

**TEACHER RELATED FACTORS AFFECTING IMPLEMENTATION OF
INTEGRATED ENGLISH CURRICULUM IN PUBLIC SECONDARY
SCHOOLS IN EKERENYO DIVISION NYAMIRA COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This project is dedicated to my late father Geoffrey Matara my mum Rebecca Matara, my daughters Whitney and Wendy and son Wendron.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Office
DQASO	District Quality Assurance and Standards Office
HoD	Heads of Departments
IEC	Integrated English Curriculum
KCE	Kenya Certificate of Education
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
NACOSTI	National Council of Science Technology and Innovation

ABSTRACT

The purpose of the study was to establish the effects of teacher related factors on implementation of IEC in public secondary schools in Ekerenyo Division. The objectives of the study included; determining extent to which teaching experience and age, academic and professional qualifications, teaching styles used by teachers, and how English teachers' attitude affect towards implementing of integrated English curriculum. The study was guided by the Rand change Agent Theory of curriculum implementation Berman & Mclaughlin (1978). To achieve the above objectives the study adopted a descriptive survey design to target a population of 10 head teachers 10 HoDs and 29 English language teachers who were sort using purposive sampling for the study in Ekerenyo division. Content validity was enhanced by ensuring adequate and appropriate items in the instruments were relevant to the research objectives. Reliability was assessed through the results of piloting, which was done using test-retest technique. The sample size comprised of a total of 49 respondents. Data were collected using questionnaire and interview schedule and 100 per cent instrument return rate was realized. The study revealed that majority of English teachers would appreciate if integrated English could be incorporated in their pre-service training while at the same time ore in-service programs extended to those already in service. The researcher also noted that there were adequate English teachers in the Division with the required academic and professional qualifications to handle the integration although attitude among the teachers needs to be addressed adequately for better KCSE results. From the findings the study concluded that; for effective implementation of Integrated English teachers' teaching experience, academic qualifications, professional qualification, attitude of teachers' of English towards implementation of IEC and teaching styles used by teachers of integrated English should be adhered to by all teachers as they influence learners performance in English which is a core subject. However, in service training has been organized although majority of the teachers still find a challenge in implementing IEC. The study therefore recommended that more training together with involvement of teachers in development of new curriculum and set books. The study also recommended that further research be done involving the students to capture their view while at the same time similar work in other selected areas across the country for a broader view are recommendations on IEC.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

English is common means of communication between people of different nations. One person out of every four can be reached through English (Verghese, 2007). According to the Britanian online Encyclopedia (2009) English originated from England and is now widely spoken in the United States, Canada, Australia, Ireland, New Zealand and various small nations in Caribbean and pacific ocean. It is the official language of India and Philippines, Botswana, Lesotho, Sierra Leon, Ghana, Liberia, Nigeria and other independent members of commonwealth. In other countries like Japan, Korea and some European and Latin American countries, English is taught as a second and third language. Consequently, being the first choice of foreign language in most other countries of the world, it has been given the position of a global 'lingua franca' (Crystal, 2012).

English language has been taught in Kenya since the British colonial times. The colonial masters gradually taught it to selected people to ease spread of their administration. In addition, Kenyans received basic education from missionaries to understand the Bible and eventual translation (Ntarangwi, 2003). The colonial governments agreed to introduce English in African schools though the major challenge was at what stage and to what extent the language was to be introduced (Barasa, 2005). To befit the appropriate stage

of introducing English several commissions were set immediately after independence.

The commissions addressing issues on English language were; the Ominde of 1964 and Makay of 1981. Among the recommendations made were the introduction of English from primary four and merging of literature and English as one subject (MoE 1985). English language and literature in English were taught and examined as two different subjects between 1970 and 1985 with literature being optional. However, with the introduction of 8-4-4 system of education in 1985, English language and literature were integrated into one subject (MoE, 1985). The rationale behind the integration was based on the premise that good mastery of the English language enhances effective appreciation of literary materials (MoE, 1985).

To strengthen the integrated English curriculum further, in 1992 a review was done to improve the 1986 syllabus coverage. On this, the number of lessons, in form 3 and 4, were increased from 24 to 28 per week whereas in form 1 and 2, the lessons were set at 24 from 20. It was felt that English syllabus was found to be over-loaded but with few lesson allocated to teaching (KIE, 2003). However, despite all these efforts a number of areas including grammar, oral literature, novels, poetry, plays and summary writing were found to be difficult by the students due to the approach adopted in teaching them (KIE, 2004).

The difficult areas mentioned above were thereafter in 2003 addressed individually when new matrix for evaluation were implemented. This was done to ensure all the facets making integrated literature were fully covered in class by the teachers. The new integrated approach captured practice, teaching, and examination in other words English language was incorporated in literature and literature in English incorporated in English (KIE 2003).

The current design of integrated English curriculum helps students in the four language skills; listen attentively to comprehension and respond appropriately; use listening skills to infer and interpret meaning correctly from spoken discourse. In addition, the learner should speak accurately, fluently, confidently, appropriately in a variety of contexts; read fluently, use of non-verbal cues, effectively in speaking and efficiently analyze literary and non-literary works from Kenya, Africa region and the rest of the world. The learner should be able to write neatly, legibly and effectively; use correct grammatical and idiomatic forms of English and think creatively. The reason behind the numerous reviews in the integrated English curriculum was geared towards improving national performance in the subject.

The new phases of integration were first examined in 2006. Table1.1 shows the KCSE English National performance for all divisions in Nyamira County. The data shows that Ekerenyo Division has the worst results of either a D (plain) or a D-(minus) amongst all the divisions for the last six years.

Table 1.1: KCSE English Mean score for Divisions in Nyamira County

DIVISION	2008	2009	2010	2011	2012	2013
MANGA	2.99	3.44	3.24	2.89	3.45	3.1
BORABU	3.61	3.8	3.66	3.6	3.53	3.48
NYAMUSI	3.61	3.48	3.37	3.46	3.22	2.98
EKERENYO	2.92	2.89	3.16	2.97	3.68	2.42
NYAMIRA	3.55	3.41	3.5	3.69	3.12	3.3

Source: Nyamira County Education Office (2014)

From the results in Table 1.1 it is alarming that the situation may get worse and it was for this reason that the study sought to establish variables that could be causing the trend. In addition, it is important to mention that so far no research has been done to address the same variables in the division and if neglected chances are that many of these students may end up not joining lucrative careers.

Some scholars have different views on what influences English performance, Ahmad and Aziz (2009) noted that some teachers believe that classes should be teacher-centered, where the teacher is the expert and the authority in presenting information while other take a learner centered approach viewing their role as more of student learning. Ndirangu (2004), notes that skills such as the use of teacher-centered methods sabotage the achievements and goals of even the meticulously designed curriculum. Eken (2000) noted that in a student centered class, teachers are more of facilitators and students take on the discussion role; students are seen as being able to assume a more active

and participatory role vis-a-vis traditional approaches. This teaching method promotes active participation of students in classroom activities.

According to Harris and Sass (2011), all the studies of teacher productivity include some measure of teacher experience, which serves as a proxy on-the-job training experience. Teaching experience enables the teacher to acquire characteristics such as promptness, adaptability, and efficiency and ability to face the class with confidence. The underline assumption is that experience promotes effectiveness. Meenakshi (2008) argues that learning is affected by the attitude and motivation of the teacher. If a teacher has positive attitude toward his or her subject learning occurs easily.

The study looked into the factors affecting implementation of IEC such as; pre-service and in-service training of teacher, academic and professional qualification of teachers, teachers on attitude on IEC, teaching styles and teaching experiences and age on implementation of IEC. Teachers are the key players in curriculum implementation and this factor affect implementation hence performance.

1.2 Statement of the Problem

Despite the 2003 review by KIE to enforce implementation of integrated English in secondary schools, performance has remained dismal. For instance the performance in Ekerenyo division, Nyamira County has been registering low performance against the expectation of Ministry of Education Science and Technology (MoEST). The desired level of achievement is 70 percent while minimum is 50 percent (KNEC, 2013). Unfortunately, Ekerenyo division has

never attained the minimum level for the last five years, despite in-service programme on Integrated English Curriculum (IEC). The performance further deteriorated as reported by Kaimenyi (2014) during the release of KCSE 2013 results at Mtihani House. He noted that among the subjects which recorded a decline in performance, English was the worst and instructed the Directorate of Quality Assurance and Standards Officer (DQASO) to investigate the cause. (Osondo, 2014). This trickled to Ekerenyo division, Nyamira County where English had recorded a negative deviation of 1.26 compared to 2012 results hence rated poorly performed subject in the division (Nyamira County Education Office, 2014) Hence the need to carry out this research.

1.3 Purpose of the study

The purpose of this study was to investigate Teacher related factors affecting implementation of integrated English curriculum in public secondary schools in Ekerenyo Division, Nyamira County.

1.4 Objective of the Study

The study was guided by the following objectives

- i. To establish ways in which teachers' academic qualifications affect the implementation of the integrated English curriculum in public secondary schools in Ekerenyo division, Nyamira County.
- ii. To identify the professional qualifications of teachers of English and their affect implementation of integrated English curriculum.

- iii. To examine the extent to which teaching styles used by teachers of integrated English affect implementation of integrated English curriculum.
- iv. To establish the extent to which English teachers' attitude towards implementation of integrated approach effect on implementing of integrated English curriculum.
- v. To determine the extent to which teaching experience and age affect implementing of integrated English curriculum.

1.5 Research questions

The study was guided by the following questions

- i. In what ways do the teachers' academic qualifications affect implementation of integrated English curriculum in public secondary schools in Ekerenyo division, Nyamira County?
- ii. To what extent does the professional qualification of teachers of English does affects the implementation of implementation of integrated English curriculum?
- iii. To what does the teaching styles used by teachers of English and how do they affect implementation of integrated English curriculum?
- iv. To what extent do the attitudes of the teachers of English towards implementation of integrated English curriculum?
- v. To what extent does teaching experience affect implementation of integrated English curriculum?

