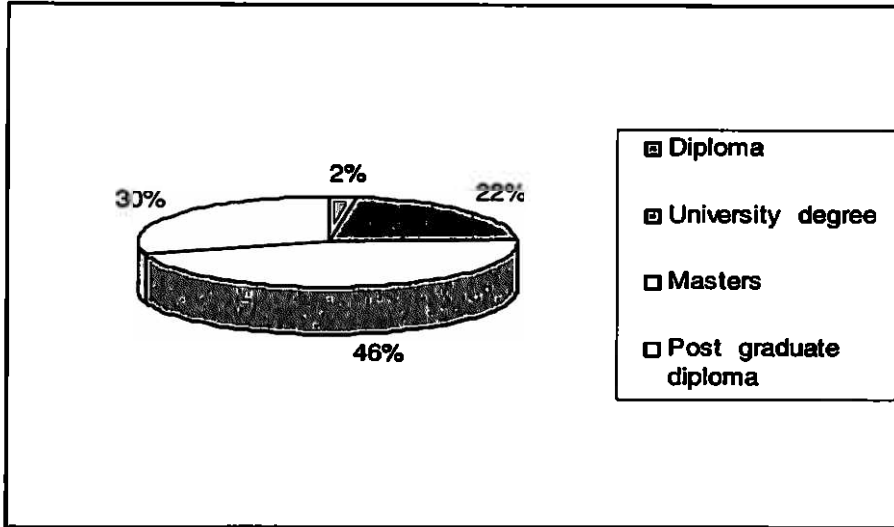
From the research findings, majority of the secondary school teachers hold a masters degree and university degree. The data on professional qualifications therefore indicate that schools are staffed with qualified teachers.

4.2.0 Research Questions and their findings

This section presents the findings of the study according to the research questions.

4.2.1 Adequacy of time allocated for INSET

The researchers' first objective was to establish the extent to which the time allocated for INSET programs affect the implementation of Integrated English curriculum. The researcher sought to establish if the teachers have attended any in-service course in their teaching career, number of courses attended, adequacy of the time allocated for the in-service. The results are presented in Table 4.5

39

Table 4.5 Adequacy of time allocated for in-service

Response	Frequency	Percent
Strongly disagree	17	13.7
Disagree	44	35.5
Undecided	9	7.3
Agree	32	25.8
Strongly agree	10	8.1
No response	12	9.7
Total	**124**	**100.0**

The findings in Table 4.5 show that 49.2% (61) of the respondents disagreed that time allocated for in-service training was not adequate, 33.9 %(42) agreed that time is adequate while 9.7% (12) of the respondents did not respond to the question. The findings reveal that the time allocated for in-service is not adequate.

4.2.2 Teachers attendance of the INSET

The researcher sought to establish teachers who have attended in-service programs and if the programs they have attended are very few. The responses are as presented in Table 4.6.

Table 4.6 Teachers attendance of the in-service sessions

Response	Frequency	Percent
Strongly disagree	6	4.8
Disagree	19	15.3
Undecided	7	5.6
Agree	38	30.6
Strongly agree	42	33.9
No response	12	9.7
Total	**124**	**100.0**

According to the research findings, 53.3% 66) of the respondents have attended in-service programs while 31.5% (39) disagreed that they are yet to attend any training. However, 64.5% (80) are of the opinion that the training programs attended are very few, with only 21% (25) seeing the training programs as not being enough. This implies that the INSET sessions attended by teachers are not adequate.

4.2. 3 Number of in-service courses attended

This study required the teachers to state the number of in-service sessions they had attended. The responses are presented in Table 4.7

Table 4.7 In-service courses attended

Response	Frequency	Percent
No response	19	15.3
One	34	27.4
Two	27	21.8
Three	16	12.9
Four	9	7.3
Five and above	19	15.3
Total	**124**	**100.0**

The findings revealed that 27.4% (34) of teachers have attended once and 21.8% (27) have attended twice Only 7.3%(9) teachers indicated that they had undergone in-service training 4 times. this implies that teachers have undergone inadequate in-service sessions.

4.2.4 Inadequacy of time allocated for in-service

The study sought to establish the inadequacy of time allocated for the in-service training sessions. Findings are as presented in Table 4.8.

Table 4.8 Time allocated for in-service

Response	Frequency	Percent
Strongly disagree	1	.8
Disagree	15	12.1
Undecided	10	8.1
Agree	56	45.2
Strongly agree	30	24.2
No response	12	9.7
Total	**124**	**100.0**

Taking the responses for agree and strongly agree, the findings show that 69.4% (86) of the sample population asserted that time allocated for training is in adequate. Twelve point nine percent (16) of the respondents said that time was enough, 9.7% gave no response while 8.1% (10) were undecided. It is clear that the time allocated seems to be inadequate as evidenced by the higher percentage of respondents in agreement.

4.2.5 Time allocated for INSET

Time is a very crucial factor if the training has to be helpful to the trainees. Therefore the researcher went further to determine if the time allocated for INSET has helped teachers to be effective in curriculum interpretation. The findings are as presented in Table 4.9.

Table 4.9 Time allocated for Inset

Response	Frequency	Percent
Strongly disagree	4	3.2
Disagree	32	25.8
Undecided	2	1.6
Agree	76	61.3
Strongly agree	8	6.5
No response	2	1.6
Total	**124**	**100.0**

Results show that although the teachers view the time as inadequate, they agree that the time has been helpful in curriculum interpretation. Since 61.3% (76) believe its helpful while 25.8% (32) disagreed.

4.2.6 The influence of teacher in-service sessions on teaching strategies

The key role played by INSET programs towards improving the teacher's teaching strategies cannot be ignored. In this way the researcher sought to determine if the in-service programs they attended helped them to improve their teaching strategies. The research findings are as presented in Table 4.10

Table 4.10 Whether teacher in-service attended has improved teaching strategies

Response	Frequency	Percent
Agreed	90	72.4
Disagree	15	12.2
Undecided	8	6.5
No response	11	8.9
Total	**124**	**100**

From the findings 72.4% (90) of the respondents agreed that attendance helped them improve the teaching strategies, 12.2% (15) did not realize any improvement in their teaching strategies. There was also 8.9% of the teachers who did not give any response to the question implying either they did not understand the question or did not know.

4.2.7 Whether schools finance teachers o attend in-service

Funding is a precursor to the attendance of the teachers to INSET programs. This study sought to establish if the schools financed teachers to attend INSET. Findings are as presented in Table 4.11

Table 4.11 Whether Schools finance teachers to attend in-service course

Response	Frequency	Percent
Strongly disagree	13	10.5
Disagree	20	16.1
Undecided	10	8.1
Agree	39	31.5
Strongly agree	30	24.2
No response	12	9.7
Total	**124**	**100.0**

From the research findings, schools financed 55.7% (69) of the respondents to attend the in-service course. However due to other reasons 26.6% (33) of the respondents were not financed by their schools, while 17.8% (22) were either undecided or gave no response. The results show that many schools fund teachers to attend the in-service courses.

