TEACHER FACTORS INFLUENCING IMPLEMENTATION OF INTEGRATEDENGLISH CURRICULUM IN PUBLICSECONDARY SCHOOLS IN NANDI EAST SUB 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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This research project is dedicated to my parents Mr. and Mrs. Christopher Koech, my Siblings Willy, George, Kiptoo, Edith and Amos, My Daughter Lulu Leslie and my nieces Taiya, Kimberly and Ashley.

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ABBREVIATIONS AND ACRONYMS

HOD   Head of Departments

IEC   Integrated English Curriculum

KCSE   Kenya Certificate of secondary Education

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 this study was to investigate teacher related factors influencing implementation of the Integrated English Curriculum in Nandi East Sub-County, Kenya. This study was guided by the following objectives: to establish the influence of teachers training on implementation of IEC, to establish ways in which the choice of teaching methods influence implementation of IEC, to determine the extent to which the teachers experience influence the implementation of IEC and to determine the extent to which teachers attitudes influence the implementation of IEC. This study was guided by the Rand Change Agent theory of curriculum implementation. The study adopted a descriptive survey design. The target population was twenty four public secondary schools, 24 head teachers, 24 HODs, 48 teachers of English and 3000 students. The sample size was 12 head teachers, 12 HODs, 24 teachers of English and 300 students. Data were collected using questionnaires and interview guides. The researcher ensured validity of instruments by ensuring the items in the instruments were in line with the research objectives and also piloting of the research instruments. Reliability of instruments was determined using the test retest technique. Data were analyzed using descriptive statistics. The data were presented using frequency and percentage tables, bar graphs and pie charts. Ethical considerations were ensured by not including the names of the respondents or the names of the schools that took part in this study. The study found out that Integrated English classrooms in the area do not allocate enough time for the learners and the teachers to bond well so as to teach the students adequately. On the teachers' attitudes towards IEC, majority of the teachers enjoy teaching IEC although it is too tasking to teach and they tend to feel that teaching IEC is not an easy task also they want IEC syllabus should be revised. Teachers' awareness of learner- centered strategies does not necessarily mean usage. Though teachers were aware of learner- centered strategies, it was not practical to use them because of obstacles like heavy workload, lack of adequate time to cover the English syllabus and limited resources. The government should therefore ensure that teachers are provided with a conducive working environment and liaise with curriculum developers to re-structure the English syllabus for it is too wide to motivate them to adopt the recommended strategies All public secondary schools should invest in a reading culture and a culture where students communicate fluently in English. The ability to communicate and reading culture is a sure way of improving the performance in examinations. Schools should set aside enough time and resources to effectively and efficiently in-service teachers of English in areas of grammar in literature and literature in grammar. Inter-school conferences should be encouraged to demystify the IE curriculum. This will enable teachers of English to keep abreast with the latest trends of learning in areas students consider difficult.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

English is the most commonly used language of communication around the world. English has become one of the most preferred choice of foreign language in many countries of the world, it has been considered a global lingua franca (Crystal, 2012). English plays an important role as a language of international trade and commerce, education and innovation. This therefore necessitates that countries ensure a proper mastery of English. English is either learnt as a second language or as a foreign language. Few countries in the world are native speakers of the language and for them they learn it as a first language. It is important that the most efficient and effective approaches are used in teaching and learning of English to ensure that graduates of the system are highly proficient in the language.

Singapore is one of the countries in the world which has put significant emphasis in the teaching of internationally acceptable English (Standard English).Singapore has four main languages that is, English, Malay, Mandarin and Tamil. English is taught in all levels from primary to secondary level. In Singapore, there are two approaches to the teaching of English. Some schools opt to teach English and literature as separate entities while other schools employ an integrated approach .The integrated approach is referred to as the Literature – Driven English curriculum in Singapore.

In the literature –Driven English curriculum, literature texts are used to teach some of the components of the English Language namely composition, comprehension and grammar. Literature helps in expanding vocabulary and helps to ensure a better understanding of the use of language in context. For one to comprehend a text there is need for one to have a good knowledge of vocabulary and grammar. This therefore

means that the different components taught under English and literature is linked to one another and they complement each other.

Singapore employs the following principles in the teaching of English Language: contextualization, learner-centeredness, learning focused interaction, integration, process orientation and spiral progression (MOE 2010). Uganda on the other hand teaches English and Literature as two separate entities in secondary schools. That is, English Language and Literature in English. English is used as a medium of instruction from primary five onwards while students in Primary four and below learn English as a subject in their curriculum. A t this lower levels, mother tongue is used as the language of instruction

Rwanda which was originally a French speaking country resorted to introducing English as their language of instruction in the curriculum in all her public schools in 2008. This move from a French speaking country to an English speaking country was a calculated move designed to ensure it earns a place in global trade, education, diplomacy and media. This also was to strengthen Rwanda's relationship with the rest of the world. This is a clear indication that English is a very significant language in the world. Rwanda too teaches English and Literature in English as two separate subjects.

English in Kenya is the official language of communication. It is the language of instruction in education with all subjects except Kiswahili being taught in English .It is also used in major institutions of the country which include commerce, health, the judicial system, and media and in government. Mastery of the language is therefore very important. The Ministry of Education has given teachers of English the duty to ensure that the learners are assisted to be able to articulate themselves well both

verbally and in writing (Sereti, 1993).It is therefore imperative that English should not be taught just for the sake of examinations but to also ensure that learners can communicate well.

In Kenya, English has been taught since the colonial times .It is taught as a second language in Kenya .After independence; several changes have been done in the curriculum of English to improve its quality. These changes have come up as a result of recommendations from commissions that were set up. These commissions include the Ominde commission of 1964 and Mackay of 1981. Between 1970 and 1985 English and literature were taught as two separate subjects. Literature was offered as an optional subject and students had the option of either taking it or not.

English and literature as an integrated course was first introduced to secondary schools in 1986 (Muutu, 1993). Ministry of Education (MOE) (1984) defines Integration as merging of two autonomous but related entities in order to strengthen and enrich both. This is to mean that English language and English literature are taught as one subject. Integration is not only a teaching approach but also plays a key role in ensuring maximum utilization of time thus ensuring effectiveness in the coverage of the syllabus.

 Integration additionally ensures efficiency in resource utilization especially in the human resource since the same teacher is utilized in teaching both language and literature. Integration also ensures that language is learnt and used in a variety of ways. Sivasubramaniam (2006) asserts that the use of literature enables learners to acquire language. It gives them interesting contexts to come up with input, deliberate upon meaning and develop motivation Radhika (1991) on the other hand notes that some of the language activities and work with models on literariness of text can aid

such development with increased response to and confidence in working with a language using a variety of integrated activities with language based hypotheses and in classes where investigative, student centered learning is the norm. This is to show that they are of mutual benefit to each other. Teachers of English should therefore ensure that the subject is taught as one and must avoid teaching or testing of the skills individually.

The general objective of the integrated English syllabus according to the Kenya Certificate of Secondary Education regulations and syllabuses 2006-2007 (KNEC,2005:6), at the end of the course, the learner should be able to: Listen carefully for understanding and respond as required; Listen and process information from several sources; speak articulately, in a confident way and well in several contexts, use non verbal cues well while speaking; read fluently and efficiently; Know the importance of reading for several reasons; build a culture of reading different and varied subjects; read and understand literary writings; read and analyze literary works from Kenya, east Africa and the rest of the world and be able to relate to other peoples experiences and appreciate their cultures.

According to MOE (2006), integration places emphasis on the following skills: Listening and speaking, reading skills, grammar and writing skills. These skills are all significant. Listening and speaking skills ensure that the learners are able to interact socially using language and that they can be able to express themselves. These skills are taught through the use of listening comprehensions, debates, poetry, songs and oral literature.

Grammar enables the learners know how language works and be able to understand the structure form and meaning of language as a whole. Reading skills enable the

learner to read fluently and understand other subjects in school and also be able to interact socially. This skill enables them to also read other parts of the subject such as set books and oral literature. Writing skills ensure that the learner can express himself through writing creatively and they can be able to express their ideas.

Literature is also taught and learners are given three set texts to read. These skills are related in that reading of literature provides a context for learners to acquire new vocabulary and the varied possibilities for language use. It also provides the learner with an opportunity to experience language use in context. The syllabus requires learners to relate what they have learnt to life. Integration enhances communicative competence in learners (Omollo, 1990).

According to Shiundu and Omulando (1992), integration emphasizes the horizontal relationships between various curricula areas in an attempt to interrelate content or learning experiences in order to enable the students to perceive a unity of knowledge. This interrelation of knowledge makes it easy for the learners to understand and master the language. Omollo (1990) assets that it is evident that integration enhances communicative competence in learners. Integration places emphasis on the following skills: listening and speaking, reading skills, grammar and writing skills.

Fullan (2001) points out that educational change is a changing process involving many aspects working together. He states that if any one or more aspects are not working towards implementation, the process will not be effective. The teacher plays a key role in the implementation process and this therefore requires that the teacher be adequately trained, he should equally be actively involved in the designing of the curriculum so that the teacher is able to own the innovation. The integrated English curriculum is one such innovation and so the teachers should try as much as possible

to teach the subject as one entity and avoid teaching it as different entities. Assessing and testing of the skills individually should also be avoided

A number of reviews have been done to the integrated curriculum in a bid to improve the IE curriculum. These include reviews on the syllabus and increase in the number of lessons. According to KIE (2003) it was felt that the English syllabus was overloaded but with few lessons allocated to it. In spite of these changes and improvements on the English curriculum, the performance of English in the country is still dismal. In the 2015 KCSE examinations, English is one of the subjects that scored a mean of below 50%. English scored a mean of 40.29% a clear indication that there is still a gap that needs to be addressed. The dismal performance was also reflected in the Performance of English in Nandi East Sub County whose highest number of mean grade scores was concentrated between C plain and C minus. Only two candidates in the entire sub county scored a mean grade of A plain in then 2015 KCSE exams. This therefore is a clear indication that there is a gap in Nandi East Sub County hence the need to carry out this research.

Meenakshi (2008) argues that learning is affected by the attitude and motivation of the teacher. The attitude of the teacher greatly affects implementation of a given curriculum. The teacher therefore plays a key role in the implementation of the curriculum and it is upon this basis that the researcher sought to look into the teacher factors that affect the implementation of the integrated English curriculum.. These factors were: teacher training, choice and use of teaching methods, teaching experience and the teachers attitudes. Teachers are the key agents in the implementation of the curriculum and these factors related to them greatly influence the successful implementation of the curriculum and consequently good performance in English.