1.6 Significance of the Study

The findings of this study may be significant to teachers of English who are the implementers of the curriculum to assist them re-evaluate their styles of teaching and improve on them. It may also assist curriculum planners and developers at Kenya Institute of Curriculum Development (KICD) on need to organize in-service course for teachers of English in line with the revised curriculum. Besides, it may assist the educators in the university and teachers training colleges in preparing the teachers of integrated English curriculum and harmonize their programme with the changing trends in teaching of English. Finally, this may help the learners who are major stakeholders hence improved performance in KCSE.

1.7 Limitations of the study

The respondents who participated in this study are familiar with the falling standards in English and may have chosen not to give responses that would risk their jobs. To increase the degree of sincerity, the respondents were requested not to disclose their names or those of their schools and assured that their identity will be confidential and will only be used for research purposes.

1.8 Delimitations of the Study

The study was carried out in one division, Ekerenyo division in Nyamira County which have unique factors that may not be found in the rest of the country and findings may not be generalized to all other secondary schools in Kenya. Further, only teachers of English and Heads of Department and head teachers were involved in the study because they are the ones charged with the

responsibility of implementing integrated English curriculum. The Head teachers were included since they are responsible for supervision of the curriculum acquisition of textbooks and teaching materials as well as funding in-service course for teachers of integrated English curriculum students were excluded since they are not directly involved in actual implementation of integrated English curriculum.

1.9 Assumptions of the study

The study was based on the following assumptions.

- (i) That the respondents gave objective and honest responses.
- (ii) That KCSE was a valid and a reliable measure of performance
- (iii) That acquisition of relevant knowledge would lead to improved performance in English.

1.10 Definition of significant terms

The following operational terms were used

Curriculum refers to a programme to be followed in a given study.

Education refers to acquiring of knowledge, skills and attitude that changes ones behavior.

Implementation refers to make something that has officially decided to start being used.

In-service training refers to short term training provided to those already in a profession with an aim of updating participants on a subject or changes in it.

Integrated English Curriculum refers to teaching of English language and literature as one subject.

Integration refers to the horizontal relationship that exists between the content and learning experience or among subjects area in order to enable the students to perceive unity of knowledge.

Pre-service refers to training before starting teaching

Teacher related factors refer to the features of the teacher and the teaching profession that affects teaching of integrated English.

1.11 Organization of the study

The study comprises of five chapters. The first chapter consists of the background to the study and related components of the introductory chapter. The second chapter presents reviewed literature related to the study objectives and ends with perceived conceptual framework of the study. Chapter three concerns with research methodology and describes the methodology that was used in the study and its various components. Chapter four presents data analysis, research findings and discussion of the findings. Chapter five presents summary of findings, conclusion and recommendations. It also suggests possible areas for conducting further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the implementation of IE curriculum under the following sub-headings: the concept of integration and integrated English in secondary schools, effects of pre-service and in-service teacher training on curriculum implementation, effect of English teachers' academic and professional qualifications, effect of teaching experience of teachers, effect of teaching styles, attitude of teachers towards implementation of IE curriculum. Summary of literature review, theoretical framework and conceptual framework.

2.2 The concept of integration and integrated English

KIE, (2004) defines integration as merging two autonomous but related entries, so as to enrich each other. In English, listening, speaking and writing should complement each other(MoE,2012).Literature provides genuine and expressive samples of language in context helping students to gain familiarity with many linguistic uses forms and conventions of the written mode. Integration means that candidates have to master the four learning skills of listening, reading, speaking and writing. They should use these skills at the same time. Listening and speaking effectively help listener to receive and respond to information and develop the skills of receiving the information by reading and responding to information through writing. Listeners are expected to master the skills used in daily life like report writing, etiquette, writing

minutes, memoranda, diaries, emails, thanks and condolence notes, notices and letter writing. The syllabus requires learners to relate what they learn in English and Literature and what happens in life (KIE, 2002).

In addition integration emphasizes the horizontal relationship between various curriculum areas in an attempt to inter-related content or learning experiences to enable the students perceive a unity to knowledge (Roehrig *et al.*, 2007).

According to KIE (2002) the IEC for secondary has the following objectives to help students in the four language skills; listen attentively to comprehension and respond appropriately; use listening skills to infer and interpret meaning correctly from spoken discourse. In addition, the learner should speak accurately, fluently, confidently, appropriately in a variety of contexts; read fluently, use of non-verbal cues effectively in speaking and efficiently analyze literary and non-literary works from Kenya, Africa region and the rest of the world. The learner should be able to write neatly, legibly and effectively; use correct grammatical and idiomatic forms of English and think creatively

However, some scholars support integration while other are against it. Arden(1988) supports integration and says that English language and literature compliments each other in that language is used to teach literature and literature is used to teach language and that the two cannot be separated. Indangasi,(1991) agrees with Arden(1988) and notes that English and literature are of mutual benefit to each other in classroom situation because they reinforce each other. On the contrary, Carter (1996) opposes integration asserting that literature and language are distinct subjects of study with

different intrusive values for learners and teachers. He notes that integration leads to dilution of one or both.

2.3 Effects of teachers' academic qualification on implementation of IE curriculum

Teachers' academic qualifications show an important but complex relationship to students' outcome (Wellington, 2006). Students acquire more knowledge from teachers with high academic skills than teachers with weak academic skills. The implementation of IE curriculum is greatly affected by teachers' academic qualification (Lai, 2008; Law, 2008; Thomas & Knezek, 2008). English in Kenyan secondary schools is taught by four groups of teachers; graduate teachers who are trained in education from the university, diploma from diploma teachers training colleges, untrained teachers who may be university graduates but not trained as teachers and untrained teachers who have no training. This has a lot of effect on implementation of IE curriculum as well as performance at KCSE. Researchers have made observations regarding the importance of teachers' academic and professional qualifications. Moseti (2007) noted that the effectiveness of any curriculum depends on the quality of teachers that are there to translate the syllabus to practical instructional material in class. On the other hand, Fisher, (2006) observed that teachers with little or no training tend to use authoritarian and inefficient methods that make students see school as repressive places with little to enjoy. Bishop (1986) noted that for a teacher to be able to educate others he must himself be educated.

This competence according to Farrant, (2004) is built upon mastery of subject content pedagogical training and teaching experience. These studies however did not establish how the quality of teachers affects implementation of an innovation such as IE curriculum. This study intends to fill this gap.

2.4 Effect teachers' professional qualification on implementation of IEC

Professional qualification is a document which shows that someone has successfully finished a course linked to a certain career and recognized by relevant professional bodies. This takes both pre-service and In-service training.

Pre-service training is the course undertaking by teachers before entering the classroom as full responsible teachers. In many countries this training takes place in institutions of higher learning. It may be organized to two basic models: The consecutive model whereby a teacher first obtains qualification in one or more subjects and studies for further period to gain additional qualification in teaching; the concurrent model whereby the teacher simultaneously studies both one or more academic subjects and ways of teaching that subject, leading to a qualification as a teacher of that subject (Shiundu & Omulando, 1992). In Kenya, both the consecutive and concurrent models are used in Universities and training college, Chepkonga (2004) carried out a study on teacher effectiveness as perceived by learners in secondary schools in Baringo North. In her study, she found out that teachers discriminated against slow learners and this according to the study was

attributed to inadequate pre-service teacher training. Ochieng (2006) is on the same view in his study on students' attitude towards English and performance in integrated course in Rongo, Migori District. He found that, students incompetency in English is as results of teacher's inadequate pre-service training.

In-service teacher training is continuously updating teachers with skills to promote efficiency in implementation. The education of a teacher does not end in the in pre-service but has to continue after a teacher graduates and enters teaching service. (Chemutai, 2010).The concept of in- service teacher training has been supported by Buchler (2003) who observes that teachers still find a challenge to implement it since in-service programme on the same have been inadequate. The in-service courses equip teachers with knowledge, skills, and attitude needed for the implementation of any given educational programme and sensitize them to any changes in the curriculum. The IEC is an innovation that calls for teachers of English to be supported through in-service training to equip them with new skills and knowledge necessary for implementation (KIE, 2002). This study seeks to fill the gap by establishing the effect of pre-service and in-service training on implementation of IEC.

2.5 Effects of teaching styles used on implementation of IE curriculum.

Andrew (2007) defines teaching style as a set of personal characteristics and traits that clearly identify the individual as a unique teacher. The 8-4-4 integrated English course advocates for learner-centered methods of teaching

(MOEST, 2006). According to the Ministry of Education, a skilled teacher of IE course is supposed to use of variety of learner centered teaching styles like group discussion, role-play, simulation debate, hot seating, flow chart techniques, and brainstorming. This styles are task oriented and participatory on the part of the learner and if well used they facilitate understanding and affect the outcomes. Eken (2000) noted that in a student centered class, teachers are more of facilitators and students take on the discussion role; students are seen as being able to assume a more active and participatory role vis-a-vis traditional approaches. This teaching method promotes active participation of students in classroom activities. However, in a classroom setting a teacher should be well equipped with different methods of teaching English. Ahmad & Aziz (2009) concurs that students generally have a poor grasp of a language and part of the problem lies with the conventional teaching methods employed.

A research carried out by Ng'onga (2002) revealed that Kenyan students continue to perform poorly due to poor teaching methods. This is because as Andrew (2007) noted instructors develop a teaching style based on their beliefs about what constitutes good teaching, personal preferences, their abilities, and the names of their particular discipline. This is done in disregard of the learners' needs.

Moseti (2007) found out that leaner centered methods of teaching are rarely used in Kenya. This study intends to fill the gap by establishing the effects of

the choice of teaching styles used by teachers in integrated English in Ekerenyo Division, Nyamira County.

2.6 Attitude of teachers of English towards integrated approach and implementation

According to Law, (2008) teachers' skills and attitude count for a great deal more in curriculum renewal than do changes in content and method. It is noted that many teachers often lack the necessary skills and knowledge to carry out an innovation. These teachers are reluctant to break new ground and lack sense of inner security, so necessary in good teaching. Hughes, (2005) in her study into the techniques and problems of integrating the teaching of English language and literature in Kenya Secondary Schools reported that a sizeable number of teachers had a negative attitude towards integrated English. Yang & Huang (2008) carried out a survey in Malawi on secondary school learners' attitude towards learning English and their effect on performance. The students complained that the teachers embarrassed them continuously during lessons and this was associated to negative attitude that the teachers of English had towards the subject. This study intends to establish the attitudes teachers of English and how these affect implementation.