4.2.8 Funds allocated for in-service training in secondary schools

The researcher also inquired whether the funds allocated to teachers to attend in-service programs were inadequate. The findings are presented in Table 4.12

Table 4.12 Inadequacy of funds allocated for teachers' in-service training

Response	Frequency	Percent
Strongly disagree	9	7.3
Disagree	18	14.5
Undecided	17	13.7
Agree	37	29.8
Strongly agree	31	25.0
No response	12	9.7
Total	**124**	**100.0**

From the findings, merging the results of strongly agree and agree 54.8% (68) of the respondents feel the funds are not adequate with 21.8% (27) holding the view that funds are adequate. These results reveal that funds allocated for INSET are not enough.

4.2.9 Non attendance of INSETS due to lack of finances

The researcher sought to determine if teachers have failed to attend INSETS due to lack of funds. Findings are as presented in Table 4.13

Table 4.13 Non attendance of funds due to lack of finances

Response	Frequency	Percent
Strongly agree	54	43.6
Disagree	42	33.9
No response	28	22.5
Total	**124**	**100.0**

Table 4.13 reveals that, 43.6% (54) of the respondents have not made it to attend to all in-service training because of lack of funds. These could be teachers from not so well financed schools or working with head teachers who have no desire to improve the teaching of the teachers. 33.9% (42) have never lacked funds to attend the INSET training.

4.3.0 Whether teachers' in-service courses addressed area of subject specialization

The in-service sessions are meant to address the area of specialization especially related to teaching strategies to improve performance of students or examinations. The researchable sought to find out if the in-service sessions rarely address area of subject specialization. The results are presented in Table 4.14.

Table 4.14 Teachers in-service courses rarely addressed area of subject specialization

Response	Frequency	Percent
Strongly disagree	33	26.6
Disagree	54	43.5
Undecided	10	8.1
Agree	9	7.3
Strongly agree	6	4.8
No response	12	9.7
Total	124	100.0

From Table 79.1% (87) disagreed while 12.1% (15) agreed. The high percentage means the INSET actually addresses the area of specialization.

4.3.1 The influence of INSET programs on mean score in English language

The researcher sought to establish whether the in-service programs have helped in the improvement in the mean score in the English language. Data are presented in Table 4.15

Table 4.15 whether in-service programs has improved the mean score in English Language

Response	Frequency	Percent
Yes	75	60.5
No	23	18.6
Undecided	26	21.8
Total	**124**	**100.0**

The findings on Table 4.15 show that 60.5% (75) of the respondents said it has actually improved the mean score of the subject. However, 18.6% (23) do not believe that it has an effect on the mean score, only 21.8% of the sample population were not sure if it has improved the mean score or not.

4.3.2 Whether teachers are involved in planning in-service programmes

The research item sought to establish if English teachers are involved in planning the in-service programs. This is crucial for the success of the programme since teachers are the key components of an in-service training. Study findings are as shown in table 4.16

Table 4.16 Teachers are not involved in planning in-service programmes

Response	Frequency	Percent
Strongly disagree	35	28.2
Disagree	26	21.0
Undecided	20	16.1
Agree	24	19.4
Strongly agree	7	5.6
No response	12	9.7
Total	**124**	**100.0**

From the findings, 49.2% (61) of the respondents did not agree with this statement, with only 25% (31) saying they are involved in the planning.

4.3.3 Teacher involvement during the training programs

Teacher involvement during the training programs was also sought. The research findings are as shown in table 4.17.

Table 4.17 Teacher involvement during the training programs

Response	Frequency	Percent
Actively involved	77	62.1
Not involved	35	28.2
No response	12	9.7
Total	**124**	**100.0**

It came out clearly that 62.1% (77) of the respondents indicated that they are actively involved but 28.2% (35) could not agree and 9.7% were undecided meaning they did not tell what their level of involvement adhered to.

4.3.4 Adequacy of facilitators

The study sought to establish whether facilitators adequately answered questions during the in-service. Research findings are presented in table 4.18

Table 4.18 Adequacy of facilitators in answering questions

Response	Frequency	Percent
Strongly disagree	14	11.3
Disagree	25	20.2
Undecided	10	8.1
Agree	52	41.9
Strongly agree	11	8.9
No response	12	9.7
Total	**124**	**100.0**

Table 4.18 show that, 50.8% (63) of the respondents are in agreement that the facilitators adequately answered questions asked during the in-service while 31.5% (39) said they did not answer up to the expected level. The facilitators are therefore to some level competent to facilitate during the in-service.

The other area of concern was in acquisition of skills in testing and assessment of the integrated curriculum. More that a half of the respondents 54.8% of the sample population feel that there was need for more in service training on testing and assessment. There is therefore a general desire among the English teachers for more training to help them become competent in handling the integrated English curriculum.

4.3.5 Benefits of the INSET on schools

The study required teachers to suggest how the in-service training programmes can benefit schools. Findings are presented in Table 4.19 and Figure 4.4.

Table 4.19 Suggestions on how in-service training programmes can benefit schools

Response	Frequency	Percent
Attendance of the trainings should be alternated	16	12.9
Involve teachers in the in-service trainings	32	25.8
Funding teachers for in-service training	52	22.6
Teachers should be given audience	11	6.5
Training should be given more time	4	3.2
Total	**124**	**100.0**