1.2 Statement of the problem

The standard of the written and spoken English in Kenya has notably been going down. According to KNEC (2013), the desired level of achievement is 70% while the minimum is 50%. During the release of the 2015 Kenya certificate of secondary education results it was noted that English was one of the subjects that were poorly performed in the country with a mean of 40.29%. The year 2014 equally reported an even lower mean score of 38.84% countrywide. The dismal performance was also reflected in the Performance of English in Nandi East Sub County whose highest number of mean grade scores was concentrated between C plain and C minus. Only two candidates in the entire sub county scored a mean grade of A plain in then 2015 KCSE exams.

In spite of the interventions put in place like reviews in the curriculum and addition of lessons allocated to English, the performance has not yet been able to get to the minimum desired mean that is 50%. There has been an improvement in the past years however the performance is still dismal. It shall also been noted that the recent years have been marred with massive irregularities which could have led to the reported improvements .It is therefore important to still examine the factors that influence the implementation of the IEC. Some of the factors that contribute to this Performance by students relate to teachers. The study will look into the teacher related factors affecting the implementation of the English curriculum.

1.3 Purpose of the study

The purpose of this study was to investigate teacher factors influencing implementation of the integrated English curriculum in public secondary schools in Nandi East sub county, Kenya

1.4 Objectives of the Study

The following objectives guided the study:

i. To establish the influence of teacher training on implementation of integrated English curriculum in public secondary schools in Nandi East sub county

ii. To establish ways in which the choice of teaching methods by teachers of English influence the implementation of integrated English curriculum in public secondary schools Nandi East Sub county

iii. To examine the extent to which teaching experience of teachers of English influences implementation of integrated English curriculum in public secondary schools in Nandi East sub county

iv. To determine the extent to which the teachers attitudes towards IEC influences implementation of the integrated English Curriculum in public secondary schools in Nandi East sub county

1.5 Research Questions

The study was guided by the following questions:

In what ways does teacher training influence the implementation of integrated English curriculum in public secondary schools in Nandi East Sub County?

i. To what extent does the choice of teaching methods of teachers influence the implementation of the integrated English curriculum in public secondary schools in Nandi East Sub County?

ii.   To what extent does the teaching experience of the teacher influence implementation of integrated English curriculum in public secondary schools in Nandi East Sub County?

iii. To what extent do the attitudes of the teacher towards IEC influence implementation of integrated English Curriculum in public secondary schools in Nandi East sub County?

1.6 Significance of the Study

The findings of this study may be of significance to the teachers of English as they may help them to reevaluate their choice of teaching methods and adopt more effective teaching methods. The study may also assist the curriculum planners and developers to organize in service training for the teachers to place them in a position to handle the curriculum effectively.

The findings of the study may equally benefit teacher educators. This may be through ensuring that the pre-service training at the colleges and universities is tailor-made to accommodate the changing trends in the teaching of English. The learners too may benefit from these findings since they are the direct beneficiary of the curriculum. This is because the results of this study will help improve implementation by the teachers hence directly affected how they will experience the curriculum hence their performance will improve. Research scholars may also benefit from the study as it will build on the body of knowledge that already exists.

1.7 Limitations of the study

Some of the respondents were not entirely open since they feared giving responses that would put their jobs at risk .The researcher countered this limitation by assuring

the respondents their confidentiality and that their names and job stations would not be disclosed.

The sample size too was too limited to make broad generalizations. However, the findings of this research may contribute a great deal in ensuring the standard of the integrated English Curriculum is improved.

1.8 Delimitations of the Study

The study was carried out in one sub county, Nandi East Sub County which had unique characteristics and therefore the findings may not be generalized to other parts of the country. The topic only looked at the teacher factors influencing implementation and not any other factors.

The researcher used the teachers of English who are the key implementers of the curriculum, the HODs of language department, the principals who play the role of availing the required curriculum materials and the students who experience the curriculum.

1.9 Assumptions of the study

The study was based on the following assumptions:

i. That all teachers of English undergo the same training during pre-service training on integrated English curriculum

ii. That proper implementation of IEC would improve the spoken, written and consequently the Performance of English in KCSE.

1.10 Definitions of significant terms

The following terms were used:

Attitude refers to as a way of thinking that affects how one behaves towards something

Curriculum refers to the courses/ program and content to be followed in English Literature

Curriculum innovation refers to the shift from teaching English and Literature as separate entities to teaching them as one subject

Implementation this refers to putting into action the planned program

In-service training this refers to training offered to people who are already in the profession so as to update the skills and ensure they keep abreast with the changing trends

Integrated English Curriculum this refers to a curriculum where English and Literature have been merged to become one subject. They are taught as one and are examined as one subject.

Pre-service training this is the initial training one undergoes in order to qualify as a member of the profession

Teaching methods refer to the principles and strategies used for instruction to be implemented by teachers to achieve desired learning.

1.11 Organization of the study

The study comprises of five chapters. Chapter one is the introduction covering the background to the study , statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and the organization of the study . Chapter two is the literature review related to the study objectives focusing on the independent and dependent variables, the theoretical framework and the conceptual framework of the study. Chapter three encompasses the research methodology that is, the research design, target population, sampling size and sampling procedures, the research instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four is data analysis interpretation and discussions. Chapter five consist a summary of the study conclusions and recommendations. It also suggests areas for further research

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Literature related to the Integrated English curriculum is reviewed in this chapter. It is reviewed under the following sub-titles: the concept of the integration of English in Kenyan secondary schools, influence of teacher training on the implementation of the integrated English curriculum, influence of the choice of the teaching methods on the implementation of the integrated English curriculum, extent to which the teachers experience influence the implementation of the integrated English curriculum and the influence of the teachers attitude on the implementation of the integrated English curriculum. Summary of the literature review, the theoretical framework and the conceptual framework.

2.2 The concept of integrated English curriculum

Integration in English entails learning of language and literature as one subject. The four skills: listening, speaking, writing and reading are taught and examined as one single entity. KIE (2004) defines integration as merging of two autonomous but related entities in order to strengthen and enrich both. Listening and speaking skills sharpen the learner's ability to perceive information, process it and respond well to the information. Through the writing and reading skills the learners are able to respond to information.

Shiundu and Omulando (1992), integration emphasizes the horizontal relationships between various curricula areas in an attempt to interrelate content or learning experiences in order to enable the students to perceive a unity of knowledge. Teaching of these skills together therefore ensures that learning is more meaningful and relevant. It is equally clear that English language and literature are two entities that complement each other. Language is used to teach literature and literature provides

rich possibilities of language use. These two therefore should not be segmented in learning.

Indagasi (1991) supports integration and notes that English and literature are of mutual benefit to each other in the classroom situation because they reinforce each other. Sivasubramaniam (2006) asserts that the use of literature enables learners to acquire language. It gives them interesting contexts to come up with input, deliberate upon meaning and develop motivation. Radhika (1991) on the other hand argues that some of the language activities and work with models on literariness of text can aid such development with increased response to and confidence in working with a language using a variety of integrated activities with language based hypotheses and in classes where investigative, student learning is the norm. This clearly points that language and literature are of mutual benefit to each other and should therefore be taught and examined as one and that teachers should avoid any sort of segregation.

Venville et al (2001) argue that integration enhances pupil engagement with the school. They emphasize that several studies show that providing an authentic curriculum well connected to the pupils' needs and interests and to the world outside of school can result in reducing alienation and raising participation and engagement.

2.3 Teacher training and the implementation of IEC

For effective implementation of the curriculum there is need for competence among the implementers of the curriculum. Farrant (1988) points out that teachers with little or no training tend to use authoritarian and inefficient pedagogy and make students to take schools as repressive places with little to enjoy. It is therefore necessary that a high quality caliber of teachers be produced both through pre-service and in-service

programs of training teachers. Bishop (1986) as cited in Basweti (2014) asserts that a teacher is able to educate others if he/she is well educated

Umeda (2014) in his study, the teaching of English in Secondary schools in Japan: From curriculum to classroom discovered that teachers of English in Japan often have little relevant pre-service or in-service training and therefore tend to imitate the approach which they are most familiar with that is, teacher centered methods. He particularly emphasizes that pre-service courses for teachers of English appear to be characterized by some glaring omissions. This he says has contributed to a large number of learners not being able to communicate in English after secondary school.

Menya (1994) cities that for instructional programs to be effective and well taught out there is need that the curriculum material for training teachers both at pre-service and in-service is well developed Sifuna (1991) argues that for effective implementation of educational programs a good teacher training program is the main element that will ensure success. He adds that there cannot be quality education if the attitudes and competencies of the teachers are not examined and that failure of the education system is caused by poor teacher training. Magoma (1999) in his study recommends that teacher education institutions should ensure to teach English and Literature as an integrated course to teacher trainees and so be done by highly qualified personnel. He recommends frequent and continuous in-servicing of teachers of IEC. Okwara, shiundu and Indoshi (2009) in their study propose constant in-servicing of teachers to create awareness of the learners needs. This is because their study concluded that the integrated approach had not been understood uniformly and fully by the teachers of IEC.

Basweti (2014) who examined factors influencing the implementation of integrated English curriculum in Public secondary schools in Transmara West District, Kenya observed that training in teaching English and literature as integrated has partially been achieved and this was an indicator that lack of appropriate teacher training posed as negative factor leading to the poor implementation of IEC in public schools. This therefore poses a challenge to the teachers and when they get to school they end up teaching these skills as separate entities. There is also a need to keep updating the teacher's skills and competencies to keep abreast with the changing trends. This will ensure that the teachers acquire additional skills which will make them be able to cope with the changing environment in their profession.

Linet (2014) who examined the teacher related factors influencing implementation of IEC in Ekerenyo Division observed that in-service training is beneficial to the teacher as it improves the teachers' 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. This is in agreement with Njoka (1994) who notes that initial teacher training is not adequate for continued professional development he emphasizes that teachers should be given opportunities to acquire additional skills that will enable them to adopt to the changing environments in their profession.

KIE (2002) also supports this that the IEC and that it calls for teachers of English to be supported through in-service training to equip them with new skills and knowledge necessary for implementation. In-servicing of teachers also ensures that the teachers maintain competence especially with the onset of new innovations. It is therefore imperative that the pre-service teacher education curriculum be tailor made to cater

for integration. Teachers should constantly be in –serviced to improve their competencies.

2.4 Choice of teaching Methods and the implementation of IEC

The Integrated English curriculum advocates for a learner centered approach. It is important to note that use of teacher centered methods can lead to the failure of even the most well thought out curriculum. Hikat (2009) in his study on The Effects of English Teaching methods of the English Department of Kabul Education University on secondary school English Teachers observed that in Teacher centered classrooms students learn very little. This is because learners sit passively as the teacher performs, accomplishes and conveys all teaching and learning activities. As a result of this type of English language teaching many high school graduates have difficulty even introducing themselves in English. He suggests that involving of students in class activities helps the student to find the opportunity to practice and improve their language skills.