2.7 Effects of teaching experience and on implementation of IEC

All factors being constant it is generally agreed that a teacher gains skills through experience and the more experience a teacher has, the more successful he will be in his work (Oliva,1988). Bishop (1986) also indicates that a

teacher's expectation has an impact on teaching and importance attributed to understanding the influence of this past expectation should be enhanced.

Muturo (2001) carried out a study on the factors that influence curriculum implementation. He agrees with Oliva that teacher's experience determines competence and efficiency and continuous teacher's training makes the teacher receptive and flexible in the implementation of the curriculum. Barners (1985) however, noted that relationship between teaching experience and teaching effectiveness is curvilinear and there is an overall negative relationship between the years a teacher has taught and teacher effectiveness. The study seeks to establish whether teachers experience affects implementation of IEC.

2.8 Summary of literature review

According to Chepkonga (2004) in her study on teacher effectiveness as perceived by learners in secondary school in Baringo north noted that teachers discriminated against slow learners and this was associated to inadequate pre-service training. Yang & Houg (2008) in their study of high school English teachers' behavior in Malawi noted that students complained of embarrassment during lessons. This was associated with negative attitude towards the subject. Mutora (2001) in his study on factors affecting implementation curriculum, he found that teachers experience determines competency and efficiency. Moseti (2007) in his study on teaching strategies on integrated English in Manga Division found that learners centered methods are rarely used in Kenya. From the reviewed literature it is evident that there is

a gap in implementation of IEC triggering the researcher to carry out a research on factors affecting implementation of IEC in public secondary school in Ekerenyo Division, Nyamira County

2.9 Theoretical framework

This study was guided by the Rand change Agent Theory of curriculum implementation Berman & Mclaughlin (1978). It suggests three stages of implementation. In initiation stage the curriculum leader needs to inform teachers about the change and how it might take place. During implementation, the abilities of the teaching and administrative staff determine the success of the innovation while during incorporation stage, in-service and follow-up activities are essential.

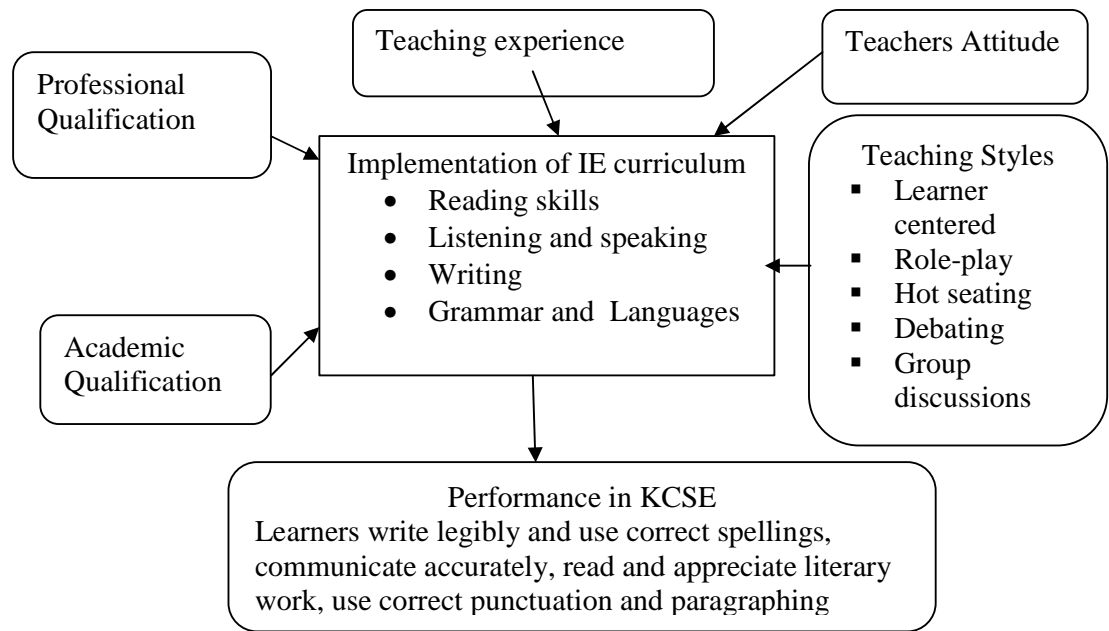
Further, the theory puts emphasis that any curriculum innovation requires change agents, key among them being the teacher (Orstein & Hunkins, 2004). Teachers are agents of change and they start the entire curriculum change process by planning specific units being knowledgeable about the practice of teaching, teachers often represent the best clinical expertise The study adopted this theory because the issues raised about the teachers such as abilities, in-service, expertise and teachers as change agent are crucial in implementation of an innovation such as integrated English on which the study is based.

2.10 Conceptual framework

The conceptual framework illustrated in figure below represents the variables that shape the implementation of integrated English curriculum. The variables indicated are teachers, pre-service and in-service training, academic and

professional qualifications, teaching experience, teachers attitude, choice and use of teaching style.

Figure 2.1 Factors affecting implementation of integrated English curriculum



These features are inter-related for each plays a distinctive role during the implementation of IE curriculum. The availability of these input variables enhances effective implementation which involves reading skills through comprehension passages, class readers, set books, (plays, novels, short stories); listening and speaking which involves pronunciation skills, debates, drama, stress, intonation, oral literature (narratives, oral poems, songs, proverbs, tongue twisters and riddles; creative writing, functional writing(minute writing, report, Memorandum, recipe, Email, notices,

advertisements, letter-writing ,Thanks, congratulations and condolences notes) summary and note-making, conceptions, personal writing, punctuation usage and grammar through looking at parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions) sentences, phrases and clauses. Implementation of all these will influence the performance in the English subject. The factors that are independent variables affect the process of implementation of the integrated English curriculum, which is the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methodology used in carrying out the study. It was sub-divided into research design, target population, sample, size and sampling procedures, research instruments, instrument validity, reliability of instrument data collection procedures and data analysis techniques.

3.2 Research design

Mugenda and Mugenda (2003) define survey method as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The study adopted the descriptive survey design since it allows for cross referencing of data collected from various respondents using questionnaires. The descriptive design sought to obtain information that describes factors affecting implementation of Integrated English curriculum in secondary schools by asking individual teachers about their attitude, experiences, behaviour and values in regard to Integrated English Curriculum.

3.3 Target population

The target population included all the teachers of English language, all head of English department and all Heads of secondary schools in Ekerenyo Division, Nyamira County. Statistics obtained from Nyamira County Education office indicate that the division had 32 secondary schools, 32 head teachers, 32 head

of departments and 96 teachers of English language Nyamira County Education office (2014).

3.4 Sample size and sampling procedure

Sampling as process a researcher used to gather people, places or things to study (Orodho & Kombo, 2002). Sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation of variables with a relatively small proportion of the population (Best & Khan, 2008). This study used simple random sampling and purposeful sampling techniques in obtaining a sample from the target population. According to Mugenda and Mugenda (2003) a sample size of 10 – 30% of the respondent can represent target population. Based on this guideline, the researcher sampled 30% of the target population thus having 10 schools, 10 head teachers, 10 HoD's and 29 English teachers. The sample size comprised of a total of 49 respondents.

3.5 Research instrument

The researcher used questionnaire and interview schedule. Kombo & Tromp (2006), states that a questionnaire is an instrument that gathers data over a large sample. It saves time, upholds confidentiality and its presentation seals opportunity for the interviewer bias.

Two categories of questionnaires and an interview schedule were developed by the researcher. Questionnaire were used to get information of teachers of English and head teachers while interview schedules were used with English head of departments. (HoD). The questionnaires had both structured and unstructured questions.

The teacher's questionnaire had five sections; Section A got information on teachers' bio data.. Section B contains structure questions where the responded were expected to tick their suitable response and also open-ended questions where the respondents were free to use their own words. It got information on pre-service training and professional and academic qualifications. Section C got information on choice and use of teaching styles. Section E takes a Likert format where the teacher were expected to choose from five options: Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. This section gathered information on the attitudes of teachers of IEC towards the integrated approach and implementation of integration English curriculum.

The Head teacher's questionnaires had two sections; section A got information on Head teacher's background while section B geot information on the head teacher's opinions towards the teacher's pre-service training, innovation in IEC, in service training, general implementation of IEC and challenges during implementation.

The interview schedule for English Heads of Department contains six questions for heads of department. It sought information on teacher's pre-service training attendance of in-service training, teaching methods, the challenges faced by IEC teachers during implementation and remedial action taken by the English leads of department towards overcoming these challenges.

3.6 Validity of instruments

Validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study Mugenda and Mugenda (2003). They further assert that content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. Content validity was enhanced by ensuring adequate and appropriate items in the instruments were relevant to the research objectives. Mugenda & Mugenda (2003) say that 1% of the target population is representative enough for the pilot study. This one school was selected for pilot study. My supervisors also appraised my questionnaire since they are experts in areas of data collection.

3.7 Reliability of instruments

Reliability is a measure of degree which a research instrument yields consistent results or data after repeated trials Mugenda and Mugenda (2003). Reliability was assessed through the results of piloting, which was done using test-retest technique. The research instruments were administered to same group of subjects twice in the pilot study. A two week lapse between the first and second test was allowed. The scores from the tests were correlated to get the coefficient of reliability using Pearson's product moment correlation coefficient formulae as follows:

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Where

N number of respondents

X scores from the first test

Y scores from the second test

The value of r lies between ± 1 , the closer the value to +1 the stronger the congruence hence if a coefficient of 0.80 or more is found, it implies that there is a high degree of reliability Orodho (2004). For this study the instruments reliability yielded a correlation coefficient of 0.83 for head teachers, 0.85 for teachers and 0.75 for Head of Department which was quite reliable for the study.