Figure 4.4   **4   How in-service programmes can benefit schools**
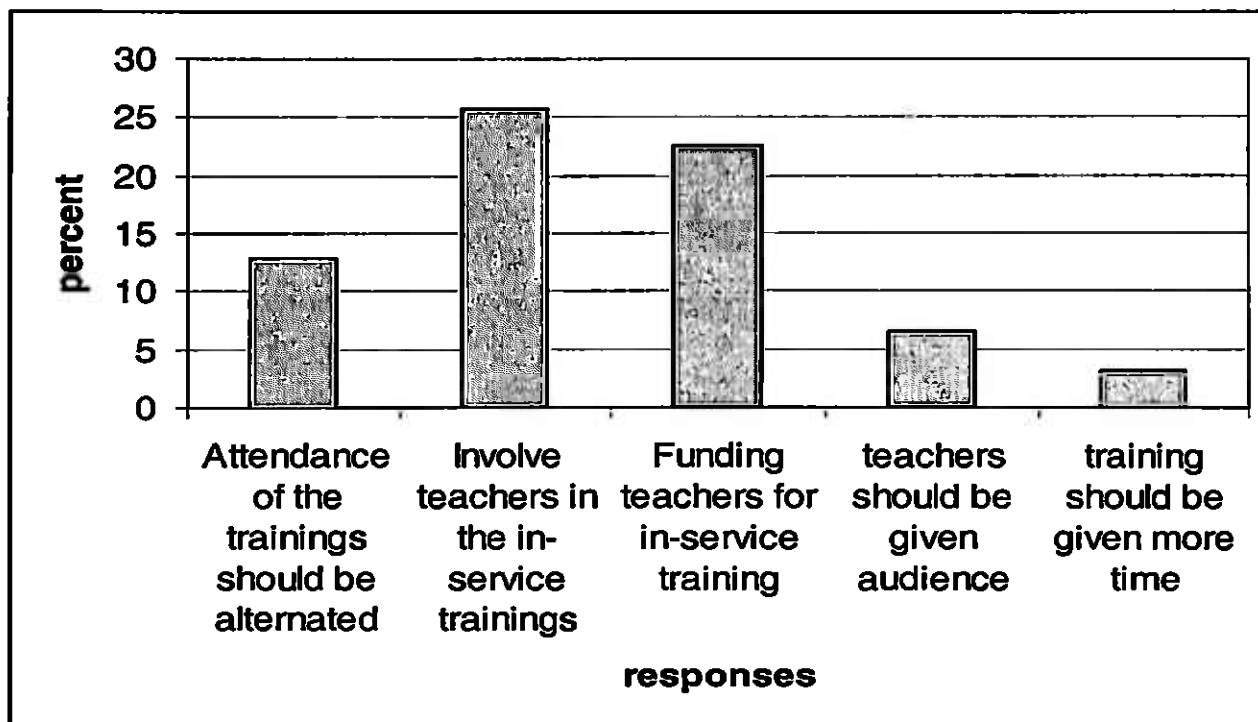
The results above show that the majority of the teachers 25.8% (32) suggested the principals should involve teachers in the in-service trainings, attendance of the trainings should be alternated 12.9% this is where the school is to organize in such a way that where there are more than one teacher of English in a school one teacher attends one training and another teacher is allowed to attend the next. It was also suggested that principals of the schools should involve teachers during in-service training as a necessary motivation given by 22.6%. The other suggestions were that teachers should be given audience to suggest area of coverage during the in –service training as given by 6.5% (11). A few teachers

were of the idea that training sessions should be .given more time given by 3.2% so as to cover more area.

4.3.6 Other training needs not adequately offered in in-service sessions but important.

The researcher inquired about other training needs, the responses of the suggestions are as indicated in table 4.20 and figure 4.5.

Table 4.20 Training needs not adequately offered in in-service sessions

Response	Frequency	Percent
No response	16	12.9
Setting and marking papers	24	19.4
Guidance and counselling	16	12.9
IT	8	6.5
Oral skills	24	19.4
New testing policy	24	19.4
Introduce e-learning for all	12	9.7
Total	**124**	**100.0**

Figure 4.5 Training Needs not adequately offered in in-service
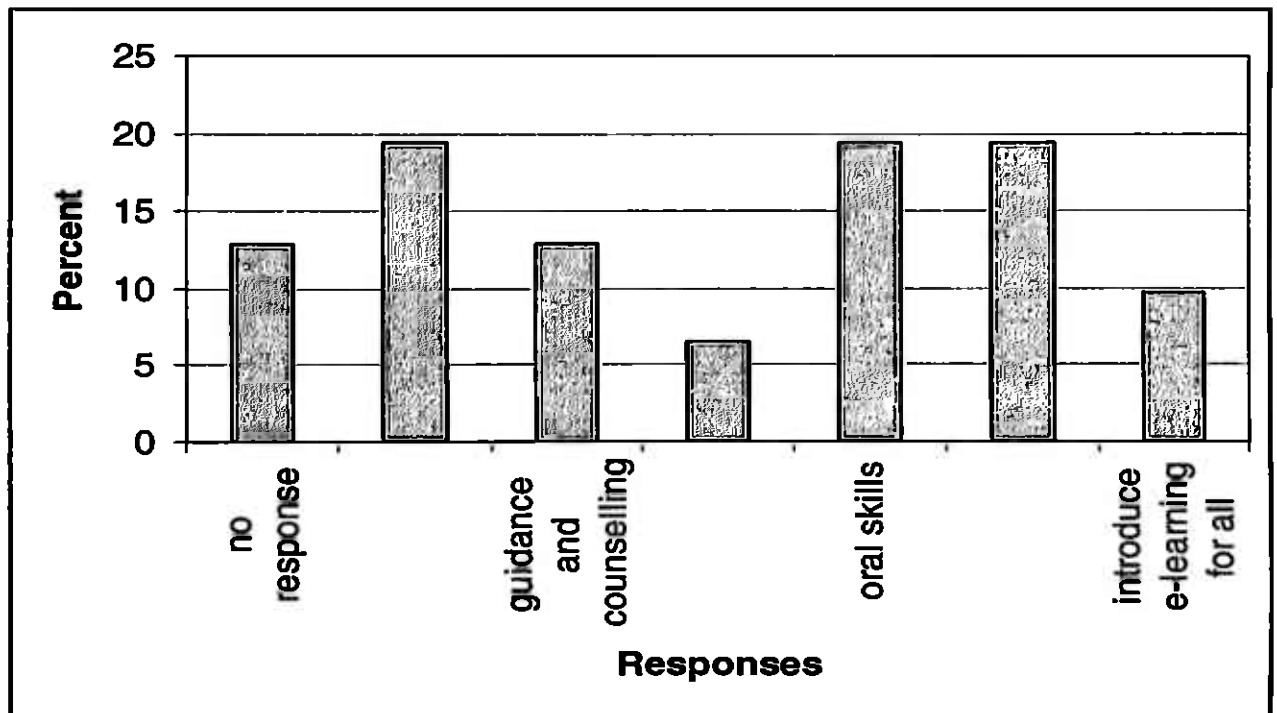
Research findings revealed that the teachers wanted to be trained on oral skills given by 32.3%, new testing policy as well as setting and marking of papers suggested by 19.4% each. The other suggestions were; guidance and counselling 12.9%, also seen as an important need to include in the training and also introduction of e-learning for all and Information and Technology 14.7%.

4.3.7 Problems that affect the in-service training programs among teachers in schools

The study further sought to find out other problems that seemed to affect the in-service training programs among teachers in schools. The Table 4.21 shows the results obtained.

Table 4.21 Problems affecting in-service training programmes

Response	Frequency	Percent
No response	12	9.7
Failure to choose teachers to attend by principals	28	22.6
Teachers overload	28	22.6
Delay of Invitation letters	8	6.5
Teachers not involved due to lack of information	32	25.8
Lack of communication from the curriculum offices	12	9.7
Inadequate time to prepare for the course	4	3.2
Total	**124**	**100.0**

Results from the study revealed that still there were other problems which affect in-service training programs in Integrated English Curriculum. The problems ranged from inadequate involvement of teachers in the programs 25.8%, due to lack of information overload of the lessons 22.6% and failure by Head teachers to choose teachers 22.6%, the other problems were lack of proper communication from the coordinating officers (QASO) 9.7%, delay in the invitation letters 6.5% and in adequate time to prepare to attend the training given by 3.2%.