Linet (2014) in her study of the teacher related factors influencing implementation of IEC in Ekerenyo Division found out that most teachers employ group discussions and lecture methods in teaching of IEC. This concurs to Moseti (2007) who found out that learner centered methods of teaching are rarely used in Kenya. Use of teacher centered methods sabotages the achievements and goals of even meticulously designed curriculum (Ndirangu, 2004).This therefore means that for effective and efficient implementation of any curriculum, there is need to ensure use of learner centered methods.

To ensure proper implementation and efficiency in implementation of the integrated English curriculum, a teacher should ensure to use a variety of teaching methods. It is

equally important that the teaching methods used be participatory to ensure the learners take part in the learning process. Teaching methods such as: group discussions, role plays and brainstorming are applied. A skilled teacher of IEC is supposed to apply a variety of learner centered teaching methods like role plays, group discussions, simulation debates , hot seating ,flow charts techniques and brain storming(MOE 2006).Teachers however choose to use teaching methods they are comfortable with and not diversify the teaching methods. Teacher centered methods are more commonly used than learner centered methods.

Ng'onga (2002) in his research an assessment of English Language Teacher Education in light of classroom needs. A case study of Maseno University reveals that Kenyan students continue to perform poorly due to poor teaching methods. There is therefore a great need to use effective teaching methods. This study intends to fill the gap in the teaching methods used by teachers of English in Nandi East Sub County.

2.5 Teachers experiences and implementation of IEC

As a teacher continues to teach over a long period of time, he/she acquires more skills through experience. Harris and Sass (2011) cite that all the studies of teacher productivity include some measure of teacher experience which serves as a proxy on-the-job training experience. There is a great difference between the approach taken by a beginning teacher and that of an experienced teacher. The more experience a teacher has acquired over a period of time the more competent and efficient he is in his work. Adeyemi (2008) who examined teachers' teaching experience and students' learning outcomes in secondary schools in Ondo state Nigeria asserts that schools with more teachers with 5 years and above teaching experience achieve better results than schools having more teachers with less than 5 years teaching experience.

Magoma (2011) in his study on Curriculum implementation in Kenya: A case of the introduction and implementation of secondary school integrated English in Nairobi County observes that teachers teaching experience is very important as far as the implementation of any curriculum implementation is concerned. Experience enables the teacher to gain confidence and efficiency. The approach taken by a beginning teacher differs from that taken by an experienced teacher. The more experience a teacher has acquired over a period of time the more competent and efficient he is in his work.

Mutoro (2001) agrees that teachers experience determines competence and efficiency and continuous teachers training makes the teacher receptive and flexible in implementation of the curriculum. This is also supported be Olivia (1988) who asserts that all factors being constant it is generally agreed that a teacher gains skills through experience and the more the experience a teacher has , the more successful he is in his work. The experience of a teacher is therefore of great importance in the implementation of the curriculum. This study therefore seeks to establish whether the experience of a teacher affects the implementation of IEC.

2.6 Teachers attitudes and the implementation of IEC.

Attitude refers to ones tendency to respond positively or negatively to something, a situation or a person. This negative or positive reaction will affect how one will take to the object, situation or person. Meenakshi (2008) argues that learning is affected by the attitude and motivation of the teacher. The attitude of the teacher greatly affects implementation of a given curriculum. With the introduction of a new innovation, most teachers feel they do not have the necessary skills to carry out the innovation.

Collum (2012) in her study on the impact of teachers' attitude and perceptions of direct instruction on Student achievement in Reading in Virginia State cites that when teachers are unfamiliar with the research behind a method or program in use attitudes tend to be more negative. She observed that professional burnout can occur over time causing emotional exhaustion. This can lead to negative feelings. She therefore proposes that to improve on attitudes of the teachers there is need to train them when implementing a program. This will greatly affect their attitude towards the innovation.

Mosa (2014) in her study found out that the teachers roles in the planning of the English Language development project was minimal and that the teachers and the students were not ready for the implementation of the new reforms .The findings revealed that teachers felt they were inadequately trained this therefore greatly affected the attitudes of the teachers.

Magoma (1999) in his study on Teacher related factors which influence the implementation of integrated English Course in Secondary Schools: A case study of Ibacho Division, Kisii Central District asserts that teachers' beliefs and attitudes strongly influence implementation of curriculum. Their attitudes will determine whether they accept or reject the innovations.

It is therefore important that the teachers be involved in the designing of the innovation so as to see and accept the need for change in order to ensure that proper implementation is done. Hawes (1979) asserts that the task of curriculum implementation involves such processes as changing the attitudes of policy makers, administrators, teacher trainers, supervisors, teachers, parents and ultimately the learners. She further asserts that teachers must be consulted and be used as resource persons and not merely dictated upon in order to internalize the program and also

regard it as their own. It is therefore imperative that the teachers of English are made to see the importance of integration of English and literature so as to accept it.

In servicing the teachers also ensures that the attitude of the teachers is changed. Ensuring that they are part of the decision making process also goes a long way in ensuring they feel they are part of the innovation therefore embracing the change. This study therefore seeks to establish whether teachers' attitude affects the implementation of IEC.

2.7 Summary of Literature Review

According to Oluoch (1982) the success of a curriculum depends on the preparedness of the implementers. This therefore is to show that pre-service and in-service training is important in ensuring the success of a curriculum. According to Linet (2014) in her study on the teacher related factors that influence the implementation of the integrated English curriculum, the more experienced a teacher is the better skilled he is and gains a wider perspective of the subject which is key to effective content delivery. This is therefore to show that a teachers experience goes a long way in ensuring effective implementation of the curriculum.

Magoma (2004) who examined curriculum innovation in Kenya: A case of the introduction and implementation of secondary school integrated English in Nairobi county observed that teachers beliefs and attitudes strongly influence implementation of curriculum innovation teachers should therefore be involved and consulted in the development of an innovation so that they can own the innovation .This will ensure that the teachers have a positive attitude towards the innovation hence ensure effectiveness in implementation.

Basweti (2014) asserts that teacher training in the integrated approach is very important since the implementers of the curriculum determine to a great deal the success of the curriculum. A curriculum is only as good as the quality of its teachers. Teachers should also ensure to employ learner centered methods to ensure that the learners benefit more during the lessons.

From the above reviewed literature it is evident that there is a gap in the implementation of the IEC thereby triggering the researcher to carry out the research.

2.8 Theoretical Framework

The study adopted the Rand change agent theory (1973- 1978). This theory cites that there is need to first inform the teachers on the need for the change. The study equally cites that the abilities of the teachers determine to a great deal the effectiveness and success of the innovation. There is also need for follow up activities and in-service activities. Belief and commitment is equally important and a clear understanding of the process goes a long way in ensuring the success of the innovation.

Any curriculum innovation requires change agents key among them being the teacher (Orstein & Hunkins, 2004). The teachers therefore play a key role and should therefore be given key consideration in the development of any innovation. The study adopted this theory because the issues raised about the teachers such as their pre-service and in-service training, their attitudes, their experience and their choice of teaching styles are crucial in the implementation of an innovation such as integrated English on which the study is based on

2.9 Conceptual Framework

The Conceptual framework given illustrates four important variables that influence the Implementation of Integrated English in Public Secondary schools. They are: Teachers in-service and pre-service training, teachers experience, teachers' attitude and teachers' choice of teaching styles. All these features play a very important role during the implementation of IEC. The availability of these input variables enhances effective implementation of the four skills: Reading, Writing, listening and speaking.

Teachers training: Adequate pre-service and regular in-service

Teaching methods: Learner centered

-Group discussions, Role play, Debates, Hot seating

Implementation of IEC: Writing skills, Reading skills, Listening and speaking skills

Teachers' experience: Longer years in service

Teachers' attitude: ownership and positive attitude towards IEC

KCSE Performance improves: Learners read, understand and appreciate literary content.

-Proper pronunciation, correct punctuation and use of correct spellings

Figure 2.1: A conceptual framework showing factors influencing successful implementation of the integrated English Curriculum in public secondary schools

These factors that is: Teacher training, choice of teaching methods, experience of the teachers of English and the attitudes of the teachers are interrelated and must therefore work together since they have a significant influence on the implementation of the integrated English curriculum. The variables are independent and they are affecting the dependent variable which is the process of implementation of the integrated English curriculum.

When all these factors are in place that is, adequate pre-service and in-service training for the teachers of English, Use of learner centered participatory methods of teaching

such as role plays, group discussions, simulation and debates, more experienced teachers who are well conversant with the content of the curriculum and are confident, and positive attitudes by the teachers towards the Integrated English curriculum. The availability of these input variables will lead to effective implementation of the IE curriculum through listening and speaking skills, reading skills, grammar and writing skills. Consequently, the standard of the written and spoken English will improve and the performance of KCSE in English will improve.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research Design

This study employed a descriptive survey design. Mugenda and Mugenda (2003) define a survey method as an attempt to collect data from members of a population in order to determine the current status of the population with respect to one or more variables. This design allowed for cross referencing of data collected from various respondents. It was also advantageous in that it allowed the researcher to gather comprehensive, systematic and in-depth information about each case of interest.

3.3 Target population

The target population was 48 teachers of English, 24 heads of department and 24 head teachers and all the 3000 students of the 24 public secondary schools in Nandi East Sub-county

3.4 Sample size and sampling procedures

Sampling refers to taking a portion of a population or universe representative of that population or universe (Kerlinger 2000). Sampling makes it possible to draw valid inferences or generalizations on the basis of general observation of variables with a relatively small proportion of the population (Best & khan 2008).

Twelve head teachers, 12 heads of departments, 24 teachers of English from the selected schools participated in the study. This is because this was a representative

sample as it was above 30% of the population. 300 students shall participate in the study. This was 10% of the population which the researcher chose to use due to the large number of students. To ensure gender balance, the researcher created strata's containing male teachers and other containing female teachers. She also created strata's containing female students and another containing male student. Simple random sampling technique was then used to obtain this sample size from the population. This ensured gender balance.

3.5 Research instruments

The researcher used interview guides and questionnaires as the research instruments. Questionnaire ensured confidentiality, saved on time and discouraged researcher bias. The researcher used the questionnaires to collect data from the teachers and the students while the interview guides were used on the head teachers and heads of departments. The questionnaires contained both open ended and close ended items.

The teachers' questionnaires collected information on the teachers' perception and attitude towards the integrated English curriculum. The questionnaire was divided into five sections; A, B , C ,D and E. Section A contained information on the teachers bio data that is, age, gender, professional qualification and length of service as a teacher. Section B collected information on pre-service and in-service training of teachers', section C collected information on the choice of teaching methods. Section D collected information on the experience of the teacher and section E contained information on the teachers' attitudes. This section took a Likert format and the teachers had four options: strongly agree, agree, disagree and strongly disagree.