3.8 Data collection procedure

A research permit was obtained from the National Council of Science and Technology. The researcher reported to District Education Office (DEO) of Ekerenyo to get authority to proceed with the research. The researcher conducted a pre-visit to the schools and permission from head teachers to conduct research in their schools. The researcher then arranged with the respective English Teacher, HoD's and Head Teachers to determine the date convenient for administration of questionnaire and interview schedule. Questionnaires were administered to head teachers and teachers simultaneously and collected when duly completed while interviews for head

of department were conducted in schools with prior arrangement with respondents.

3.9 Data analysis techniques

The research yielded both qualitative and quantitative data. Descriptive statistics was used to analyze quantitative data. The data was coded and entered in the computer for analyzing using the statistical package for social sciences (SPSS). The results were presented using frequency distribution tables, pie charts and bar graphs. Qualitative data were organized into categories and themes then presented in tables and analyzed using descriptive statistics.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis and interpretation of the findings based on the research objectives. The study was to investigate the effects of teacher related factors on implementation of IEC in public secondary schools in Ekereny Division. Collected data were interpreted guided by the following research objectives; determining extent to which teaching experience and age, academic and professional qualifications, teaching styles used by teachers, and how English teachers' attitude affect towards implementing of integrated English curriculum.

4.2 Questionnaires Return Rate

The sample population for the thus study was 10 Head teacher's, 10 Heads of Departments and 29 English teachers from 10 public secondary schools in Ekereny division. Thirty-nine questionnaires that were issued to the respondents were filled and returned giving a return rate of 100 per cent. The data obtained therefore met the 30 % fulfillment for the study as postulate by Mugenda and Mugenda (2003).

4.3 Demographic information of respondents

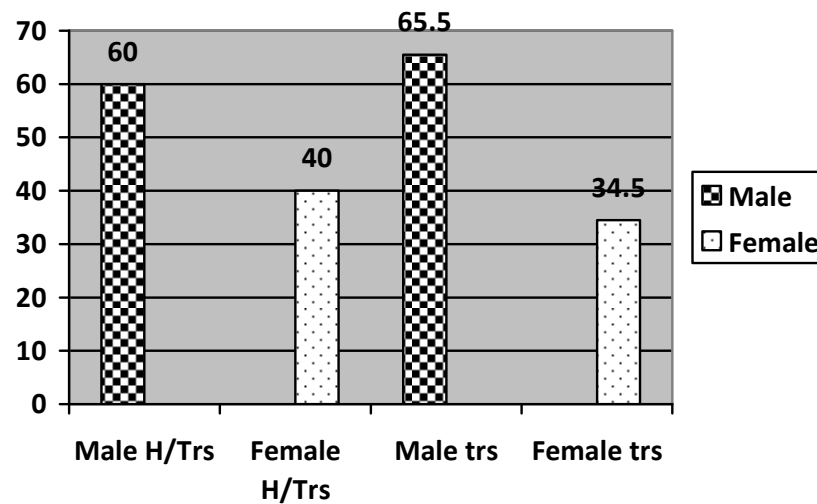
This study first established age, gender and type of schools headed or taught by the sampled population to deduce their unique nature in relation to implementation of IEC. This data was essential in providing information on historical, socio-cultural, and economic advantages of both women and men in

relation to classroom behavior and practices. A study by Chege and Likoye (2011) show majority of the learners (average of 60% of both genders) perceive teachers as encouraging girls to outperform the boys, this is despite the already changing trends in the girls' and boys' performance as noted in the recent KCPE results.

4.3.1 Respondents' gender distribution

The study sort to establish Head teacher's and teacher's gender and the findings were as shown in figure 4.1 below.

Figure 4.1: Percentage of head teachers and teachers by gender



From figure 4.1 above is noted that majority of head teachers (60%) are males while females account for (40%). A similar proportion was observed in the number of English teachers with female (65.5 %) and male (35.5%). This was a clear indication that promotion to headship favored the male and not the female. This is in line with Kamau (Daily Nation 27 April, 2011) who shares

this observation that, “feminist thought in Kenya is still treated with suspicion, not just by men but even some women who have worked with women and with gender movements for many years”.

4.3.2 Gender distribution of English teachers as HODs

The researcher sought to establish the number of English teachers teaching in Ekerenyo division by gender and the results were as shown in table 4.1

Table 4.1 Gender distribution of Head of Department English teachers

Gender	Frequency	Percent
Male	12	41.4
Female	17	58.6
Total	29	100.0

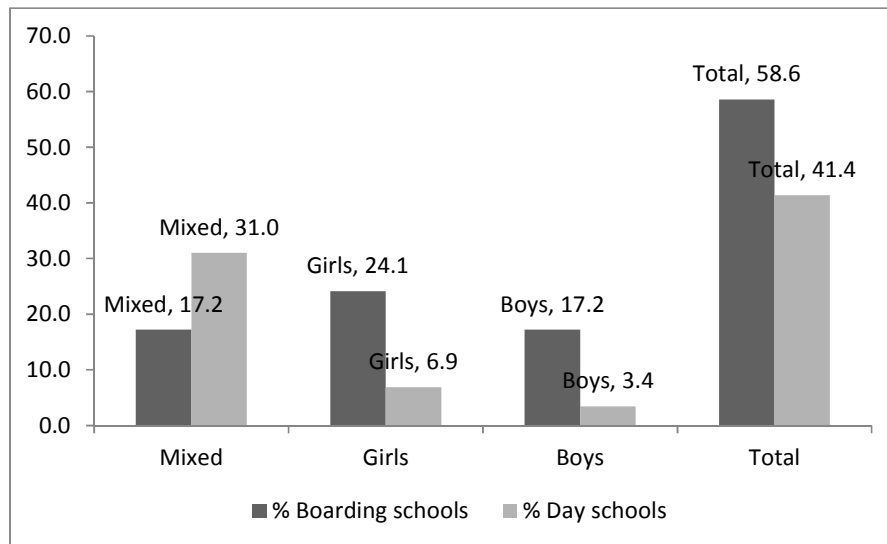
The findings from table 4.1 show that the bigger proportion of the English teaching fraternity were female (58.6 %) while the male counterparts (41.4 %).

4.3.3 Teachers’ school type

The research sought to establish what nature of schools the teachers were teaching. Studies done by Falaye and Adams (2008) indicated that gender (being male or female) and school type significantly influenced students’ decisions on career choice. In a nutshell school type helps students to identify their work values and to be clear about their life roles as consumers and most importantly development of their personality (Santrock, 2001). This study therefore sought to identify nature, number, and distribution of schools

in Ekerenyo division in relation to the implementation of IEC. The results obtained were as shown in figure 4.2

Figure 4.2: Distribution of schools



From figure 4.2 it was established that Ekerenyo division has more boarding schools 58.6 % than day schools 41.4 %. Notably, girls’ boarding schools were higher 24.1%, boys boarding and mixed boarding schools tying 17.2 %. The mixed day schools are the higher 31 %, followed distantly by girls’ day schools 6.9 % and lastly 3.4 % boys’ day schools.

4.4 Teaching experience and age on implementation of IEC

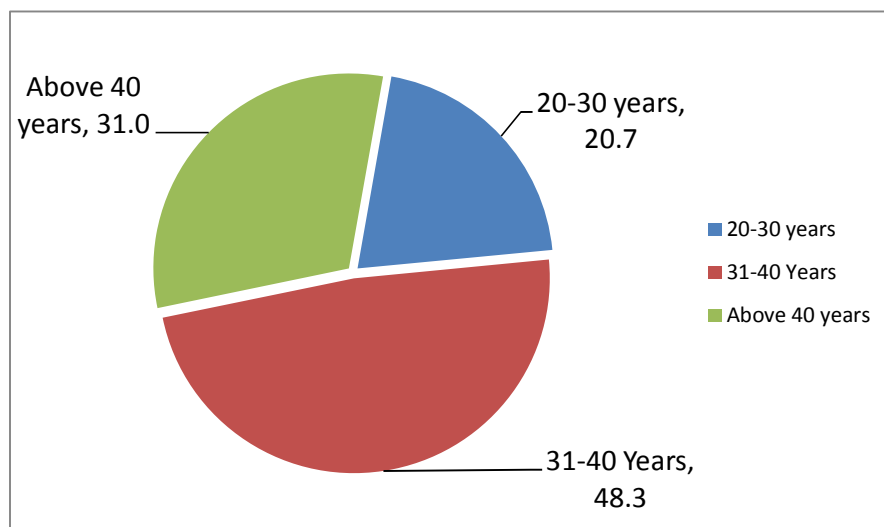
Teacher educators in Kenya are drawn largely from college and universities teachers and they receive no training or induction on teaching except during teaching practice. This coupled with lack of materials on training, their products who are teachers end up with inadequate knowledge, understanding and pedagogical knowledge to teaching. Therefore, teacher with time adopts a combination of methods including demonstration, whole class teaching using

question and answer, lecture and some simulation. The researchers hence sort to establish the effect of experience in implementing IEC.