4.3.8 Solutions to the problems

The researcher inquired from the respondents solutions on the problems that affected the in-service training programs. Findings are as presented in Table 4.22

Table 4.22 Solutions to the problems

Response	Frequency	Percent
No response	12	9.7
Attendance to be alternated	16	12.9
Involve all teachers	32	25.8
Reducing teachers	8	6.5
Panel	16	12.9
Advice principals	28	22.6
Teachers be given audience	8	6.5
More time needed	4	3.2
Total	**124**	**100.0**

According to table 4.22, the majority 25.0 % (32) of the respondents felt that all English teachers should be allowed to attend such trainings. The other suggestions were principals should be involved by 22.6% (28), teachers to attend trainings alternately 16 or 12.9% of the respondents, from school subject panels to facilitate such trainings given by 16 or 12.9% of the respondents and involve few teachers who should be given more audience given by 8 or 6.5% of the respondents. Only a small percentage 3.2% suggested that more time need to be created for the in service trainings.

4.4.0 Provincial English panel specialists

The researcher sought opinion of the provincial English panel specialists who are at the same time organizers of the English INSET programmes in Nairobi province.

4.4.1 Experience of provincial English panel members

The study interviewed the provincial panel specialists who were 5 in total and the following are the findings from them. Table 4.23 shows the experience/ time that the specialists had been in the office.

Table 4.23 Experience as a provincial English panel member

Duration	Frequency	Percentage
1-5 years	4	80.0
Over 5 years	1	20.0
Total	**5**	**100**

The study findings revealed that the majority 4 (80.0%) of the sample population had been in the office for 1- 5 years old and only 1 (20.0%) had been in the office for over 5 years. The results reveal that the specialists had not had enough time in the office to understand what is to be done, thus being strength to this study.

4.4.2 In-service program on the implementation of integrated English curriculum

The researcher had to find out if there were any in-service programs organized by Panel Specialists on the implementation of integrated English curriculum. The study findings are presented in Table 4.24.

Table 4.24 In-service program on the implementation of integrated English curriculum over last 5 years

Response	Frequency	Percentage
Yes	5	100
Total	5	100

Research finding reveals that 100% of the specialists agreed that there have been in-service programs going on in the past 5 years. This shows that the provincial specialists had been organizing the trainings for teachers in the province.

4.4.3 How frequent the training is organized

Training in any area can be done but. It is important to find out how often the trainings were done. Table 4.25 shows the results on how frequent the in-service took place within the last five years.

Table 4.25 Frequency of the training

Response	Frequency	Percentage
Once a year	2	40
Twice a year	2	40
Quarterly	1	20
Total	**5**	**100**

The findings as shown in Table 4.25 show that there were varied opinions from the panel specialists on the frequency of the in-service training program for implementation of integrated English curriculum in the province within the last five years, this ranged from twice a year by 40.0%, and once in a years by other 40.0% and only 20.0% said that it was done quarterly. This variation can be acceptable since the panel specialists did not have the same years of experience in the office and also die to different areas of specialization they were involved in during in-service.

4.4.4 Criteria for content selection

In training, it is important to look at criteria used in selection of the contents to be discussed. The study therefore sought to find out what criteria was used to do this. The Table 4.26 presents the criteria for content selection.

Table 4.26 Criteria for content selection

Response	Frequency	Percentage
Use of syllabus	2	40
Previous marking profile at KNEC	1	20
Challenges candidates face due to changes in syllabus	1	20
Facilitators come up with content due to new needs of the subject	1	20
Total	**5**	**100**

From Table 4.26, several criteria are used to choose content for in- service training, the use of the syllabus (40.0%) was a major source of coming up with the contents of discussion during the trainings. The other included looking at the previous Marking profile at Kenya National Examination Council (20.0%), challenges that candidates faced coming from changes in syllabus (20.0%) was also one of the criteria on how contents to be discussed in the trainings are chosen. The provincial specialists also said that at times, facilitators came up with contents for discussion due to new needs of the subjects (20.0%) use of the syllabus

4.4.5 Venues of discussions

The venues where the training took place were also looked at, Table 4.27 and Figure 4.6 presents the findings.

62

Table 4.28 Venues of discussions

Response	Frequency	Percentage
Provincial headquarters	1	20
School and social halls	3	60
KIE/ KNT	1	20
Total	**5**	**100**

Figure 4.6 Venues of discussions
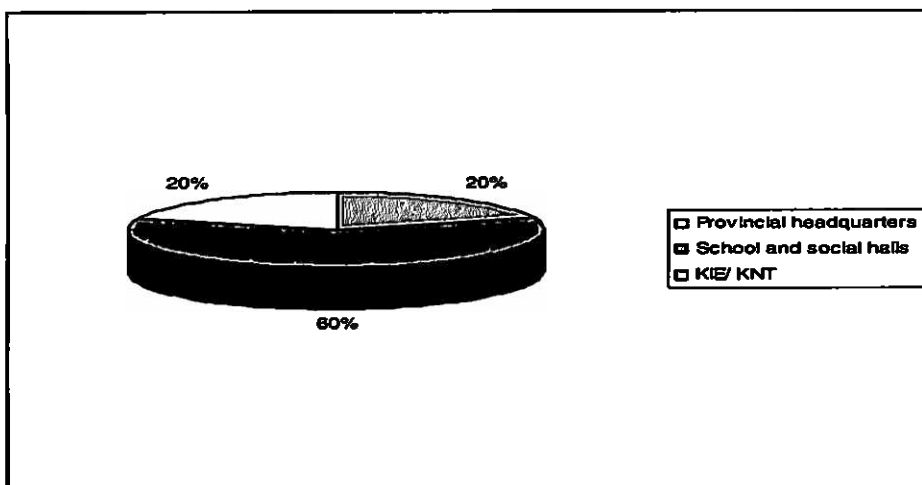
Research findings reveal that the in-service trainings are done at varied venues. The venues included in schools and social halls, 60.0%, in provincial head quarters offices 20.0%, and also the trainings are done in the KIE and KNT (20.0%). The findings reveal that areas/venues for these trainings varied depending on who organised the training.

4.4.6 Criteria used to select teachers for training

It was important for the study to find out how teachers were selected to attend the trainings; the results are shown in Table 4.29.

Table 4.29 Criteria used to select teachers for training

Response	Frequency	Percentage
Involvement of HOD languages	4	80
Letter from MOE	1	20
Total	**5**	**100**

From the table, selection to attend is based on the responsibility of the teachers in the schools. The Provincial panel specialists send letters direct to the HODs Languages (80.0%) so as the school to decide on the teachers to attend the trainings. The other 20.0% of the specialists also said that letters are send from MOE to school Principals to decide on the teachers to attend the trainings, therefore the school language HODs have a greater influence on who to attend the in- service, if not checked such arrangements can be abused by selfish HODS to appoint themselves all the time or their friends.

4.4.7 Finances for the in-services

Finances are one of the ways that can make one either to attend the trainings or not to; therefore the researcher had to find out the financiers of the trainings that are held by the ministry. The responses obtained are presented in Table 4.30.