The students' questionnaire sought to find out the attitude of the learners towards IEC. This questionnaire was in two sections A and B. Section A captured the students'

background information while section B had information on the students' attitude towards IEC. The interview guide for the heads teachers' contained questions which sought to find out the role played by the principals in the implementation of IEC. The interview guide for the heads of departments contained items that sought information on teacher training, teachers' attitude, teachers experience, teaching methods and the challenges encountered by teachers of IEC in implementation.

3.6 Validity of instruments

Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences which are based on research results. The researcher ensured content validity by using content validity techniques. The researcher together with some colleagues sat down to discuss the questionnaire. The researcher also ensured that the items in the instruments were in line with the research objectives. The research instruments were reviewed by the supervisors who are experts in the field. The researcher also used one school for the pilot study to ascertain the validity of the instruments.

3.7 Reliability of instruments

Reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials (Mugenda and Mugenda 2003).Reliability was determined using the test-retest technique. The researcher administered the instrument twice to the same group of respondents within a period of two weeks. The scores from the tests were correlated to get a reliability coefficient using the Pearson's product moment correlation formulae with the aid of SPSS version 17.0 computer program. According to Orodho (2004), if a coefficient of 0.8 or more is obtained the instruments will be highly reliable.

3.8 Data collection procedure

The researcher got a clearance letter from the department thereafter she proceeded to seek a permit to carry out the research from NACOSTI. The researcher then reported to the county Director of Education Nandi County to get authority to proceed on with the research. The researcher paid a pre visit to the schools to seek the consent of the principals to carry out the research in their schools and to also make prior arrangement with the HODs on when would be appropriate to administer the questionnaires and interviews schedules.

The researcher assured the respondents of their confidentiality by letting them know that their names and the schools they teach would not be documented anywhere and that their responses would only be used to collect data for the study. The researcher also gave out instructions to the respondents on how to answer the questions. The questionnaires and interview schedules were collected promptly for data analysis.

3.9 Data analysis techniques

Both qualitative and quantitative were analyzed. Descriptive statistics was used to analyze the data. The data was coded then entered into the computer. Quantitative data was analyzed where percentages and frequencies were calculated using SPSS version 17.0. The researcher presented the data in frequency tables, bar graphs and pie charts.

Qualitative data on the other hand was analyzed by creating themes of categories and discussing the matters that arose under each category and was reported narratively guided by the researcher's objectives.

3.10 Ethical considerations

The researcher endeavored to ensure the anonymity of the respondents from data collection to data analysis by ensuring that the personal details of the respondents did not appear anywhere in the instruments. The respondents' details were also excluded in analysis and especially during coding. The researcher also ensured to cite all her sources and not to plagiarize any other persons work.

The information gathered was used for the purposes of research and the information would be made available to the respondents if they so wished.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the study findings which have been analyzed based on the study objectives. The purpose of the study was to investigate the teacher factors affecting the implementation of the integrated English curriculum in Nandi East sub-county study. The data collected was interpreted guided by the following objectives; establish the influence of teacher training on implementation of integrated English curriculum, establish ways in which the choice of teaching methods influence implementation of integrated English curriculum, Examine the extent teaching experience influences implementation and to determine the extent to which the teachers attitude influences the implementation of the integrated English curriculum. Data was collected and presented using figures and frequency tables and percentages.

4.2 Questionnaire Return Rate

The sample population for the this study was 12 Head teacher's, 12 Heads of Departments and 24English teachers and 300 students from 12 public secondary schools in Nandi East sub county. The researcher distributed 300 hundred questionnaires to the students. Twenty four questionnaires were distributed to the teachers of English since they are the direct agents for the implementation of IEC. To ensure the questionnaires were effectively administered, the researcher personally distributed them to make sure that they were administered to the right and intended respondents. The researcher also administered the questionnaires in person and waited for the respondents to fill them and collected them there and there as opposed to leaving them with the respondents and collecting them at a later date

All the 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 60 % fulfillment for the study as postulated by Mugenda and Mugenda (2003).

4.3 Demographic Details of Respondents

The study established the distribution of the respondents by gender, age and their educational qualifications. This was done so as to establish whether their individual characteristics of age, gender and qualification influence the implementation of the integrated English curriculum in public secondary schools

Table 4.1 Demographic Details of Respondents

Details	Frequency	Percent
Gender		
Students		
Male	174	58
Female	126	42
Teachers		
Male	14	58.3
Female	10	41.7
Teachers Age		
21-25 years	2	8.3
26-30 years	12	50.0
31-35 years	7	29.2
36-40 years	3	12.5
Highest Qualification		
Diploma	4	16.7
BED	20	83.3

Findings in table 4.1 revealed that most of the English teachers were males 58.3% an indication that there were gender disparities in the distribution of teachers of English. The majority of teachers were aged between 26-30years (50%) while only 12.5% of the teachers were aged between 36-40years meaning that there were very few teachers with a many years of experience in the sub County. The teachers' age as considered in the study was seen to determine their experience hence their competence. A majority (83.3%) of the teachers had Bachelor of Education as their highest qualification. Their

educational qualification was considered in the study so as to determine the respondents training level.

From the findings it was clear that most of the teachers had the minimum requirement to teach English .It was however noted that none of the teachers from the sampled population had endeavored to further their education since none of them had a master's degree or a PhD. Bishop (1986) as cited in Basweti (2014) asserts that a teacher is able to educate others if he/she is well educated. According to Oluoch (1982) the success of a curriculum depends on the preparedness of the implementers. This therefore means that there is need to ensure that the teachers are well prepared.

4.4 Teacher training and implementation of IEC

The study also sought to find out the influence of teacher training on the implementation of IEC. According to Gaston (2006) to be able to work as professionals there is need for good training of teachers of English in which the student receives constant training, directed towards the objectives fixed by society. 83.3% of the respondents had attained Bed while 16.7% had attained diplomas.

The teachers were asked which subjects in the school curriculum they specialized in, and the results were as shown in table 4.2 below

Table 4.2: Subjects specialized in by teachers during pre-service

Subjects	Frequency	Percent
English, Literature	15	62.5
English, Kiswahili	1	4.2
English ,	8	33.3
Total	24	100.0

From the findings in table 4.2 it is clearly revealed that most of the teachers specialized in the teaching of English and literature. This goes to say that most of the teachers were trained to teach both English and literature

The study also sought to find out what subjects these teachers were currently teaching in relation to the subjects they had specialized in during training as presented in figure 4.1
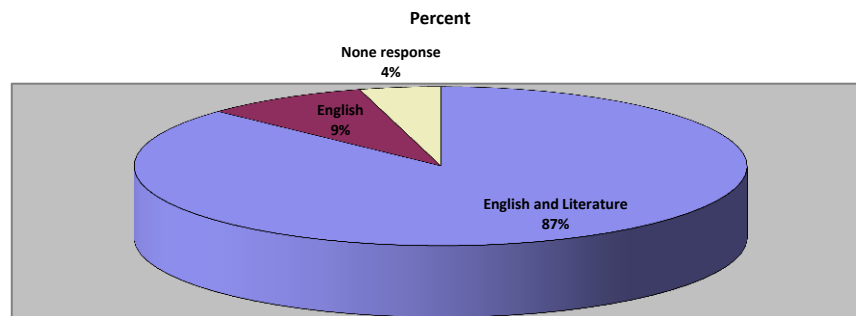
Figure 4.1 Subject Currently being taught by teachers of IEC

The findings revealed in figure 4.1 clearly revealed that most of the teachers teach English and literature this includes a good number of those who were not trained to teach both English and Literature. This negatively influences the implementation of IEC since they do not have adequate knowledge to handle both entities that is English and Literature. Bishop (1986) as cited in Basweti (2014) asserts that a teacher is able to educate others if he/she is well educated. This goes to say that implementation of IEC is negatively influenced by teachers who are not well qualified to implement IEC.

4.4.1Teacher training on the teaching of English as an Integrated Course

The researcher sought to know if the respondents were trained to teach English literature as an integrated course. The researcher wanted to find out whether English and Literature units were taught independently or whether they are taught integratedly during pre-service. Opinion was equally divided as 12(50.0%) said yes and another 12(50.0%) said no. Magoma (1999) in his study recommends that teacher education institutions should ensure to teach English and Literature as an integrated course to teacher trainees and so be done by highly qualified personnel.. The study agrees with Magoma (1999) and recommends that teacher educators must tailor make the

curriculum to ensure that teaches to be are taught how to integrate English and literature.

Percent
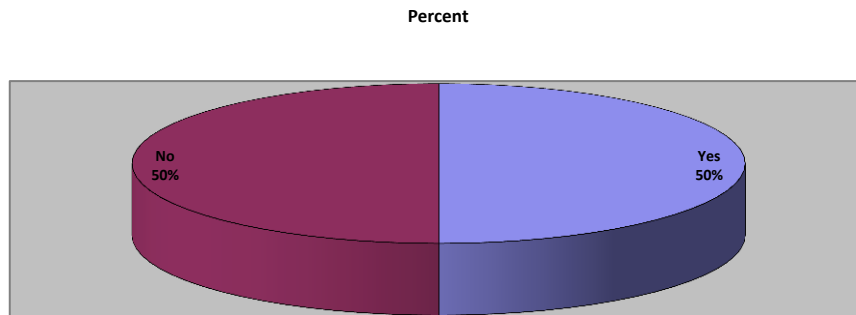
Figure 4.2 Teachers responses to whether they were trained to teach English Literature as an Integrated Course

This reveals that an equal number of teachers were trained as those who were not trained. This findings agree with those of Basweti (2014) who examined factors influencing the implementation of integrated English curriculum in Public secondary schools in Transmara West District, Kenya observed that training in teaching English and literature as integrated has partially been achieved and this was an indicator that lack of appropriate teacher training posed as negative factor leading to the poor implementation of IEC in public schools. It also

The respondents were asked how being untrained in teaching literature influences the way they teach, and their responses were as in table 4.3

Table 4.3 Teachers responses on Influence of being untrained on implementation
of IEC

Responses	Frequency	Percent
None response	15	62.5
Difficult to teach English as an integrated course	2	8.3
It is a challenge	4	16.7
Personal initiative	1	4.2
Poses a difficulty	2	8.3
Total	**24**	**100.0**

The teachers who have not been trained tend to find it a challenge to teach English as an integrated and therefore impacts negatively on implementation. This agrees with Okwara, shiundu and Indoshi (2009) in their study propose constant in-servicing of teachers to create awareness of the learners needs. This is because their study had concluded that the integrated approach had not been understood uniformly.