4.4.1 Effect of teachers ages on implementing IEC

The researcher asked teachers to indicate their ages. This aimed at establishing the teacher's experience and their ability of handling English language as a subject. The results from the respondents were as shown in the Figure 4.3

Figure 4.3: Distribution of teachers by age

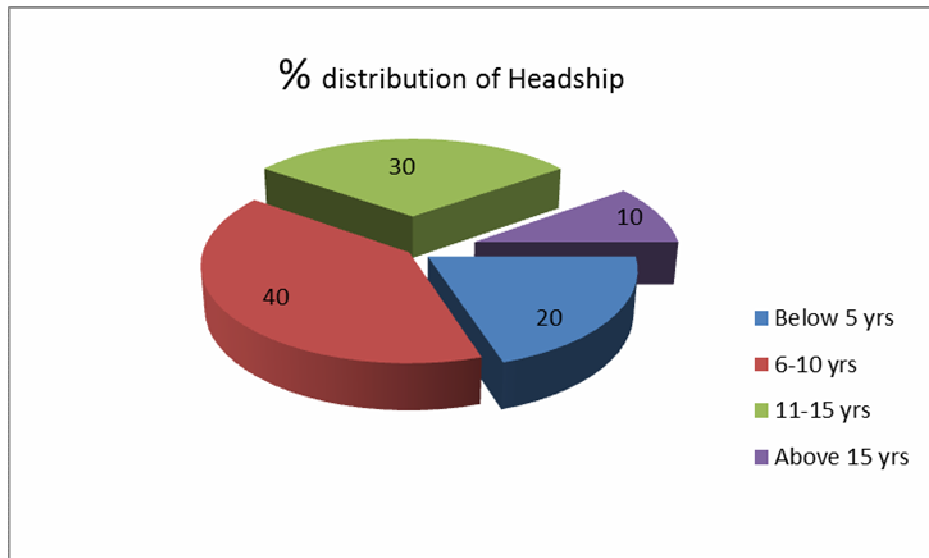


The results in figure 4.3 reveal that 48.3 % of the teachers were in the age bracket between 31-40 years followed by 31 % aged above 40 years and lastly 20.7 % aged between 20-30 years. This shows that since bigger majorities are above 30 years of age then they have adequate experience to handle implementation of IEC..

4.4.2 Head teachers' headship experience

The research sought to establish the length of service of head teachers in secondary schools. The responses were as shown in figure 4.4 below

Figure 4.4: Head teacher's headship experience in years



From fig 4.4 it was established that (10 %) of head teacher's had been in school for less than 5 years while (40 %) between 6-10 years, 30 % between 11-15 years while 10 % had headed for over 15 years. This implies that over 90 % of the head teachers had enough experience to implement IEC programs in their schools.

4.4.3 Teachers' Teaching Experience

According to Bishop (1986), a teacher's experience has an impact on teaching. The researcher asked the English Teachers' to indicate their teaching experience in years. The findings are found in Table 4.2.

Table 4.2 Teachers’ teaching experience in years

Years	Frequency	Percent
Below 5 years	1	3.4
6 – 10 years	14	48.4
11 – 15 years	7	24.1
16 – 20 years	4	13.8
Over 20 years	3	10.3
Total	29	100.0

According to the findings of Table 4.2, Most (43%) of teachers had taught between 4-9 years followed by (22%) who taught for 10-15 years only (3%) had taught for less than 3 years (13%) 15-20 years and (13%) had taught between 16 -20 years while (19%) had taught for above 20 years. The results are an indication that majority of teachers have a substantial teaching experience (above four years) which means that they are in a position to handle IEC as noted by Mutoro (2001) that a teachers’ experience determines competence and efficiency.

4.4.4 Impact of Experience on teaching of IEC

The researcher asked teachers to indicate whether teaching experience affects the teaching of the IEC. The results are as shown on Table 4.3.

Table 4.3 Teachers' responses on whether teaching experience affect implementation of IEC

Response	Frequency	Percent
Affects implementation of IEC	23	79.3
Does not affect implementation of IEC	6	20.7
Total	29	100.0

According to Table 4.3, majority of teachers 23 (79.3%) were in agreement that experience affect the teaching of IEC, only 6,(20.7) felt it does not. This is in agreement with Mutoro (2001), Hussein (1978),and Bishop (1986) who argues that a teacher's experience has an impact on teaching and implementation of the curriculum.

Teachers who said that experience affects implementation of IEC (79.3%) felt that the more experience a teacher has, the better a he/she becomes. They also said that experience equips one skills and knowledge required in the setting and preparation of students for national exams. With experience, a teacher is also able to understand core needs of the two subjects particularly the integration of English and literature. Finally, teachers felt that experience helps the teacher to understand the special needs of students in relation to different learning environments and that having taught the same content for a long time, the teacher have master skills and confidence in content delivery.

This concurs with Oliva (1988) who states that teachers experience makes a teacher receptive and flexible in the implementation of curriculum.

The researcher also asked head teachers' whether they felt experience affects the implementation of IEC. The responses are indicated in Table 4.4

Table 4.4 Head teachers' responses on whether experience effects implementation of IEC

Response	Frequency	Percent
Affects implementation of IEC	8	80.0
Does not affect implementation of IEC	2	20.0
Total	10	100.0

The results on Table 4.4 shows that majority of headteachers'8(80%) felt that experience affects implementation of IEC. Only 2(20%) felt does not. This finding concurs with the view of the teachers' that experience is one of the determinate of implementation of IEC. This is in agreement with Chesaina, (2007) who observes that teachers experience has a positive influence on teaching, innovating, implementing and integration.

Head teachers 80% felt that experienced teachers are able to handle the teaching of IEC better than those joining the service. They also felt that teachers' that have worked for a long time tend to related well with learners and are friendlier to them. Experience improves the teachers' word power as

one encounters different learning situations; it also makes a teacher well tuned to the content and teaching methods.

The researcher further sought from HoDs whether they felt experience affects implementation of IEC. Their responses are as indicated in the Table 4.5

Table 4.5 HoDs' responses on whether of teaching experience affect teaching of IEC

Response	Frequency	Percent
Affects implementation of IEC	9	90.0
Does not affect implementation of IEC	1	10.0
Total	10	100.0

From Table 4.5, majority of HoDs 9(90%) were of the view that experience of teachers of English affects implementation of IEC while only 1(10%) felt otherwise. Those that said that it affected and cited the fact that with long service, teachers get to know common errors that student make how to demystify some areas and have a good mastering of the content. They also felt that the more a teacher is more experience the better skilled he/she is and gains a wider perspective of the subject which is key to effective content delivery. This evidence as brought out in the study concurs with the study of Mahamer (2004) that language-learning attitude is one of the factors that affect the learning of the language

4.5 Teachers' academic qualification and implementation of IEC

Implementation of IEC is greatly affected by teachers' academic qualification as observed by Lai, (2008). In addition, Gaston (2006) observed that, to be able to work as a professional, there is need for good training of teachers of English in which the student receives constant training, directed towards the objectives fixed by the society. Hence, this study wanted to establish teachers' academic qualification and how it affected implementation of IEC in Ekerenyo division.

4.5.1 Head teachers' academic qualifications and implementation of IEC

The researcher sort to establish the academic qualifications of head teachers and the results were as shown in Table 4.6.

Table 4.6 Head teacher's academic qualifications

Qualification	Frequency	Percent
Certificate	0	0.0
Diploma	1	10.0
Degree	6	60.0
Masters	2	20.0
PGDE	1	10.0
Total	10	100.0

The results in the table 4.6 show that majority of teacher's (60 %) were holders of bachelors of education degree, (20 %) have masters while (10 %) have PGDE and diploma certificates. The findings indicate that (90 %) of the

Head teacher, have attained the basic minimum qualifications to teach in a public secondary school in Kenya. These results agree with those obtained by Ombati *et al.*, (2013) on evaluation of factors influencing the performance of Kenyan Secondary School Students in English Grammar

4.5.2 Teacher's academic qualification and implementation of IEC

The study sought to establish teacher's academic qualification and how it affects implementation of IEC. The responses obtained were as shown in Table 4.7.

Table 4.6: Teachers' academic qualifications

Qualification	Frequency	Percent
Certificate	0	0
Diploma	9	31.0
BED	14	48.3
BA	5	17.2
BSc	1	3.45
Total	29	100.0

From the findings in Table 4.7 it is evident that majority of the teachers' had obtained Bachelors of Education degree (48 %), (31 %) Diploma in education, (17.2 %) Bachelors of Arts degree, and only one (3.5 %) with a Bachelor's of Science degree. The results show a population of teachers who can handle teaching as a proffession and ability to implement the IEC in the selected schools in Ekerenyo division.

4.6 Teachers' professional qualification and implementation of IEC

The training of teachers plays an important role in an educational system, since teachers are central to the change process. Sifuna (1991) argues that a well-designed and effectively implemented teacher-training program is the key element to the successful implementation and institutionalization of change programs. He attributes failure of intended educational changes mainly to ineffective teacher training programs. For example, in Kenyan teacher training colleges, the preparation of teachers to teach English language and literature is done in such a way that English and Literature are taught as separate entities. This therefore means that the major challenges facing teachers as far as the integrated method is concerned can be traced back to their training. Hence, this research question sorts to establish how teachers' professional qualification together with in-service and pre-service trainings affect implementation of IEC.

4.6.1 Teachers trained to teach English and Literature as integrated

The researcher sought to establish whether English teachers in their pre-service training had received individual training to teach English and literature as integrated. On this, the researcher wanted to establish whether English and Literature were taught singly or as combined subjects in colleges and universities and if the teachers were trained in either English or literature. The results obtained were as shown in Table 4.8

Table 4.8 Teachers' responses on adequacy of pre-service training on teaching IEC

Response	Frequency	Percent
Adequate pre-service training	3	10.3
Inadequate pre-service training	5	17.3
No pre-service training	21	72.4
Total	29	100.0

From the findings majority 72.4 % of the teachers had not received any pre service training on IEC, among those who had training 17.3 % dispute adequacy in the training while, a paltry three (10.3 %) claim to have had received sufficient training. These findings concur with Peraton *et al.*, (2002), who state that in-service training is beneficial to the teacher as it improves the teacher's general educational background, knowledge and understanding of their teaching subjects, developing teaching strategies and how to use new technologies, improved professionalism and ethics, providing knowledge and skills linked to the ever changing needs of a dynamic society.

4.6.2 Teacher's professional qualifications

The researcher established the teacher's professional and academic qualifications. The results were as displayed in Table 4.9.

Table 4.9 Teacher’s professional qualification

Qualification	Frequency	Percent
Certificate	0	0.0
Diploma	9	31.0
Degree	17	58.6
Masters	3	10.3
PGDE	0	0.0
Total	29	100.0

Table 4.9 shows that majority of the teachers (58.6 %) obtained undergraduate degrees while (10.3%) possess a postgraduate master’s degree. None of them has a PGDE or a certificate while (31%) diploma qualification. This indicates a high advantage of knowledge that can spur finest level of English language to the students.