Table 4.30 Finances for the in-service

Response	Frequency	Percentage
School	2	40.0
Theatre groups	3	60.0
Total	**5**	**100**

The findings in Table 4.30 reveal that the trainings are mostly financed by Theatre groups /own self driven (consultancy), which found 60.0%, whereas as schools 40.0% also financed the trainings that were held. These reveal that in-service trainings are mostly financed by organized groups like publishers and to some level also schools are asked to chip in for the trainings.

4.4.8 Facilitation of INSET

Apart from QASO officers whose mandate is to ensure quality teaching and evaluation in schools obtained, inquiry was made about other people involved in facilitating in-service courses. Table 4.31 presents the responses.

Table 4.31 Facilitators of INSET

Response	Frequency	Percentage
KNEC examiners/authors of books	2	40.0
Subject areas/specialists	2	40.0
Lectures	1	20.0
Totals	**5**	**100**

The findings on Table 4.31 indicate that the trainings are facilitated by different groups. This varies from KNEC Examiners / Authors – 40.0%. Also specialists in subject areas 40.0% were invited to carry out the training. At times panel requested lectures from different institutions (20.0%) who are specialists in the given area to carry out the trainings.

4.4.9 Factors that may influence organization of in-service training for secondary school integrated English teachers

The study sought to determine the factors that may influence the organizations for the trainings. Table 4.32 presents the findings.

Table 4.32 Factors that may influence to organize in-service training for secondary school integrated English teachers

Response	Frequency	Percentage
Demand from teachers	2	40.0
Measures from the PDE' office	1	20.0
No response	2	40.0
Total	5	100

According to Table 4.32, majority of the respondents cited demand from the teachers hence the syllabus (40.0%) affect organization of the trainings for integrated English teachers. The respondents also said that measures from the PDE's office also influence in-service trainings (20.0%) thus leading to poor.

4.5.0 Follow ups on INSET

The study sought also to find out if the specialists in the area of training made follow ups on the trainings. Study findings are presented in Table 4.33.

Table 4.33 Follow-ups

Response	Frequency	Percentage
Demand from teachers	**5**	**100**

Table 4.39 shows that all of the panel specialists (100.0%) said that follow ups were made for all training that was organized.

4.5.1 Problems hindering organization of English in-service trainings.

The study further sought from the English panel specialists about following are some of the problems that hindered the organization of English in-service trainings. Findings are presented in Table 4.34.

Table 4.34 Problems hindering organisation of English in-service

Response	Frequency	Percentage
Finance crisis	3	60.0
Organising residential In-service	1	20.0
Attitude of teachers	1	20.0
Total	5	100

The findings in Table 4.34 reveal that Finance crisis was the major problem (60.0%) that hindered the organization of the training. Attitude of the teachers

towards the training 20.0% also has been one of the problems that hinder English in-service trainings. The specialists also found the organization of residential in-service (20.0%) as a hindrance of training organization.

4.5.2 Solutions to the INSET problems

Several suggestions were given as an improvement to the in-service trainings. They are presented in Table 4.35.

Table 4.35 Solutions to the problems

Response	Frequency	Percentage
MOE collaborate with private sectors	2	40.0
Need professionals	1	20.0
Positive attitude	2	40.0
Total	**5**	**100**

Findings from Table reveal that majority of the respondents suggested that MOE needs to collaborate with private sectors/ service providers to finance the trainings (40.0%) so as to establish well organized training programs. The sample populations also suggested that teachers should be mobilized to have a positive attitude towards the trainings (40.0%). This will enhance the importance of the trainings.

4.6.0 Headteachers' responses

There was an interview schedule for the headteachers to help the researcher verify the information solicited from the teachers'. Below are the findings from the head teachers.

4.6.1 Reports on in-service training

Head teachers were asked to indicate whether teachers gave back reports about the training they received. Table 4.36 presents the results.

Table 4.36 Reports on in-service training

Response	Frequency	Percentage
No response	1	4.8
Yes	20	95.2
Total	**21**	**100.0**

According to the findings in Table 4.36, the majority of the head teachers 95.2% (20) agreed that their teachers when they return back from the training bring back with them reports on the trainings.

4.6.2 Reports on facilitators' competence

The study sought the responses of headteachers on Reports on the facilitators' competence. Responses are as presented in Table 4.37.

Table 4.37 Reports on facilitators' competence

Response	Frequency	Percentage
No response	1	4.8
Facilitators are not prepared	6	28.6
Not competent	13	61.9
Inadequate	1	4.8
Total	**21**	**100**

The findings in Table 4.37 reveal that head teachers got reports from teachers saying that the majority of the facilitators during in-service training are not always prepared (28.6%) for the facilitation. The majority of the facilitators chosen are not competent for the trainings (61.9%). Inadequacy of the facilitators was also mentioned (4.8%), showing that facilitators carrying out the trainings are not enough (the ratio of trainees to facilitators is high).

4.6.3 Reports on manuals used during the training

The study sought the opinion of headteachers about reports of manuals used during training. The results are as indicated in Table 4.38

Table 4.38 Reports on manuals used during the training

Response	Frequency	Percentage
Failed to give manuals	2	9.5
Manual not enough	7	33.3
Gave guided books	7	33.3
Received manuals	5	19.3
Total	**21**	**100**

Research findings in Table 4.38 revealed that facilitators used notes in lecturing and failed to give manuals (9.5%), in situations where manuals are provided it was noted that the majority of head teachers received information from teachers that manuals given were not enough (33.3%). The head teachers also received guided books from the teachers used during trainings (19.3%). Some teachers

gave reports that no manuals are given in trainings (33.3%). The above findings raises up several questions about the training manuals; if they are supposed to be given.

4.6.4 Report on time allocated for the in-service

Respondents were asked to report on the time allocated for the in-service. Responses are presented in Table 4.39.

Table 4.39 Report on time allocated for the in-service

Response	Frequency	Percentage
Time not enough for the courses	16	76.2
Time enough	4	19.0
No response	1	4.8
Total	**21**	**100**

According to findings in Table 4.39, the majority of the respondents gave reports that time was not enough for the courses (76.2%) thus little is taught, only 19.0% of the head teachers got information that the time allocated for the trainings was enough for the courses. These results reveal another problem for the trainings that time allocated is never enough to cover the work.

4.6.5 Teachers not attending courses for the past five years.

Head teachers were asked if there were teachers who had not attended in-service courses for last five years. Responses are presented in Table 4.40.

Table 4.40 Teachers not attending courses for the past five years

Response	Frequency	Percentage
No response	16	65.0
Yes	4	23.8
No	1	11.2
Total	**21**	**100**

The study findings reveal that the majority (65.0%) of the respondents did not

respond to this question. It was revealed from the findings in the above table that

23.8% of the sample population said that there are situations where teachers failed

to attended, 11.2% said that there was no times that teachers failed to attend.