4.4.2 Teachers rating of their Pre-service Training

The researcher sought to find out the respondents opinion on the pre-service training they had received. 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 the intended educational changes mainly to ineffective teacher training. Menya (1994) too asserts that instructional programs can only be effective, imaginative and sound if curriculum material for teacher education at both pre-service and in-service are mounted and developed. This therefore shows that there is need for high quality training for teachers.
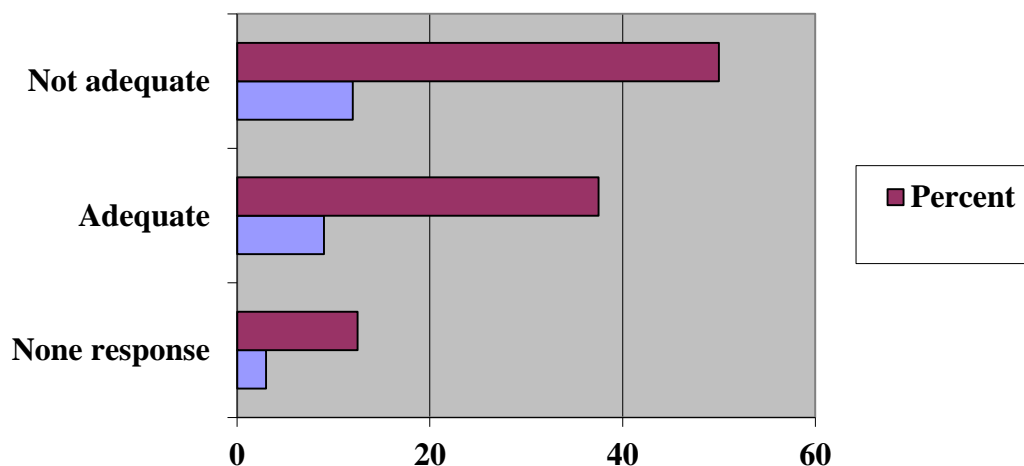
Figure 4.3 Teachers rating of their Pre-service Training

A majority of the teachers 12(50.0%) said it was not adequate and 9(37.5%) said it was adequate. This shows that pre-service training is not adequate. The study also sought to find out why the teachers felt that the pre-service training was not adequate. The results are as in table 4.4

Table 4.4 Teachers rating of their pre-service training

Responses	Frequency	Percent
None response	8	33.3
Did not prepare teachers to English as an integrated course	2	8.3
Improve mode of teaching	4	16.7
Integration done at that level	2	8.3
Irrelevant	1	4.2
Less teaching methodology	1	4.2
Not much program	1	4.2
Tertiary institutions do not organize trainings	1	4.2
Well equip	4	16.7
Total	**24**	**100.0**

On being asked to explain why it was not adequate, a majority 4(16.7%) said it needs to improve mode of teaching on integration, 4(16.7%) said it needs to be well equipped, 2(8.3%) said it does not prepare teachers to English as an integrated course another 2(8.3%) said that integration done at that level.

A majority of the HODs and the head teachers were also in agreement that the pre-service training was not adequate since some of their teachers were still finding it difficult to teach English and literature as an integrated course. Some noted that some of their teachers were not aware of what integration was all about. This therefore means that there was need to improve the pre-service training.

4.4.3 Teachers recommendations to Improve Pre-service Training

The study asked the teachers of IEC their recommendations to improve pre-service training on IEC. The results were:

Table 4.5 Teachers recommendations on how to Improve Pre-service Training

Recommendations	Frequency	Percent
None response	6	25.0
Continuous in-service training	2	8.3
Create more training time	1	4.2
Education colleges liaise with KICD, TSC, MOE to create curriculum	1	4.2
Elaborate program which involves the teachers	1	4.2
English and literature should not be separated	2	8.3
English and literature to be taught early	1	4.2
More prominence on teaching methodology	3	12.5
Regular in-service training	1	4.2
Teachers informed all over	1	4.2
Tertiary institutions should give importance to training	1	4.2
Training on integration	4	16.7
Total	**24**	**100.0**

A majority (16.7%) said more training on the concept of integration 3(12.5%) said more prominence should be placed on teaching methodology, 2(8.3%) said English

and literature should not be separated during pre-service training , another 3(12.5%)

said that there was need to create more training time, education colleges liaise with

KICD, TSC, MOE to create curriculum, elaborate program which involves the

teachers, English and literature to be taught early, regular in-service training, teachers

informed all over and that tertiary institutions should give importance to training.

4.4.4 Teachers attendance of in-service on Implementation of IEC

KIE (2002) calls for teachers of English to be supported through in-service training to

equip them with new skills and knowledge necessary for implementation. This is in

agreement with Njoka (1994) who notes that initial teacher training is not adequate

for continued professional development he emphasizes that teachers should be given

opportunities to acquire additional skills that will enable them to adapt to the

changing environments in their profession. The study therefore sought to know if the

respondents had attended in-service on implementation of IEC. Their responses were

as in figure 4.4
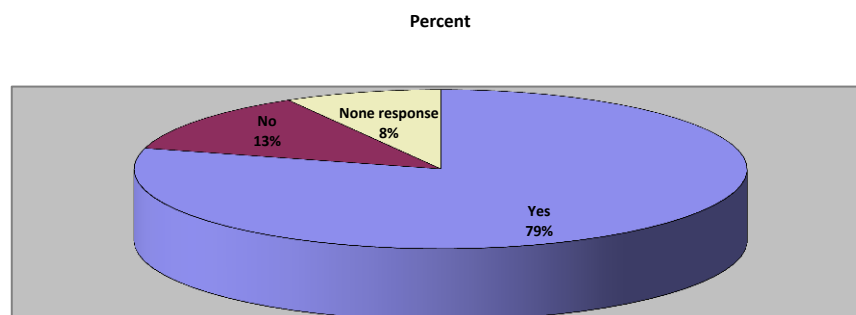
**Figure 4.4 Teachers responses on whether they had attended in-service on
Implementation of IEC**

From the findings presented in figure 4.4 A majority of the teachers 19(79.2%) said

that they had attended in-service training while a mere 3(12.5%) said they had not

attended. It is therefore evident that most of the teachers have attended in-service on implementation of IEC.

The researcher also sought to find out how many times the respondents had attended in-service training

Table 4.6 Frequency of in-service training attended by teachers of IEC

Number	Frequency	Percent
One	3	12.5
Two	6	25.0
Three	3	12.5
More than five	6	25.0
None response	6	25.0
Total	**24**	**100.0**

From the findings in table 4.6 it is evident that most teachers have attended a number of in-service. The HODs also agreed that the teachers had been able to go for in-service trainings often. They indicated that whenever they got invitations for in-service trainings they made sure to organize for their teachers to attend. A majority of HODs also confirmed that the head teachers of their schools were very supportive in allowing the teachers to attend the trainings. The head teachers too made sure to allow their teachers to attend in-service trainings often.

The study also sought to find out who organized for the in-service training,

Table 4.7 Teachers responses on who organizes for in-service Training

Organizer	Frequency	Percent
Ministry of Education	18	75.0
School administration	1	4.2
Book publishers	2	8.3
None response	3	12.5
Total	24	100.0

A majority (75.0%) said Ministry of Education, (8.3%) said by book publishers and 1(4.2%) said by school administration.

Most of the in-service trainings were organized by the Ministry of Education.

4.4.5 Topics Covered during in-service training

The respondents were asked which topics were covered during the in-service trainings they had attended. The responses were as follows:

Table 4.8 Topics Covered during in-service training

Topics	Frequency	Percent
None response	5	20.8
Examination tips	3	12.5
Implementation of IEC and evaluation	2	8.3
Integrated English/Literature	2	8.3
Listening and speaking skills, set books	1	4.2
Methods of teaching oral skills	10	41.7
Teaching grammar and poetry	1	4.2
Total	**24**	**100.0**

A majority 10(41.7%) said methods of teaching oral skills, 3(12.5%) said examination tips, 2(8.3%) said implementation of IEC and evaluation, another 2(8.3%) said integrated English literature while 1(4.2%) said listening and speaking skills, set books and 1(4.2%) teaching grammar and poetry.

This shows that methods of teaching oral skills is the most commonly covered topic in in-service training.

4.4.6 Suggested areas for in-service training

The study asked the respondents which topics areas they would like to cover during in-service training. The results were:

Table 4.9Areas recommended by teachers to be covered during in-service

Topics	Frequency	Percent
None response	4	16.7
Evaluation	2	8.3
How to handle set books	2	8.3
How to manage schools	1	4.2
IEC	1	4.2
Literary appreciation	1	4.2
Literature	2	8.3
Literature skills	1	4.2
More on integrated English/Literature	2	8.3
Poetry, oral literature	4	16.7
Second language acquisition and its challenges	1	4.2
Special Need Education	2	8.3
Teaching methods in literature	1	4.2
Total	**24**	**100.0**

A majority 4(16.7%) said Poetry, oral literature, 2(8.3%) said evaluation with another

2(8.3%) saying how to handle set books, Literature, more on integrated and special

need education

This shows that most teachers would like the topic oral literature skills taught more

since they felt they were not well equipped to teach oral literature

4.4.7 Importance of in-service to the teachers of IEC

The study also sought to find out from the teachers why they thought in-service

training was important for implementation of IEC
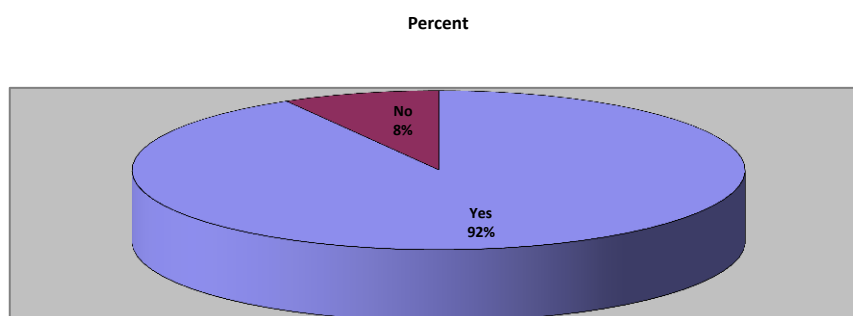
Figure 4.5 Importance of in-service training to teachers of IEC

A majority of the teachers 22(91.7%) agreed that in-service is important for the implementation of IEC and a mere 2(8.3%) stated that it was not important.

This shows that teachers know that in-service training is important. This agrees with Njoka (1994) who notes that initial teacher training is not adequate. For continued professional development he emphasizes that teachers should be given opportunities to acquire additional skills that will enable them to adapt to the changing environments in their profession.