4.6.3 Effects of professional qualification on teaching IEC

To establish the direct effect professional qualification on teaching and implementing IEC in schools, the researcher asked the teachers to give their own views based professional gains attained in their careers. The results obtained were as shown in Table 4.10.

Table 4.10 Teachers’ responses on effect of professional qualification on teaching IEC

Response	Frequency	Percent
Allows training on key aspects of the IEC	11	37.9
Professionalism allows teaching IEC with ease	8	27.6
Gives hands-on experience and exposure	5	17.2
Enables participation in drawing-up new curriculums	4	13.8
Has no effect on teaching and implementing IEC	1	3.4
Total	29	100.0

The findings from these results show that professionalism empowers acquisition of key aspects of integrated curriculum. Most of the teachers 37.9% believes that it allows teaching with ease, 13.8 % agree that it enables the interact and draw up new curriculum while 3.4 % dispute the fact that it has a positive effect gains. These finding are in agreement with Moset (2007) who noted that the effectiveness of any curriculum depends on the quality of teachers that are there to translate the syllabus into practical instructional materials in class.

4.6.4 In-service training and implementation of IEC in Ekerenyo division

Literature and English language teachers’ are not adequately prepared to teach the new syllabus that involves using the integrated method an observation done by Wafula (2012). She reiterates further that literature and language teachers in Kenya are advised to use imaginative and appropriate literature

right from the early classes as a major means of learning subject. In most cases, teachers will always want to provide the best to their literature students, but several challenges have sprung up and have impeded the teaching, learning, and the mastery of literature. Such problems include negative attitude towards Literature; lack of adequate teaching material and resources due to the sudden and rapid expansion of Kenya's education system to cope with the population growth; inadequate time to cover literature exhaustively, and lack of funds to carry out activities such as fieldwork and research. Some of these challenges can be adequately met if in-service training becomes a practice and as such, this research question sort to establish to what extent this has been adopted.

The researcher asked head teachers' whether teachers in their school attend in service training. The findings revealed that all the 10 (100%) head teachers indicated that teachers' in their schools attended in service training in IEC implementation. This is an indication that in service in implementation of IEC is being carried or has been carried out in secondary schools in Ekereny Division, Nyamira County.

The researcher also asked the teachers' to indicate whether they attend in service programme on implementation of IEC. Their response are presented in Table 4.11.

Table 4.11 Teachers’ response on their attendance of in-service training on IEC implementation within the last six years

Response	Frequency	Percent
Teachers who have attended in service training	20	68.9
Teachers who have not attended in service training	9	31.1
Total	29	100.0

According to the Table 4.11, majority of teachers 20(68.9%) have attended in service courses on the implementation of IEC. Only 9(31.1%) said they have not. This is in contrast with head teachers position which indicates that’s all teachers’ in their schools have attended in service courses.

The researcher sought to know from HoDs whether teachers in their departments attend in service programmes on the implementation of IEC. Their response are shown in Table 4.12.

Table 4.12 HoDs’ responses on teachers’ attendance of in-service training within the last six years

Response	Frequency	Percent
Teachers who have attended in service training	8	80.0
Teachers who have not attended in service training	2	20.0
Total	10	100.0

From the Table 4.12, just like teachers and head teachers majority of HoDs 8 (80%) said that teachers of English in their departments have attended in

service teacher training within the last six years. Only 2(20%) of them said they have not. This is an indication that teachers of Public secondary schools in Ekerenyo Division have attended in service training on implementation of IEC.

4.6.5 Teachers' frequency of attending in service training

The study sought from the teachers' who indicated that they have attended in service courses, how many times they have had such courses. The results are as presented Table 4.13.

Table 4.13 Teachers; response on their frequency of attending in service training within the last six years

Number of times	Frequency	Percent
Once	4	13.8
Twice	15	51.8
Thrice	3	10.3
Four times	3	10.3
More than four times	4	13.8
Total	29	100.0

From the Table 4.13 15 (51.8%) of teachers said they have attended in service course twice, this was followed by 4 (13.8%) of those who said they have attended in service courses more than once and four times respectively. Three (10.3%) of those who attended had attended for three and four times

respectively. These findings indicate that most teachers in Public secondary schools in Ekerenyo have at least attended in service courses on teaching IEC. The researcher sought from HoDs indicated that teachers in their department had attended in service courses, how many times they have heard such cases. The results are seen in Table 4.14

Table 4.14 HoDs responses on the number of times teachers have attended in service courses since 2003.

Number of times	Frequency	Percent
Once	3	30.0
More than four times	7	70.0
Total	10	100.0

From Table 4.14, majority of HoDs 7(70.0%) indicated that teachers' of English in their schools have attended in service teachers' training more than 4 times 3(30%) indicated that teachers in their departments have attended in service training once. This according to HoDs is adequate to enable teachers implement IEC.

4.6.6 Funding of in-service training on IEC in secondary schools in Ekerenyo Division

The study sort to establish from head teachers the key sponsors of in-service training on IEC and the results were as shown in table 4.15.

Table 4.15 Headteachers’ response on funding IEC in secondary schools in Ekerenyo Division

Response	Frequency	Percent
School administration	1	10.0
Ministry of education	2	20.0
Publishers	6	60.0
Tertiary Institutions	1	10.0
Total	10	100.0

The findings on table 4.15 indicate that in-service course training of teachers in Ekerenyo division is majorly done by publishers (60.0 %) followed by the ministry of Education (20 %) while (10 %) is organized by school administration and tertiary institutions. Contrary to the expectations of many, the ministry of Education who are the owners of the integrated English curriculum only offer 20 % training and instead the bulk is left to the publishers. This in the event gives the publishers’ leeway to decide what new set books and other reference materials to bring on board for purposes of examinations and not the demands of the constant growth of English language in the society.

The researcher sought from HoDs organizations funding the in service training on IEC implementation and the findings are as shown on 4.16.

Table 4.16 HoDs responses on funding of in service training on IEC implementation

Response	Frequency	Percent
The school administration	3	30.0
Ministry of Education	1	10.0
Publishers	6	60.0
Total	10	100.0

Table 4.16 shows that (60%) of HoDs indicated that publishers are the financiers of in service teachers training followed by 30 % who said it is done school administration and lastly 10% who said Ministry of Education. This is an indication that much of the funding of the in service courses of implementation of IEC in Ekerenyu is done by publishers, schools and Ministry of Education.

The researcher also asked the teachers who indicated that they have attended in service training to indicate who organized the in service training and the findings as shown in Table 4.17.

Table 4.17 Organizers of in service courses according to teachers

Response	Frequency	Percent
The school administration	3	10.4
Publishers	10	34.4
Ministry of Education	16	55.1
Total	29	100.0

The findings on Table 4.17 indicate that majority of teachers 16(52.1) said that in service courses are organized by the Ministry of Education followed by 10 (34.4%) said that they are organized by publishers while 3(10.4%) said that they were organized by schools administration. The findings show that the Ministry of Education and publishers are major organizers of in service courses in the implementation of IEC in Ekerenyo Division Nyamira County.

4.7 Effects of teaching styles used on implementation of IEC

Learning and teaching resources are not confined to textbooks and are available in many other forms such as reference books, workbooks, worksheets, audio-visual teaching aids, web-based learning materials, computer software packages, structured courseware delivered by electronic learning management systems, Internet and media, as well as libraries, learning communities and resources in the natural environment. For effective application and use of the available options above the researcher sort to

establish subject areas of training for all the teachers, head teachers teaching English and the commonly used methods of teaching in Ekerenyo Division.

4.7.1 Teachers trained to teach English

The researcher sought to establish the number of teachers and their specific areas of academic training. The results obtained were as shown in table 4.18.

Table 4.18 English teachers’ responses on whether they are trained to teach different subjects

Subject trained to teach	No. of teachers	Percent
English and Literature	11	37.9
English and C.R.E	5	17.2
English and French	4	13.8
English and Geography	4	13.8
English, History and P.E.	3	10.3
English and Business Studies	2	6.9
Total	29	100.0

From the findings in table 4.18 above, (37.9%) of teachers had training in both English and literature, (17.2%) had English and C.R.E, (13.8%) English and French, (10.3%) English, History and P.E, (13.8%) English and Geography, and (6.9%) English and Business Studies. It displays a myriad of combinations that would definitely create varying approaches towards teaching Integrated English.

4.7.2 Head teacher's teaching English in schools

In order to establish head teacher's knowledge in relation with IEC the research sort to establish how many head teacher's teach or have taught English in their career. The results were as shown in table 4.19.

Table 4.19 Head teachers' teaching English in schools

Response	Frequency	Percent
Teaching English in schools	1	10.0
Not teaching English in schools	9	90.0
Total	10	100.0

Findings from table 4.19 indicate that (90%) of the head teachers were not teachers of English with only (10%) teaching English. This magnifies the IEC implementation problems especially in understanding the demands from both teachers and students in line with the head teacher's expectations.

4.7.3 Teaching styles

To establish teaching styles used in teaching IEC, the researcher asked the teachers to give their most preferred mode, and further give reasons why it was the most favorable. The results obtained were as shown in Figure: 4.5

Figure 4.5 Teaching styles used in teaching IEC in secondary schools according to teachers



N = 29

The findings of figure 4.5 show that most of teachers (45 %) use group discussion followed by (31 %) lecture, (14 %) using assignments, and lastly (10 %) of teachers using dramatization. This demonstrates that most teachers employ group discussions and lecture methods in teaching IEC in public secondary schools in Ekerenyo division.

On the same account the researcher sort to get further clarification from the HODs on their preferred methods of teaching English and the results obtained were as shown in table 4.20.

Table 4.20 HODs response on teaching styles on implementation of IEC

Response	Frequency	Percent
Group discussion	4	40.0
Task oriented	3	30.0
Lecture	2	20.0
Dramatization	1	10.0
Total	10	100.0

The findings from table 4.20 indicate that the most preferred mode of teaching is group discussion (40 %) followed by task oriented (30 %), then lecture method (20 %) while dramatization is the least preferred (10 %). The findings agree with those obtained from the individual teachers where, group discussion is the dominant mode of teachers followed by lecturing while dramatization was the least preferred. This contrasts to Mosesti (2007), who found out that learners centered methods of teaching are rarely used in Kenya.