4.6.6 Type of support given by the school

The study further inquired from the headteachers the type of support that the

schools gave to teachers who attended the integrated English   in service course,

responses are presented in Table 4.40.

Table 4.40 Type of support given by the school

Response	Frequency	Percentage
Financial support	20	95.2
No response	1	4.8
Total	**21**	**100**

The findings in Table 4.40 indicate that out of the 21 schools, 20 schools (95.2%) gave teachers financial support while only one school 4.8% did not respond to this question.

4.6.7 Areas to be included in future for in-service courses

Head teachers sampled in the study suggested several areas to be included in the in service courses in future. The suggestions are presented in Table 4.41.

Table 4.41 Areas to be included in future for in-service courses t o make them more effective

Response	Frequency	Percentage
Examiners were to give insight into KCSE examinations	2	9.5
Adequate materials for the seminar should be provided,	2	9.5
Practical classes for the trainers	3	14.4
In-service should be further integrated into teachers' development.	5	23.8
Moderation and marking of exams should be included	3	14.4
More time for the training should also be looked into	1	4.7
Manuals to be used in schools should be prepared and taken to schools,	1	4.7
E-learning was suggested to be introduced	4	19.0
Total	21	100

According to Table 4.41, it was suggested that the in-service training to be effective, examiners were to give insight into KCSE examinations that's to elaborate on the examination tips 9.5%, adequate materials for the seminar should be provided 9.5%, there should be practical classes for the trainers 14.4%, in-service training certificates should be integrated or used for teachers' development 23.8%. The respondents also suggested that moderation and marking of exams should be included 14.4%, more time should be allocated for the training by the Ministry of Education 4.7%. It was also suggested that manuals used in the trainings should be send to schools 4.7%, E-learning was suggested to be introduced in the trainings 9.5%.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECCOMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, the conclusions and recommendations to policy makers and potential researchers.

5.1 Summary of the Findings

The purpose of the study was to assess in-service training programs on the implementation of integrated English curriculum in secondary schools in Nairobi Province, Kenya. This was done by examining various variables that affect in-service courses on imparting new knowledge and skills needed in teaching integrated English curriculum. These variables included; the time allocated for INSET programs, attendance of INSET programs by English teachers, the level of school involvement in the facilitation of INSET programs and finally, the preparedness of the INSET organizers before the mounting of the English curriculum INSET which formed the research objectives.

To help realise the research objectives, four research questions were constructed. Research question one inquired on the adequacy of the time allocated for INSET programs. The study established that, the majority of the teachers in Nairobi province have attended in-service courses on the implementation of integrated

English curriculum on varied period of time. The majority of the teachers were found to have attended more than twice. On the time allocated for the trainings, most teachers and Headteachers agreed that it was not adequate to cover the training needs demanded by the integrated curriculum. However the time allocated is helpful to the teachers in improving their teaching skills and strategies together with improving curriculum interpretation. This was supported by teachers and Panel Specialist who argued that it is beneficial.

On the issue of attendance of INSET programs by English teachers and its effect on the implementation of integrated English curriculum, the majority of the teachers, 72.6% argued that it helps improve the teaching strategies of the teacher in class. Even though teachers are usually posted to schools when already qualified through the pre-service training, schools should endeavour to help their teachers to acquire more practical teaching skills.

Schools have been involvement in the funding of INSET programs at various levels. From the study it is established that fifty five percent of the teachers who attended INSET courses were funded by their schools. This is in line with the spirit of staff improvement and development. Where funding to teachers was found to be inadequate the argument could be because of poor financial establishment by some schools together with poor communication from the organizers (QASO). In some cases where the funds from schools were not

adequate to cater for training needs of the teachers, it was found that the teachers from such schools failed to attend all the trainings.

On the facilitators of the INSET it was revealed that they lacked competence in organizing and delivering content to the expectation of the teachers needs for the implementation of the integrated curriculum. The trainers lacked competence especially when it came to varying their training skills. The facilitators of the INSET were mainly panel subject specialists who made follow ups after every training to find out whether what they had taught was being applied or not.

The issue on the problems hindering organization of English in-service trainings from the panel specialists emanated from financial crisis which remained the major problem among schools. Attitude of the teachers towards the training was also another problem that hindered English in-service trainings and the organization of residential in-service courses.

5.2 Conclusions

The issues emanating from this research shows that time allocated for training in in-service sessions is not adequate to cover training needs. Time allocated though inadequate, in-service training is helpful in assisting the teachers improve their teaching techniques and curriculum implementation.

Even though training sessions were found to be very few the attendances only favoured some teachers due to financial involvement. Thus funding remains a major challenge to attendance of in-service training among teachers. Some teachers missed some crucial training due to lack of clear source of funding in the schools and to whether teachers were to do it individually or rely on the school sponsorship.

Specialization is critical to giving focus on the specific teaching strategies in order to improve performance. In-service trainings are specialized as evidenced by the response on whether the trainings have helped on the improvement in the performance of students in their external examinations or not. It is concluded that, INSET must be frequently organised as they lead to an improved performance by students in examinations.

The level of preparedness of the INSET trainers is wanting. The mastery of content by facilitators was not adequate. The teachers showed doubt to the ability of some of the trainers since some failed to vary their training skills and in answering questions that arose during the training sessions.

The study found that teachers are left out in the planning of the training sessions which is a very crucial concern. They are not involved at all in the planning which should not be the case if the trainings have to benefit them. However, the teachers

seemed motivated and called for more training especially in the area of testing and assessment; together with e-learning.

5.3 Recommendations

In order to make in-service training more effective it is of paramount importance for time to be made adequate to make the sessions effective. The duration for training should be made longer so that participants can conceptualize the themes learned and give feedback to the facilitators. Extended time will also contribute to the teachers improved self-esteem and motivation to attend future sessions. The facilitators should factor in the need for adequate time to make the sessions more helpful.

Attendance of the teachers should be organized at a central point and data kept to monitor the teachers who have attended some courses and by how many sessions. This meant to enhance attendance with a central point being to make communication easier and manageable.

The solutions to the above problems should include the MOE's collaboration with private sectors/ service providers to finance the trainings so as to improve on the organization of training programs.

The economy is posing very serious challenges to all sectors; it is therefore important that a suitable and affordable way of setting aside funds to support the teachers INSET be established. This will create a pool where the English teachers can get funds for training without incurring extra cost or missing any training session. Through the heads association, the head teachers can be sensitized on the role played by INSET training on curriculum implementation and improvement in the subject mean score.

To make the training not only helpful to the teachers but also motivating, the facilitators should adequately prepare so that they can explore many training skills. The preparation will also make the facilitators master the content which is crucial in making the INSET training more vibrant and raise the level of involvement of the teachers so that they can feel part of training and change.

The training should be re-modelled to indicate other trainings relating to testing and assessment. Further more, teachers need to be assisted in the area of e-learning so that they can impress latest technologies during teaching.