The study also sought to find out why the teachers felt that in-service training was important

Table 4.10 Teachers responses on importance of In-service is Important

Responses	Frequency	Percent
None response	7	29.2
Enables IEC deliver effectively	2	8.3
Facilitators incorporate IEC	1	4.2
Gain knowledge	1	4.2
Guides teachers to meet objectives	1	4.2
Important as a refresher course for teachers	1	4.2
Improves mode of teaching	1	4.2
Keep in touch with changing trends in teaching English literature	7	29.2
Teachers experience challenges with integration	1	4.2
Teachers meet needs of learners of different abilities	2	8.3
Total	**24**	**100.0**

Most of the teachers (29.2%) stated that it keeps teachers in touch with changing trends in teaching English literature, 2(8.3%) stated teachers meet needs of learners of different abilities, while another 2(8.3%) stated it enables IEC to deliver effectively.

This indicates that the main reason why teachers want in-service training is to keep in touch with the changing trends in teaching English literature. This findings concur

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with those of Linet (2014) who examined the teacher related factors influencing implementation of IEC in Ekerenyo Division observed that in-service training is beneficial to the teacher as it improves the teachers' 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.

4.5. Teaching Method used and the implementation of IEC

The study sought to find out the teaching methods employed by teachers of IEC as they teach IEC. To ensure proper implementation and efficiency in implementation of the integrated English curriculum, a teacher should ensure to use a variety of teaching methods. It is equally important that the teaching methods used be participatory to ensure the learners take part in the learning process. Teaching methods such as: group discussions, role plays and brainstorming are applied. A skilled teacher of IEC is supposed to apply a variety of learner centered teaching methods like role plays, group discussions, simulation debates , hot seating ,flow charts techniques and brain storming(MOE 2006).The teachers responses were as in table 4.11

Table 4.11 Teaching Method Employed and the implementation of IEC

Teaching Method	Frequency	Percent
Demonstrations	1	4.2
Group discussion	6	25.0
Group discussion, lecture method	4	16.7
Group discussion, lecture method, debates	2	8.3
Group discussion, Role play,	5	21.9
Group discussion, role play, lecture method	4	16.7
Group discussion, Role play, Question-Answer method	1	4.2
Group discussion, Role play, Reading aloud	1	4.2
Total	**24**	**100.0**

From the findings in table 4.11 it is evident that the main method of teaching was group discussion, role play and lecture method. The findings of this study concur with those of Linet (2014) in her study of the teacher related factors influencing implementation of IEC in Ekerenyo Division who found out that most teachers employ group discussions and lecture methods in teaching of IEC. However the teachers did not diversify their teaching methods but only chose to use those they felt comfortable with. The HODs also affirmed that the teachers tended to use lecture method and group discussions. A majority of the head teachers too were in agreement and also added that most teachers choose to use these methods because they were comfortable with them and did not diversify.

4.5.1Reasons for teachers opting for certain Teaching Methods

The respondents were asked to explain why they opted for the teaching methods, their

responses were:

Table 4.12 Teachers responses for employing the teaching methods

Responses	Frequency	Percent
None response	6	25.0
Caters for learners of different abilities	1	4.2
Learner centered	5	20.8
Learner takes part in learning process	5	20.8
Learners understand better	1	4.2
Methods are effective	3	12.5
Most appropriate, learner-centered	1	4.2
Time effective and learners centered	2	8.4
Total	**24**	**100.0**

A majority of the teachers (20.8%) said it is because it is learner centered, another

5(20.8%) said it is because the learner takes part in learning process, 3(12.5%) said it

because the methods are effective while 2(8.4%) said because it is time effective and

learners centered.

It is therefore clear that the teachers opted for the methods because they felt they were

learner centered. A good number did not respond why they opted for their methods of

teaching drawing likelihood that they only used them because they were comfortable

with them.

4.5.2 Limitation to the use of the teaching methods

The study asked the respondents what limitations they encountered as they employed

the various teaching methods, the teachers responses were as follows:

Table 4.13 Teachers responses on what limits the use of the teaching method

Response	Frequency	Percent
None response	1	4.2
Class size	2	8.3
Lack of learners participation	1	4.2
Lack of teaching-learning resources	6	25.0
Learner interest and ability	2	8.3
Learners ability	2	8.3
Lots of workload	1	4.2
Some content not effective	1	4.2
Time allocated for teaching	8	33.3
Total	24	100.0

A big number 8(33.3%) stated that the time allocated for teaching was little, 6(25.0%)

stated lack of teaching-learning resources, 2(8.3%) stated learner interest and ability

with another 2(8.3%) stated learners ability and another 2(8.3%) stated the class size

This shows that the time allocated for teaching is the major limiting factor in teaching

methods employed by the teachers.

4.6.1 Teaching methods considered effective by teachers of IEC

The respondents were asked which methods they find effective in teaching IEC, their

responses were ;

Table 4.14 Teachers responses to which teaching methods are effective

Teaching methods	Frequency	Percent
	2	8.3
Group discussions	8	33.3
Group discussions, discovery method	1	4.2
Group discussions, lecture method	3	12.5
Group discussions, role playing	9	37.5
Question-Answer method, Group discussion	1	4.2
Total	24	100.0

Most teachers 9(37.5%) stated group discussion and role playing, 8(33.3%) stated

group discussion and 3(12.5%) stated group discussions, lecture method. This shows

that most teachers are in agreement that group discussions and role playing are the

most effective methods. This is in agreement with (MOE) 2006, which proposes that a

skilled teacher of IEC is supposed to apply a variety of learner centered teaching

methods like role plays, group discussions, simulation debates , hot seating ,flow

charts techniques and brain storming

4.5.4 Challenges encountered when using the teaching methods

The respondents were asked what challenges they encountered in the use of teaching

methods. Their responses were varied 3(12.5%) said lack of student concentration,

another 3(12.5%) said learners of different abilities in class, 2(8.3%) said dominance

by extroverts, 2(8.3%) said it is hard to manage, 2(8.3%) said there is lack of reading

culture, First language influence while another 2(8.3%) said there is language barrier

with another 2(8.3%) stating that there is large number of learners, 2(8.3%) stated that

learners depend on teachers and bright students with 2(8.3%) stating that learners

perception and 2(8.3%) stating time, facilities. The major challenges therefore were lack of student concentration and individual learner differences.

The study also sought to find out from the students which teaching methods they prefer that their teacher should use in teaching English. Their responses were:

Table 4.15 Students responses to the teaching methods they prefer

Teaching method	Frequency	Percent
Group discussions	81	27.0
Lecture methods	91	30.3
Role plays	44	14.7
Question-Answer method	5	1.7
None response	79	26.3
Total	300	100.0

A majority of students 91(30.3%) said lecture method, 81(27.0%) said group discussion and 44(14.7%) said role play. The students preferred lecture method and group discussion, although it can be noted that quite a large number 79(26.3%) did not respond to this question. This could be due to the fact that maybe they were confused as to which method they are being taught with.

The study asked the respondents to give the reason as to why they preferred these teaching methods and their responses were as in table 4.16

Table 4.16 Students responses for their preference for teaching Methods

Responses	Frequency	Percent
None response	73	24.3
Easier to understand	121	40.3
Group discussion assists in focusing	26	8.7
Ready to learn	14	4.7
Role play is exciting	12	4.0
Teachers are in contact with students	54	18.0
Total	300	100.0

A majority 121(40.3%) said it made it easier for them to understand, 54(18.0%) said the teachers are always in contact with them, 26(8.7%) said group discussion on the other hand helps them to focus and 12(4.0%) said role play is exciting

The students liked the lecture method as it makes it easier for them to grasp and understand English.

The HODs too were asked which teaching methods they felt should be used when teaching IEC and most felt that participatory learner centered methods should be used to ensure that the learners practiced the use of the language. This agrees with Hikat (2009) who suggests that involving of students in class activities helps the student to find the opportunity to practice and improve their language skills. He too advocates for participatory teaching methods.

4.6 Teaching Experience and the implementation of IEC

The study sought to find out the influence of experience on the implementation of IEC. Mutoro (2001) agrees that teachers experience determines competence and efficiency and continuous teachers training makes the teacher receptive and flexible in implementation of the curriculum.

The respondents were asked to state the number of years they had taught English and their responses were;

Table 4.17 Teachers responses on their years of teaching Experience

Years	Frequency	Percent
0-3 years	8	33.3
4-9 years	10	41.7
10-15 years	4	16.7
Above 15 years	2	8.3
Total	24	100.0

A majority 10(41.7%) stated between 4-9 years, 8(33.3%) stated between 0-3 years, 4(16.7%) stated 10-15 years and 2(8.3%) stated above 15 years. It is clear that very

few teachers had taught for more than 15year. This is an indication that there were very few experienced teachers.

The study asked the respondents to state if their experience has influenced how they feel when they are teaching.

Percent
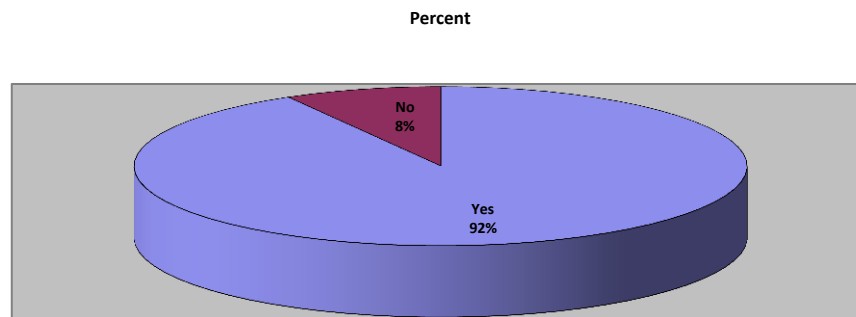
Figure 4.6 Teachers responses on whether experience influenced their attitude towards teaching

A majority of the teachers (91%) were in agreement that experienced had influenced their attitude towards IEC. They felt that over time they had learnt to enjoy teaching the subject and had gained the confidence to do so. This is in agreement with Olivia (1988) who asserts that all factors being constant it is agreed that a teacher gains skills through experience and the more the experience a teacher has, the more successful he is in his work. The HODs and the head teachers were also in agreement that experience greatly influenced a teacher's attitude towards IEC. They felt that the more teachers with more teaching experience they had the better the results they got. They cited that the more experienced teachers were confident, had learnt over time how to handle learner difference and had learnt how to identify and correct the common mistakes made by students and hence better results. This concurs with Adeyemi(2008) who asserts that schools with more teachers with 5 years and above teaching experience achieve better results than schools having teachers with less than 5years teaching experience.