4.7.4 Innovations in the integrated English Curriculum

The researcher asked head teachers to indicate whether they have ever witnessed any innovation in the IEC. Their responses are as shown on Table 4.21.

Table 4.21 Head teachers' witnessing innovation in IEC

Response	Frequency	Percent
Have witnessed innovations	6	60.0
Have not witnessed innovations	4	40.0
Total	10	100.0

The findings on the Table 4.21 reveal that majority of headteachers' 6(60.0%) have witnessed innovations in IEC implementation. Only 4(40%) said they had not. The findings are an indication that innovations have been undertaken in IEC in public secondary school in Ekerenyo Division, and as supervisors of curriculum are aware of this innovation.

4.7.5 Number of innovations in IEC

The researcher asked head teachers number of innovations they have witnessed. The results are indicated in Table 4.22

Table 4.22 Number of innovations in IEC according to head teachers

Number of times	Frequency	Percent
Once	6	60.0
Twice	2	20.0
Three	2	20.0
Total	10	100.0

According to Table 4.22, (60.0%) of head teachers have only witnessed 1 innovation while 2(20.0%) said they had witnessed 2 and 3 innovations

respectively. This is an indication that public secondary schools in Ekerenyo have undertaken innovations in implementation in IEC since 2003.

4.7.6 Problems experienced by teachers when implementing IEC

The researcher asked teachers whether they experienced problems when using the indicated teaching styles and their responses are as shown in table 4.23

Table 4.23 Teachers’ responses on whether they encountering problems when implementing IEC

Response	Frequency	Percent
Teachers having challenges when implementing IEC	25	86.2
Teachers not having challenges when implementing IEC	4	13.8
Total	29	100.0

According to table 4.23, majority of English teacher (86.2%) indicated that they encounter problems when using the various teaching styles highlighted in table 4.17. Only 13.8% of the teachers said they did not encounter problems. These findings indicate that teachers of English in Ekerenyo Division face a number of problems when using these teaching styles. Some topics such as stress and intonation pose the greatest difficulty to students and making them understand takes time. The students find it hard to grasp the concept of integration and are often mixed up as they cannot tell what is in literature and what in grammar.

Teachers also felt that excerpts taken to teach comprehension skills may sometimes come from a set text that students find boring and less interesting so they end up not participating in class discussion. The other problem cited is that the time the set books are introduced is not ideal. They should be introduced in Form 2 so that there is adequate time to read through and analyze them; that it is problematic to handle both grammar and literature in single session and that there are different approaches used by different book publishers thus causing confusion.

The researcher also asked head teachers and HoDs whether English teachers have reported any challenge in reference to implementation of IEC. Their responses are shown in table 4.24

Table 4.24 Head teachers’ responses on whether teachers encountered challenges when implementing IEC

Response				Frequency	Percent
Teachers	having	challenges	when	7	70.0
implementing IEC					
Teachers	not	having	challenges	when	3
implementing IEC					
Total				10	100.0

Table 4.24 shows that majority of head teachers (70%) indicated that teachers of English encountered challenges when implementing IEC while (30%) said they did not. Some of the challenges reported according to head teachers were

that teachers complained that they were not trained to implement IEC in college hence making implementation a challenge. They also complained that the curriculum is too wide and that there is a lack of reference materials with updated information, thus teachers rely on pamphlets written on individuals.

4.7.7 Measures to address challenges IEC implementation in schools

The study further sought to establish remedial actions taken by head teachers who indicated that teachers have reported challenges to them in reference to implementation of IEC. The results were as in table 4.25

Table 4.25 Remedial Action to address challenges according to head teachers

Response	Frequency	Percent
Initiate internal trainings	2	20.0
Organize exchange programs	1	10.0
Request training by ministry of Education	3	30.0
Request training by publishers	4	40.0
Total	10	100.0

The findings observed in table 4.25 indicate that most head teachers prefer requesting publishers (40%) for training on IEC, (30%) ministry of Education, (20%) internal housekeeping, and (10%) exchange programs with other institutions of higher learning. The findings agree with responses in table 4.23. This complex web surrounding the stakeholders in curriculum implementation as noted by the World Bank report (2008), is brought about by the structural

lay out of the ministry education. The report asserts that; whilst the employer is the Teachers Service Commission (TSC), the technical personnel are Kenya Institute Curriculum Development (KICD) and Kenya National Examinations Council (KNEC), has the legal mandate to carry out curriculum evaluation. KNEC produces syllabuses just as KICD does but since examinations are such a crucial component of schooling in Kenya, teachers at times find the KNEC examination syllabus more preferable to the more comprehensive KICD syllabus.

To establish whether challenges encountered when implementing IEC according to HoDs, the findings all HoDs (100%) indicated that teachers of English in their departments experience problems when implementing IEC. According to them some of the problems are that teachers receive poorly prepared students from primary schools under heavy influence of their respective mother tongues and have a negative attitude towards English coupled with poor reading culture amongst them.

Teachers also indicated that since they have to complete set books, they find it hard to concentrate on grammar even if it is a grammar lesson since there is limited time to teach the set books; that teachers lack skills to integrate the two. Also, the lessons have 40 minutes which may not be adequate for teaching literature and that teachers struggle to frequently adjust to the changing syllabus and set books without in service training.

The researcher sought the remedial action they would recommend to meet the challenges. The results are indicated in table 4.26.

Table 4.26 Remedial actions to deal with the challenges according to HoDs

Remedial action	Frequency	Percent
Separate the two subjects	10	100
Provide more in service for teachers	10	100
Pre service training should be taught as integrated course	10	100
More consultations between KICD and teachers before choosing setbooks	10	100

The findings of table 4.26 show that all HoDs feel that the 2 subjects English Grammar and Literature should be taught as separate subjects; that during pre service training English should be taught as integrated course; that they should be more in service training for teachers to make them better prepared to implement IEC and that KICD should consult teachers before choosing set books.

4.8 Effects of English teachers attitude towards integrated approach and implementation

It stands to reason that teachers' attitudes in the classroom play a pivotal role in the successful implementation of IEC. Hargreaves (1994 in Clemente 2001:47) argues that we have much to learn about teachers' feelings,

emotions, and desires when they actually teach in classrooms. Hence, this study sort to investigate the individual teacher’s attitude towards IEC in public secondary schools in Ekerenyio division since the success or failure of language learning is largely dependent upon their interaction in schools.

4.8.1 Teachers attitude towards IEC

Researcher sought to know teachers attitude towards teaching English and the levels of their morale. The results obtained were as shown in table 4.26.

Table 4.26 Teachers attitude toward integrated approach

Statement	Strongly				
	Agree	Agree	Disagree	Undecided	Disagree
IEC is boring	13.8	17.2	24.1	24.1	20.7
I enjoy teaching IEC	17.2	20.7	20.7	17.2	24.1
IEC is too tasking	72.4	13.8	3.4	3.4	6.9
IEC should be revised	79.3	13.8	3.4	0.0	3.4
I prefer old approach to teaching English	86.2	13.8	0.0	0.0	0.0

The findings of table 4.26 show that majority of the teachers (79.3%) indicated that they strongly agree that IEC should be revised while (13.8 %) agree, only a combined percentage of (3.4%) disagree. Due to the difficulties encountered in implementing the IEC, most teachers agree (86%) and (13.8%) for SA and A, that the old model of teaching English and literature should be reverted to for both SA and A of the IEC is boring (13%). It is not surprising that none of the teachers disputes this fact.

Most of them agree that IEC is too demanding and involving with (72.4%) SA and (13.8 %) A, while (3.4%) D and (6.9 %) strongly disagree. The results obtained agree with a study conducted by Muutu (1993) on the state of integration of English language and literature teaching in secondary schools in Nairobi province. Obviously, in this a scenario, teachers feel left out in contributing towards the development of IEC. Their voice is seldom heard since their participation in the whole process is superficial. The teachers' role is narrowed to implementation of curriculum as noted by (Nyandusi, 2001).

Similarly, the implementation of a curriculum together with its innovations is bound to be very successful if the teachers are involved in the entire development process (Fullan, 1991). In the face of implementation of a curriculum innovation, it is important that everything possible is done to ensure that the teachers have positive attitudes as Kilgalon and Maloney (2008) observed in their study. The learning outcomes may be affected if learners' draw from their teachers' disposition to form their own attitude as noted by (Olatunde, 2009).

4.9 Summary of the findings

From the findings of the study, it is clear that IE is facing many hurdles in its implementation albeit concerted efforts are being put in place to address it. Among the hurdles faced, include frequent changes in the curriculum as well as the time allocated towards teaching English. Most of the teachers are of the view that English and literature be taught separately.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, summary of the findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to establish teacher related factors that affect implementation of integrated English in public secondary schools in Ekerenyio division, Nyamira County. To achieve this, the researcher sort to determine the age and teaching experience, academic and professional qualifications, teaching styles and attitude of teachers as key objectives to answer the research topic. The study adopted a descriptive survey design to target a population of 10 head teachers 10 HoDs and 29 English language teachers who were sort using purposive sampling for the study in Ekerenyio division.

The study showed that majority of the teachers agrees (70%) agree that experience affect implementation of IEC. The study also indicated that majority of English teachers (60%) have attained the required qualification Bachelor of Education (BED) to teach in public secondary schools. Teachers of English also indicated that there is a strong link between teachers academic qualification and the implementation of IEC. On teachers attitude towards implementation of IEC the study revealed that most of the teachers have a negative attitude towards the integration with most of them agreeing that IEC is too demanding and involving (72.4%).

From the findings, it was also evident that (50%) of the teachers have not had in-service training despite the length of service with most of them having more than five years in school. This is a major drawback despite availability of trainers and frequent efforts by head teachers and HoDs requesting for the training. It was noted that in-service together with pre- service training enhance experience which translates to better quality teachers and make the syllabus student-entered. Half (50%) of the teachers without the integrated in-service training pose a threat to good performance in KCSE. The study also revealed that much of funding of the in service courses in the implementation of IEC according to teachers is being shouldered by schools with the Ministry of Education and publishers being the major organizers of these in service courses. Teachers view in service teachers training on implementation of IEC as very informative.