5.4 Recommendation for further research

The study was focused on the role of in- service training on the implementation of integrated English curriculum in secondary schools. To further enhance on this, it would be necessary to carry a study on the perception of head teachers on the lack

of in-service courses in relation to professional development of the teachers and future career profession. This will shade light more since most teachers welcome innovations that provide for professional growth and also career growth.

BIBLIOGRAPHY

Bennet, R. (1997). **Management.** Third Edition. Great Britain: Pearson Education Limited.

Best, J.W. & Khan, V.J. (1998). **Research in Education.** Boston: Allyn & Bacon.

Bishop, G. (1985). **Curriculum Development: A Textbook for Students.** Nairobi: Macmillan Publishers.

Burgess, R.G. Carren, L.N. & Tedd, G.S. (1993). **Implementing in-service and Training.** London: Washington Falmer Press.

Byers, K.T. (1970). **Employee Training and Development in the Public Service.** Chicago: Public Personnel Association.

Cole, G.A. (1997). **Personnel Management in Education.** London: Ashford Colour Press.

Dean, J. (1991). **Professional Development in School.** Philadelpia: Philadelpia Open University Press.

Eshiwani, G.S. (1993). **Education In Kenya Since Independence.** Nairobi: East African Publishers.

Farrant, J.S. (1980). **Principles and Practice of Education.** Malaysia: Longman.

Flipo, E. (1984). **Personnel Management.** New York : McGraw-Hill.

Haddad, W.D. (1994). **The Dynamics of Education Policy Making:** *Case Studies for Burkina Faso, Jordan, Peru and Thailand.* Washington DC: The International Bank for Reconstruction.

Kenya Institute of Education (2004). **Research Report on Monitoring of the Implementation of Revised Secondary Education Curriculum.** Research Report Series number 75. Nairobi: K.I.E.

Kern, D.E. Thomas, P.A. Howard, D.M. & Bass, E.M. (1998). **Curriculum Development for Medical Education.** Baltimore: John Hopkins University Press.

Marion, L. & Cohen, L. (1986). **Research Methods in Education**. London: Routledge.

Mugenda, D.M. & Mugenda, A.G. (1999). **Research Methods, Qualitative and quantitative approaches**. Nairobi: Acts Press

Mulusa, T. (1990). **Evaluation Research for Beginners:** *A Practical study guide.* Bonn: Deutsche Stifling for International Eritwickling.

Mutua, P. (2002). **Factors** *Leading to Poor Performance in English in Secondary Schools.* A Case Study of Kapsabet Division, Nandi North District, Kenya. Unpublished Thesis, Kenyatta University.

Mwai, B. (2007). **Factors influencing the performance of English.** A case study of Gichungu Division Kirinyaga District, Med project report, University of Nairobi.

Ndiritu, A.W. (1999). **A Study of the Factors which Influence Performance in KCSE in Selected Public Schools in Nairobi** and Central Provinces Kenya. Unpublished Med Thesis, University of Nairobi.

Oduour, H.N. (2007). **The Effect of Strengthening of Mathematics and sciences in Secondary Education** (SMASSE).Unpublished Med project report, Moi University.

Okumbe, J.A. (2001). **Human Resources Management: An Educational Perspective.** Nairobi: Educational Development and Research Bureau.

Okumbe, J.A. (1998). **Education Management, Theory and Practice.** Nairobi: Nairobi University Press.

Olembo, J.O. Wanga, P.E. & Karagu, N.M. (1992). **Management in Education.** Nairobi: Education, Research and Publication.

Oluoch, C.R. (2002). **Essentials of Curriculum Development** *Bondo: Bondo Bookshop.*

Ongoto, J. (2004). **A Study of the impact of In-service Training on Performance of Public Secondary Schools** in Bomet district. Med Project Report, University of Nairobi.

Orodho, J.A. (2004). **Elements of Education and Social Science Research Methods.** Nairobi: Masola Press.

Republic of Kenya (2001). *Inset News.* Nairobi: INSET UNIT, MOEST

Republic of Kenya (1994). **Education in Kenya:** *Information Handbook.* Nairobi: Jomo Kenyatta Foundation

Republic of Kenya (1998). **Master Plan on Education and Training** *1997-2010.* Nairobi: Government Printer.

Republic of Kenya (1999). **Report of the Commission of Inquiry into Education System of Kenya.** Nairobi: Government Printer.

Republic of Kenya (2000). **Handbook for Inspection of Educational Institutions.** Nairobi: MOEST

Republic of Kenya (2005). *Kenya Education Sector Support Programme (KESSP)* (2005-2014). **Delivering of quality Education and Training to all Kenyans.** Nairobi: MOEST.

Republic of Kenya. (1976). **Report of National Committee on Educational Objectives and Policies.** *The Gachathi Repoort.* Nairobi: Government Printer

Republic of Kenya. (1980). Education act. Nairobi: government Printer.

Republic of Kenya. (1987). **Staff Training and Development in Ministry of Education, Science and Technology** *Report of the Education Administration Conference 21-25 April.* Nairobi: Jomo Kenyatta Foundation

Republic of Kenya. (1988). **The Report of the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond.** Nairobi: Government Printer.

Republic of Kenya. (2001). **Education Sector Issues, Challenges, Policies and strategies: A** *Working Document for the National Forum on Education.* Nairobi: MOEST.

Republic of Kenya. (2006). *Nairobi Provincial Report.* Nairobi: Ministry of Education.

Republic of Kenya. (2006). *Draft Report:* **The Taskforce on the Review and Harmonization of the Legal Framework Governing Education, Training and Research.** Nairobi.

Roscoe, J. (1975). **Fundamental Research Statistics for the Behavioural Sciences.** New York: Holt, Rinehart and Winson Inc.

Shiundu, J. & Omulando, S. (1992). **Curriculum Theory and Practice in Kenya.** Nairobi: Oxford University Press.

Sifuna, D.N. & Otiende J.N. (1992). **An Introductory History Of Education.** Nairobi: Nairobi University Press.

Sifuna, D.N. (1990). **Development of Education in Africa:** *The Kenyan Experience.* Nairobi: Initiative Publishers.

Wanga, P.E. (1988). **Case Studies on Supervision a paper presented at the 6th Regional conference of the commonwealth council for Educational administration** *at Egerton University, Njoro, Kenya, 23 August.*

Wanzare, L.N. (2005). **Rethinking Staff Development in Kenya: agenda for the twenty-first century.** Alberta: University of Alberta.

Wiersma, M. (1986). **Research Methods in Education.** London: Routledge.

APPENDICES

APPENDIX 1:   LETTER OF INTRODUCTION

University of Nairobi

Department of Educational Administration and Planning

P.O.BOX 92

KIKUYU

February 2009

The respondent,

ASSESSMENT OF THE IN-SERVICE TRAINGING PROGRAMMES ON THE IMPLEMENTATION OF INTEGRATED ENGLISH CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN NAIROBI PROVINCE

I am a post graduate student at the University of Nairobi pursuing a Master of Education degree in educational administration and planning. I am conducting research on the above topic.