4.6.1 Influence of teachers experience on their ability to be well conversant with the content of IEC

The respondents were asked if their experience has made them more conversant with the content of IEC

Percent
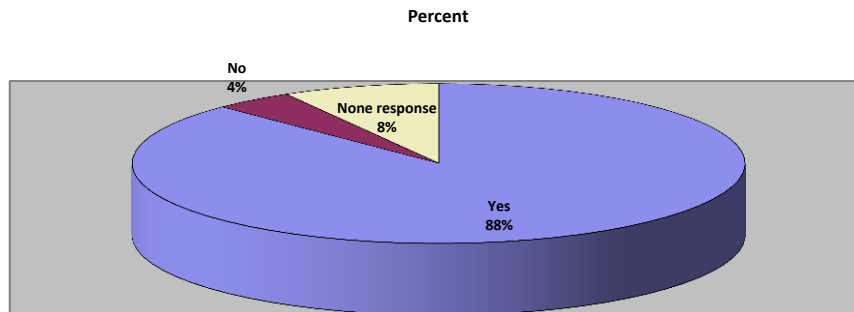
Figure 4.7 Teachers responses on whether experience Made One More conversant with the content of IEC

A majority 21(87.5%) agreed that experience had made them conversant with the content of IEC while a very small number and 1(4.2%) said no.

This finding indicates that experience makes the teachers to be in-tune with the content of IEC. This is in agreement with the finding of Magoma (2011) who says that there is a great difference between the approach taken by a beginning teacher and that of an experienced teacher. The more experience a teacher has acquired over a period of time the more competent and efficient he is in his work.

4.6.2 Influence of teachers experience on the teachers confidence

The study asked the respondents if their experience has built their confidence in teaching IEC and their abilities to handle learner differences. The results were as follows:

Table 4.18 Teachers responses as to whether experience has built Confidence and their ability to handle Learner Difference

Response	Frequency	Percent
Experience Built Confidence		
Yes	24	100.0
Handle Learner Difference		
Yes	22	91.7
No	2	8.3
Total	24	100.0

All the teachers were in agreement that experience had built their confidence. At the same time it also asked the respondents if their experience has made them know how to handle individual learner difference as they teach IEC, 22(91.7%) said yes and 2(8.3%) said no. This shows that experience gives the teachers confidence in tackling IEC students and in handling learners with different capabilities. This concurs with Mutoro (2001) who notes that teachers experience determines competence and efficiency and continuous teachers training makes the teacher receptive and flexible in implementation of the curriculum.

The study asked the students to state if they preferred to be taught by y older teachers or young teachers
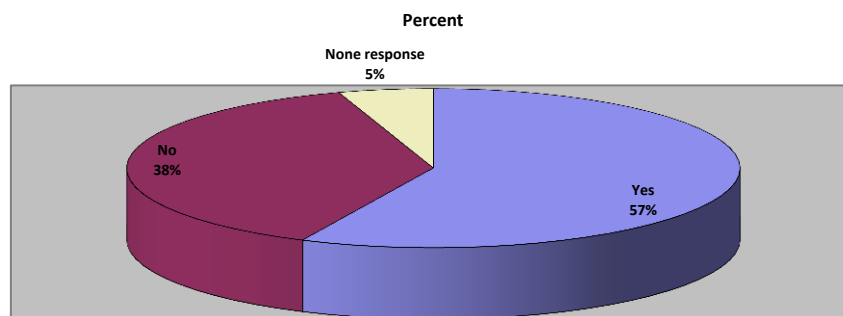
Figure 4.8 Students preference towards Older Teachers or Younger Teachers

A majority of the students 171(57.0%) said they prefer older teachers to 114(38.0%) who said they prefer young teachers. This indicates that majority of the students want older teachers to teach them.

The head teachers and the HODs also showed a great preference to older teachers as compared to younger teachers noting that older teachers were more conversant with the content and were more likely to handle different learners well. The findings of this study generally agree with Olivia (1988) who asserts that all factors being constant it is generally agreed that a teacher gains skills through experience and the more the experience a teacher has , the more successful he is in his work.

4.7 Attitude and the implementation of IEC

The study sought to find out the attitude of the respondents towards IEC. Meenakshi (2008) argues that learning is affected by the attitude and motivation of the teacher.

The respondents were asked to show the extent to which they agree with the following statements, 13(54.2%) agree that they enjoy teaching IEC, 8(33.3%) agree that IEC is too tasking to teach and an equal number 8(33.3%) disagree with that statement, 8(33.3%) disagree that teaching IEC is easy, 12(50.0%) disagree that time allocated for IEC is adequate to cover the IEC syllabus while 9(37.5%) agree that time allocated is not adequate to cover the IEC syllabus, 15(62.5%) disagree that they have enough time to check and mark students work. The study also found that 9(37.5%) strongly agree that IEC should be revised, 9(37.5%) strongly disagree that IEC should not be revised and 12(50.0%) strongly agree that English and literature should be separate

Table 4.19 Teachers Responses to Attitude towards IEC

	SA	A	D	SD	None response
Enjoy teaching IEC	10(41.7%)	13(54.2%)			1(4.2%)
IEC is too tasking to teach	1(4.2%)	8(33.3%)	8(33.3%)	6(25.0%	1(4.2%)
Teaching IEC is easy	7(29.2%)	7(29.2%)	8(33.3%)		2(8.3%)
Time allocated for IEC is adequate to cover the IEC syllabus	4(16.7%)	6(25.0%)	12(50.0%)	1(4.2%)	1(4.2%)
Time allocated is not adequate to cover the IEC syllabus	5(20.8%)	9(37.5%)	7(29.2%)	2(8.3%)	1(4.2%)
I have enough time to check and mark students work	2(8.3%)	4(16.7%)	15(62.5%)	2(8.3%)	1(4.2%)
IEC should be revised	9(37.5%)	8(33.3%)	4(16.7%)	2(8.3%)	1(4.2%)
IEC should not be revised	2(8.3%)	4(16.7%)	6(25.0%)	9(37.5%)	3(12.5%)
English and literature should be separated	12(50.0%)	4(16.7%)	5(20.8%)	2(8.3%)	1(4.2%)

From the findings it is clear that there is still need to work towards improving the attitudes of the teachers of English. Mahamer (2004) asserts that language learning attitude is one of the factors that affect the learning of a language.

The HODs and the head teachers also felt that the attitudes of the teachers of English is still not entirely positive and are in agreement that the teachers should be involved in the process of designing the curriculum this is in agreement with Collum (2012) who found out that teachers who are unfamiliar with the research behind a method or program in use tend

to have a more negative attitude. She observed that professional burnout can occur over time causing emotional exhaustion. This can lead to negative feelings. She therefore proposes that to improve on attitudes of the teachers there is need to train them when implementing a program

The study sought to know if students would still choose English if it was made an optional subject. The results were:

Percent
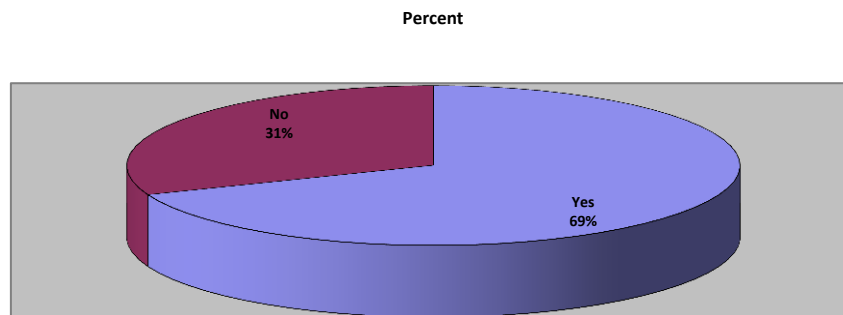
Figure 4.9 Students responses to English being made an optional subject

A majority of the students 207(69.0%) agreed that they would choose it, and 93(31.0%) said no.

This indicates that most of the students are comfortable with English and that they would readily choose it.

The study asked the respondents to explain their reason why they would choose or not choose English had it been optional. The results were:

Table 4.20 Students responses to why they would Choose English

Response	Frequency	Percent
None response	17	5.7
English is easy	48	16.0
English is hard	76	25.3
Helps understand other subjects	36	12.0
Interesting	14	4.7
Spoken worldwide	109	36.3
Total	300	100.0

A good number 109(36.3%) said they would choose English since it is spoken worldwide, 76(25.3%) said English is hard hence they would avoid it, 48(16.0%) said English is easy, 36(12.0%) said English helps to understand other subjects and 14(4.7%) said English is interesting.

Most of the students would choose English since they understand it to be an international language and that it is spoken worldwide. This is in agreement with Crystal (2012) who asserts that being the first choice of foreign language in most countries of the world; English has been given the position of a lingua franca. This makes English a very important language and the students too know that hence their desire to choose the subject.

4.8 Challenges Encountered in the Implementation of IEC

The teachers were asked what challenges they encountered in the implementation of IEC. Their responses were as follows:

Table 4.21 Challenges encountered in the Implementation of IEC

Challenges	Frequency	Percent
None response	4	16.7
First language influence, Scope is wide	2	8.3
Lack of adequate resources	2	8.3
Lack of time to cover syllabus	5	20.8
Lack of time to implement IEC syllabus	1	4.2
Language interference	2	8.3
Learners failure to separate issues	3	12.5
No distinction between English language and literature	1	4.2
Tasking to check both literature and English books	2	8.3
Use of different textbooks	2	8.3
Total	24	100.0

The challenges are many although as obtained from the findings of this study lack of time to cover syllabus was the major one. The head teachers also affirmed that the implementation of IEC was not without a challenge. Some of the challenges the head teachers cited that had been reported to their offices included: Lack of adequate time to cover the IEC syllabus, Lack of adequate teaching learning materials and first language influence. The HODs and the head teachers cited that they had done all they could to mitigate these challenges. This include through giving a priority to purchasing of teaching learning materials, ensuring enough human resource, introducing language policies in their schools to help improve first language interference, funding and sending their teachers for in-service training.

4.9 Strategies suggested to Improve Implementation and Performance in IEC

The study asked the respondents what strategies they would recommend to improve implementation and performance in IEC .The results were as follows:

Table 4.22 Strategies Recommended to Improve Implementation and Performance in IEC

Responses	Frequency	Percent
None response	3	12.5
Adequate time & resources, Teacher motivation	1	4.2
Distinction between English and literature	1	4.2
Integrate with ICT	2	8.3
More in-service training, Colleges link with KICD to make curriculum	3	12.5
More time allocated to cover syllabus	3	12.5
More training to teachers	1	4.2
Only one textbook should be recommended	2	8.3
Reduce content	2	8.3
Revise IEC curriculum	1	4.2
Separate the two to give enough time	3	12.5
Set books as early as form 2, Reduce number of set books to 2, more training for teachers	2	8.3
Total	24	100.0

3(12.5%) stated more in-service training, Colleges link with KICD to make curriculum of teacher training colleges so as to ensure English and literature are taught to trainee teachers as integrated entities. This is in agreement with the recommendations of Magoma (1999) in his study who recommends that the integrated English should be taught integratively in colleges and universities to the teachers to be by qualified staffs who understand the concept of integration. 3(12.5%) stated more time allocated to cover syllabus with another 3(12.5%) who stated that separate the two to give enough time

This shows that the teachers would want these three to be put in place more in-service training, Colleges link with KICD to make curriculum, more time allocated to cover syllabus and separate the two to give enough time.