The findings further show that majority feel that pre-service training was inadequate hence affects implementation of IEC. They cited that the training was mostly subject centered and did not fully cater for the needs of the learners.

The study also revealed that teachers of English in Ekerenyo, Nyamira County are using group discussions and learners centered methods in implementation of IEC.

5.3 Conclusion of the study

From the study findings the researcher came up with the following conclusions; that for effective implementation of Integrated English teachers'

teaching experience, academic qualifications, professional qualification, attitude of teachers' of English towards implementation of IEC and teaching styles used by teachers of integrated English should be adhered to by all teachers as they influence learners performance in English which is a core subject. However, in service training has been organized although majority of the teachers still find a challenge in implementing IEC.

5.4 Recommendations

Based on the findings of this study, the researcher made the following recommendations:

- i. Head teachers of secondary schools in Ekerenyo Division should embrace IEC so as to implement strategies that would enable English teachers foster a positive attitude towards Integrated English.
- ii. The school administrators should ensure that English is only taught by qualified teachers so as to ensure that students are taught all relevant curriculum concepts and effective delivery.
- iii. Educators and facilitators of teachers' pre-service training in teacher training colleges should ensure that English is taught to teacher trainees as an integrated course to prepare them to effectively integration IEC.
- iv. The curriculum developers should incorporate views of teachers when selecting set books to ensure that there are not too complex to students and that there also relevant to curriculum.

- v. The Ministry of Education (MOE) should reinstate the double lessons in schools so as to ensure that there is an increase in time allocation to enable to cover all the content.
- vi. The Ministry of Education should revise the curriculum so that English and literature in schools are taught as separate subjects without integrating so that each skill is given due emphasis.

5.6 Suggestions for Further Research

In view of the delimitations of the study, the researcher suggests further research in the following areas:

- i. Since the study was carried in Ekerenyo Division, Nyamira County which might have unique characteristics, a similar research should be carried out in other public secondary schools in the rest of the country.
- ii. The study also targeted public secondary schools leaving out private schools which are also implementing IEC. A similar study should be therefore be carried out in incorporating these schools.
- iii. The study targeted teachers of English, HoDs and head teachers leaving out students who are major stakeholders as far as implementation of IEC is concerned. A similar study should be conducted incorporating views from students on IEC.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION TO RESPONDENTS

University of Nairobi,
College of Education and External
Studies,

P.O. Box 30197,
NAIROBI.
March 2014.

Dear Respondent,

RE: REQUEST FOR RESEARCH DATA COLLECTION.

I am a post graduate student at the University of Nairobi, pursuing a Master of Education degree in curriculum studies. I am conducting research on “TEACHER RELATED FACTORS AFFECTING IMPLEMENTATION OF INTEGRATED ENGLISH CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN EKERENYO DIVISION NYAMIRA COUNTY, KENYA.” I request you to assist me by filling the attached questionnaire as honestly as possible. All responses will be used for research purpose only and identity will be treated with strict confidentiality.

Yours faithfully,

Linet Moraa Matara.

APPENDIX II: TEACHER'S QUESTIONNAIRE

The questionnaire is for the purpose of carrying out research kindly 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 confidentiality.

Section A: Background Information

A. Please indicate your gender Male () Female

B. Indicate school type

a) Mixed i) Boarding () ii) Day ()

b) Girls i) Boarding () ii) Day ()

c) Boys i) Boarding () ii) Day ()

C. Indicate your age bracket

i) 20-30 years ()

ii) 31-40 years ()

iii) Above 40 years ()

Section B: Pre-service, training and experience

D. a) Indicate your professional teaching qualification

Certificate (___) Diploma (___) Bachelors degree _____ Masters

b) Indicate your academic qualifications

KCSE () Diploma () Bed () BA () BSc ()

Others, specify _____

E. a) Do you believe that professional qualification affect teaching of IEC?

Yes () No ()

b) Explain briefly _____

a) Were you trained to teach English language and literature as an integrated course?

Yes () No ()

b) If not how does this affect your teaching? _____

F. a) Which subjects in the school curriculum did you specialize in?

i) _____ ii) _____ iii) _____

b) Which subjects are you currently teaching?

i) _____ ii) _____ iii) _____

G. a) How adequate will you rate the pre-service training

i) Adequate () ii) Not adequate ()

Section C: In-service training

H. a) Have you ever attended any in-service training on how to implement the new integrated English curriculum?

Yes () No ()

b) If the answer is yes, how many times have you attended such in-service course?

One () Three () More than four ()

Two () Four ()

I. a) What teaching methodologies were advocated in teaching of integrated English during the in-service training? _____

b) Who organized for the in-service training?

i) School administration () ii) Ministry of education ()

iii) Publishers () iv) Others, Specify

J. Do you think in-service training is helpful or affects implementation of integrated English?

i) Yes () ii) No ()

iii) Explain _____

Section D: Teaching styles.

K. a) What teaching styles do you use in your teaching of integrated English lessons? (Tick as many as possible)

- i. Group discussion ()
- ii. Lecture ()
- iii. Dramatization ()
- iv. Homework / Assignment
- v. Any
other.....

b) Please explain why you prefer these teaching styles:

L. Do you encounter any problems in teaching of integrated English course?

- i) Yes ()
- ii) No ()
- iii) Explain _____

Section E: Attitude

Please indicate how far you agree or disagree with the statement below by ticking (✓) against the given codes in the table below, where:

- Strongly Agree (SA)
- Agree (A)
- Disagree (D)
- Uncertain (U)
- Strongly Disagree (SD)

M. What strategies would you like to put in place towards improvement of IEC? _____

Section F: teacher's experience

Statement	SA	A	D	U	SD
a. IEC is boring					
b. I enjoy teaching IEC					
c. IEC is too tasking					
d. IEC should be revised					
e. IEC should not be revised					
f. I like the old approach to teaching English					

N. a) How long have you taught English in any school?

- (i) 0 – 3 years ()
- ii) 4 – 9 years ()
- iii) 10 – 15 years ()
- iii) 16 – 20 years ()
- iv) Above 20 years

b) In your opinion, does experience and age affect your teaching of IEC?

Yes () No ()

Explain: _____

APPENDIX III: Head teacher's questionnaire

The questionnaire is for the purpose of carrying out research kindly 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 confidentiality.

Section A: Background information

1. Please indicate your gender Male () Female ()
2. How long have you been a Head Teacher?
 - i) Below 5 years ()
 - ii) 6-10 years ()
 - iii) 11-15 years ()
 - iv) Above 15 years ()
3. Kindly indicate your highest professional qualification
 - i) Certificate () ii) Diploma () iii) Degree ()
 - iv) Masters () v) Others, Specify _____.

Section B

4. Are you a teacher of English? Yes () No ()
5. a) Have you witnessed any innovation (S) in the IEC during your tenure as a principal?
 - b) If yes, how many?
6. a) Do the teachers of English in your school attend in-service training?
 - i) Yes () ii) No ()
 - b) If yes, who funds them?

i) School administration() ii) Ministry of education ()

iii) Publishers () iv) Others, Specify _____

c) How do the in-service courses affect the teachers? Implementation of IEC?

7. a) Are there any challenges that have been reported to you with reference to implementation of IEC?

i) Yes () ii) No ()

b) Explain: _____

c) If yes, what remedial action has your office taken to address these challenges? _____

- i. Initiate internal training
- ii. Organise exchange programmes
- iii. Request training by ministry of education
- iv. Request training by publishers

APPENDIX IV: INTERVIEW SCHEDULE FOR ENGLISH HoD

The information given will be treated with confidentiality.

- 1a. How many teachers of English are in the department?
- b. Do you think pre –service training adequately prepared them to teach Integrated English Curriculum?
- c. How has this affected teaching of Integrated English Curriculum?
- 2a. Have the teachers attended any in-service training since the introduction of new integrated English in 2003.
- b. What the frequency of in-service programme?
- c. Who funds the in service training?
- 3a. Which teaching methods to the teachers used during teaching of Integrated English Curriculum?
- b. Which method in your opinion promotes students performance in Integrated English Curriculum?
4. In your view is there any relationship between a teacher qualification and Integrated English Curriculum?
- 5a. Is there any relationship between teachers teaching experience and implementation of Integrated English Curriculum?
- 6a. Are there challenges those teachers of IEC face during implementation?
- b. What remedial action would you recommend to deal with these challenges?

APPENDIX V: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/14/0267/2005

25th June, 2014

Linet Moraa Matara
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors affecting implementation of integrated English in public secondary schools in Ekerenyo Division Nyamira County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nyamira County** for a period ending **31st December, 2014.**

You are advised to report to **the County Commissioners and the County Directors of Education, Nyamira County** before embarking on the research project.

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


SAID HUSSEIN.
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nyamira County.



APPENDIX VI: RESEARCH PERMIT

<p>THIS IS TO CERTIFY THAT: MS. LINET MORAA MATARA of UNIVERSITY OF NAIROBI, 103554-100 nairobi, has been permitted to conduct research in Nyamira County</p> <p>on the topic: FACTORS AFFECTING IMPLEMENTATION OF INTEGRATED ENGLISH IN PUBLIC SECONDARY SCHOOLS IN EKERENYO DIVISION NYAMIRA COUNTY, KENYA</p> <p>for the period ending: 31st December, 2014</p> <p><i>[Signature]</i> Applicant's Signature</p>	<p>Permit No : NACOSTI/P/14/0267/2005 Date Of Issue : 25th June, 2014 Fee Received :Ksh 1,000</p>  <p><i>[Signature]</i> Secretary National Commission for Science, Technology & Innovation</p>
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<p>CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit 2. Government Officers will not be interviewed without prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice. 	 <p align="center">REPUBLIC OF KENYA</p>  <p align="center">National Commission for Science, Technology and Innovation</p> <p align="center">RESEARCH CLEARANCE PERMIT</p> <p align="center">Serial No. A 1998</p> <p align="center">CONDITIONS: see back page</p>
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