I am kindly requesting you to respond to the questionnaire attached as honestly as possible. The questionnaires are meant for this research only and the response given will be treated with utmost confidentiality. To ensure this, no name of the respondent or institution will be written on the questionnaire.

Thanking you in advance.

Faithfully,

Beatrice Mokeira Siribah

APPENDIX II: TEACHERS' QUESTIONNAIRE

General Instructions

This questionnaire is for the purpose of research on the assessment of the in-service programmes on the implementation of English curriculum in the public secondary schools in Nairobi province

You are kindly requested to complete this questionnaire indicating your honest response by putting a tick (√) against your answer and filling in the blank spaces. The information given will be treated with utmost confidentiality and you are therefore requested not to indicate your name or the name of your school anywhere on the questionnaire. Please respond to all the questions.

Section A: Background Information

1. Please indicate your sex. Male ☐ Female ☐

Q2. For how long have you been a teacher since training?

  Below 5 years☐   6-10 years ☐   11-15 yea☐   16-20 years ☐   over 20 years ☐

3. Kindly indicate your highest professional qualification

  Certificate ☐ Diploma ☐ University degree ☐ Masters ☐ Other, Specify----

Section B: Adequacy of Teacher In-service Attendance and In-service Training Agencies

Q4. Have you attended any teacher in-service in your teaching subject?

Yes ☐ No ☐

Q5. If your answer in 4 is yes, how many in-service courses have you attended for the last 2 years? One ☐ Two ☐ Three ☐ four ☐ 5 and above ☐

Section C: Comment on schools level of preparedness in sponsoring in-service courses and how the courses have influenced on the implementation of integrated English curriculum using the following scoring key

Choose the responses as follows;

Strongly agree – 4 times or more

Agree – 3-4 times

Undecided – 2-3 times

Disagree – 1-2

Strong disagree – 0 times

Statement	SD	D	U	A	SA
7 The time allocated for the in-service sessions I have attended is adequate					
8 The in-service providers have mostly allocated short time for training teachers					

9. The time allocated for INSET has helped me to be effective in curriculum interpretation					
10 I have attended many teacher in-service programmes					
11 The teacher in-service programmes I have attended are very few					
12 The teacher in-service programmes I have attended have helped me improve my teaching strategies.					
13 The INSET programmes i have attended have not been of much help in my teaching strategies.					
14 My school has always financed me to attend in-service programmes					
15 My school has rarely funded me to attend in-service programmes					
16. The funds allocated to teachers to attend the in-service programmes are not enough					
17. Sponsorship of the in- services courses has made the implementation of English Integrated curriculum success in my school					
18. Non- sponsorship of the in-service courses has made the implementation of the integrated English curriculum not successful in my school.					

19. I have not attended some teacher training programmes due to lack of funds					
20 The teacher in-service sessions rarely address my area of subject specialization					
21. The in-service programmes have not led to improved mean score in the subject(s) i teach					
22 The teacher in-service facilitators i have met have good mastery of content					
23 Many facilitators I have come across do not have varied training skills					
24 The teachers have been involved in planning the in-service programmes					
25 The in-service facilitator involve teachers during the training programme					
26 The in-service facilitators adequately answer questions asked during training					
27. The in-service courses I have attended have not addressed on testing and assessment in my teaching subject.					
28. I have been in-serviced on e- learning					

Q29 a) Apart from the comments you have indicated above, what are other challenges do you feel affect the in-service training programmes among teachers in your school?

----

b)   Suggest solutions that may be used to address the challenges identified in question 29 above ---

----

----

30.   List some other training needs you feel were not adequately offered during in-service sessions yet important in your teaching subject

....

....

....

Thank you for filling the questionnaire

APPENDIX III: INTERVIEW SCHEDULE OF THE HEADTEACHER

1. How many teachers do you have in the English department?

   _____

(b) How many teachers have attended English in-service within the last five years?

2. (a) Do these teachers give you reports on the in-service courses they have attended?

   If yes, what kind of reports do they give about the following;

(i) Facilitators competence/preparedness

   _____

(ii) Manuals used during training

   _____

(iii)Time allocated for in-service

   _____

(iv)Any other:

   _____

3. Are there some teachers who have not attended English integrated in-service training for the last five years in your school?

   If yes, why haven't they?

   _____

4. What kind of support does the school give to teachers who attend the integrated English in-service course?

_____

5. In your opinion what should be included in future in in-service training courses to make them more effective on the implementation of integrated English curriculum.

_____

APPENDIX IV: INTERVIEW SCHEDULE FOR PROVINCIAL ENGLISH PANEL SPECIALISTS

This interview is for the purpose of assessing in-service training programmes on the implementation of integrated English curriculum in the public Secondary Schools in Nairobi Province. You are kindly requested to complete it indicating your honest response. The information given will be treated with outmost confidentiality and you are therefore requested not to indicate your name or name of your school anywhere. Please respond to all questions.

SECTION A: BACKGROUND INFORMATION

1. Gender: F ( )   M ( )

2. Age: Between 25 – 30years ( )   30 – 40years ( )   40years and above ( )

3. Highest level of education

DIPLOMA ( )   B.ED ( )   MASTERS ( )   PGHD ( ) PHD ( )

SECTION B:

1.   For how long have you been a provincial English Panel Member?

1 – 5 years ( )   5 – 10 years ( )   Over 10 years ( )

2.   Have there been in-service training programmes in your province on the implementation of integrated English curriculum in the past five years?

If yes,

(i)   How frequent do you conduct this in-service training?

(ii)   Which criteria do you use to select content to be discussed?

(iii)   Where are the venues?

3.   How do you select teachers who attend the English language in-service training_____

_____

4.   Who finances the in-service training that you organize?

_____

5.   Who are the facilitators in the in-service programme that you organize?

_____

6 (a)   What factors may influence to organize in-service training for Secondary school integrated English teachers.

_____

  (b)   Do you make a follow-up on the teachers in-serviced?

_____

7(a) List any problems that hinder you from organizing English in service training

_____

(b) List possible solutions you would give to the listed problems above to make in- service training successful

_____

8.   What recommendations would you make for effective in-service training for the implementation of integrated English curriculum in Kenya secondary schools?

_____

REPUBLIC OF KENYA

lATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Siriba Beatrice Mokeira
University of Nairobi
P.O. Box 30197
NAIROBI

Dear Sir

Re: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *Assessment of In service Training Programmes on the Implementation of Integrated English Curriculum in Secondary Schools in Nairobi Province, Kenya.*

I am pleased to inform you that you have been authorized to undertake your research in Secondary Schools in Nairobi Province for a period ending 30th July 2009.

You are advised to report to the Provincial Commissioner and the Provincial Director of Education Nairobi before embarking on your research project.

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

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

Copy to: Provincial Commissioner
             NAIROBI

             Provincial Director of Education
             NAIROBI

             The Principals
             Secondary Schools
             NAIROBI