It is evident that there is need to pay attention to these teacher factors in order to ensure the successful implementation of IEC. Learning is affected by the attitude and motivation of the teacher (Meenakshi, 2008).This is to mean that the stakeholders should come together and provide all that is required to ensure proper implementation of IEC and in so doing promote the attitude of the teachers

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of study, conclusions and makes recommendations for remedial measures to be taken, and closes by proposing other areas for further research.

5.2 Summary of the study

The purpose of this study was to establish the teacher factors influencing the implementation of the Integrated English curriculum in public secondary schools in Nandi East Sub County

The key variables were teacher training, teaching methods, teaching experience and teachers' attitude towards the integrated English curriculum. Literature review was based on Pre service training and in-service training of teachers of English, the teaching methods used by teachers of English to implement IEC, the teaching experience and the attitude of the teachers towards IEC. All these aspects were discussed in relation to their influence on the integrated English Curriculum in public secondary schools.

The study employed a descriptive survey design. The research instruments used were questionnaires and interview guides. Questionnaires were administered to the teachers of English and the students while the interview guides were administered to the head teachers and the heads of department. The instruments contained both open ended and close ended items. Data was analyzed using SPSS and the data was presented using frequency tables, bar graphs and pie charts.

The target population was twenty four public secondary schools, 48 teachers of English, 24 heads of department and 3000 students. The sample size was twelve

public schools, 24 teachers, 12 head teachers and 12 heads of department. Stratified sampling was used to ensure gender balance and later Simple random sampling technique was used to get the sample size.

The study indicated that a majority of the teachers had attained a Bed and were therefore qualified to teach IEC. The teachers however were in agreement that there was still need to improve the pre-service training of teachers of IEC. (91.7%) of the teachers were in support of In-service training citing that it keeps teachers in touch with the changing trends in the teaching of IEC. Teachers of English indicated that teacher training strongly influenced the implementation of IEC. It however came out clear that not many teachers had furthered their education since none of the teachers in the sample size had Masters or PhDs

The study showed that a majority of teachers (58.3%) opted for learner centered methods since they ensured learner participation. Group discussion came out as the most favored method of teaching preferred by many (58%) of the teachers. The head teachers and the HODs were in agreement that learner centered methods such as group discussions role plays and simulations should be used more often. Lecture method however came out as one of the most commonly used methods with the teachers citing that they have to use this method since it saves on time as the IE curriculum is too wide.

On teaching experience, all the teachers agreed that experience had made them more confident as they taught while a good number (91.7%) agreed that experience had made them more conversant with the content of IEC. A majority of the teachers were therefore in agreement that experience strongly influenced the implementation of IEC. The head teachers and the HODs also preferred more experienced teachers citing that

they were more conversant with the content of IEC, were more confident and had learnt how to identify and handle common mistakes made by learners over time.

The study also indicated that they were conflicting /divided opinions when it came to the attitude of the teachers of IEC.50% had a positive attitude while 50% had a negative attitude towards the IEC and were of the opinion that English and Literature be separated. A majority that is (62%) stated that they did not have enough time to check and mark students work The HODs and the head teachers also concurred that the teachers had a negative attitude towards IEC and that there was need to work towards improving their attitudes.

The study also showed that students too preferred being taught by more experienced teachers this was supported by a majority of students(57.0%). They also stated that their teachers were available for consultation. A majority of students (69.0%) agreed that they would choose English were it an optional subject. A majority also (67.0%) supported English and Literature being taught as one .A clear indication that they supported IEC.

5.3 Conclusions

Based on research objectives and findings of this study, the following conclusions were made: teachers of Integrated English are aware of the teacher- centered and learner-centered teaching- learning strategies. They are also aware that the Ministry of Education recommends learner- centered teaching- learning strategies in teaching Integrated English. This conclusion was drawn by the researcher because when asked to state the strategy they use in class, all the teachers of English identified the discussion and which is learner-centered strategy as the most frequently used. Lecture method also came out as one of the most commonly used method with the teachers

citing that it saved on time and did not require a lot of resources. The study also concluded that Integrated English syllabus does not allocate enough time for the learners and the teachers to bond well so as to teach the students adequately. They felt that the time allocated was not enough in relation to the workload. On their attitude on IEC, majority of the teachers enjoy teaching IEC however it is too tasking to teach and they tend to feel that teaching IEC is not an easy task. They also want IEC syllabus to be revised.

The study also concludes that lack of teaching-learning resources makes teachers to adopt strategies that suit them as per the moment. This conclusion was drawn from the responses given by the teachers of English in their questionnaires who stated that lack of teaching- learning resources was a major challenge as it affected even the teaching methods they had to employ and their attitudes in teaching IEC among other factors.

5.4 Recommendations of the Study

The following recommendations will be useful to policy makers in improving Integrated English:

i) Based on the study findings that pre-service training was not adequate, Pre-service training of teachers should be tailor made to ensure that English and Literature are taught as an integrated course by the teacher education colleges. This should be done by merging English and literature courses at the teacher education institutions so as to prepare the trainees on integration.

ii) The teachers should be in serviced regularly, be motivated and be part of the processes of curriculum development to make their attitudes improve. This is because based on the study findings, their attitudes are negative since they feel they are left out in the process and do not own the process.

The Ministry of Education, book publishers, KICD should organize in-service trainings

iii) Teachers should strive to ensure the use of learner centered approaches in spite of the obstacles like heavy workload, lack of adequate time to cover the English syllabus and limited resources. This is to ensure that learners participate in the learning process hence improved performance. The government should therefore ensure that teachers are provided with a conducive working environment and liaise with curriculum developers to re-structure the English syllabus for it is too wide to motivate them to adopt the recommended strategies.

iv) All public secondary schools should invest in a reading culture and a culture where students communicate fluently in English. The ability to communicate and reading culture is a sure way of improving the performance in examinations. It enables the students to clearly understand and comprehend written material and content.

v) Schools should set aside enough time and resources to effectively and efficiently in-service teachers of English in areas of grammar in literature and literature in grammar. Inter-school conferences should be encouraged to demystify the curriculum. This will enable teachers of English keep abreast with the latest trends of learning in areas students consider difficult.

5.5 Suggestions for Further Research

In view of the delimitations of this study, the researcher therefore suggests the following areas for further research.

(i).   Further research should be conducted involving a larger sample of schools to validate the findings of this study and shed more light on teacher related factors affecting the implementation of the English curriculum across the country.

(ii).   A study to determine the influence of other teachers' use of English language on the performance of English should be conducted.

(iii).   A study should be conducted to determine the influence of Day schools on the performance of English literature

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi,

Department of Education Administration and Planning,

P.O.BOX 92 0902,

KIKUYU.

Date…………………………

The Principals

………………………………Secondary School

Dear sir/Madam,

RE: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL.

I am a student pursuing a Masters degree in Educational Administration at University of Nairobi. I am carrying out a research on the **"Teacher factors influencing implementation of Integrated English Curriculum in public secondary schools in Nandi East Sub County Kenya."** I will be grateful if you allow me to involve you, some of your teachers and some of your students in this study. The information obtained will be used for the purposes of Research and the identities of the respondents will be kept confidential. Your cooperation will be highly appreciated.

Thank You.

Yours faithfully,

Cherobon Vicky

APPENDIX 2: TEACHERS' QUESTIONNAIRE

The purpose of this questionnaire is to collect information for research. The information given shall be treated with outmost confidentiality.

Kindly answer the questionnaire honestly. Where options are provide tick(√) appropriately in the given space

Section A: Biographic data

1. Indicate your gender

Male   ( )   Female   ( )

2. What is your age bracket?

21-25   ( )   41-45   ( )

26-30   ( )   46-50   ( )

 31-35   ( )   51-55   ( )

   36-40   ( )   56-60   ( )

3. What is your highest professional qualification?

Diploma   ( )   Bed   ( )   Med   ( )

PhD   ( )

     Any other
(specify)…………………………………………………………………………………
…………………………………………………………………………………………
……………………….……………………………………………….....

Section B: Teachers training

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

 I)……………………………

ii)………………………

iii)…………………

b) which subjects are you currently
teaching………………………………………………………………….

 5. Were you trained to teach English Literature as an integrated course?

Yes   ( )   No   ( )

(b) If not, how does it influence how you teach the subject?……………...

5.   How would you rate the pre-service training?   Adequate
 ( )   Not adequate   ( )

Explain…………………………………………………………………………..

b) What would you recommend be done to improve pre-service training on
IEC…………………………………………………………………………………
………………………………………………………………………………………

6.   Have you ever attended any in-service on the implementation of IEC?

Yes   ( )   No   ( )

(b) If yes how many?

One   ( )   Two   ( )   Three   ( )   Four ( )
        Five   ( )   more than five ( )

7.   Who organized for the in-service training?

Ministry of Education   (   )   School administration ( ) Any other

b) Which topics were
covered?..
....

c) What other areas would you like to undergo in-service training
………………………………………………………………………………………
………………………………………………………………………………………

8.   Do you think in-service training is important for the implementation of IEC

Yes   ( )   No( )

b) Briefly
explain…………………………………………………………………………………
………………………………………………………………………………………

Section C: Teaching Methods

9.   Which teaching methods do you employ as you teach IEC?

Group discussions   (   )

Role plays   (   )

Lecture method   (   )

Any other……………………………………………………………………..

b) Explain why you opt for these teaching methods

………………………………………………………………………………

10. What limits the choice of your teaching
    methods…………………………………………………………………………
    …………………………………………………………………………………...

11. Which methods do you find more effective i)……………………..ii)
    ……………………iii)…………………………………………………

Explain……………………………………………………………………………
…………………………………………………………………………………………

12. What challenges do you encounter in the use of the teaching
    methods?...……………………………………………………….
    …………………………………………………………………………………

Section D: Teachers experience

13. a) How long have you taught English

0-3 years   ( )   4-9 Years   ( )   10-15 years   ( )

Above 15 years ( )

b) Has experience influenced how you teach?

Yes   ( )   NO( )

c) Has experience made you more conversant with the content of
IEC?...
....

d) Has experience built your confidence in teaching IEC?

Yes ( )   No ( )

c) Has experience made you know how to handle individual learner difference as you
teach IEC?

Yes (   )   No ( )

Explain……………………………………………………………………………
…………………………………………………………………………………

Section E: Teachers Attitudes

15.Indicate how far you agree or disagree with the given statements by ticking (√) where appropriate against the given odds.

Strongly agree   (SA)

Agree   (A)

Disagree   (D)

STATEMENT	SA	A	D	SD
a)I enjoy teaching IEC				
b)Teaching IEC is boring				
c) IEC is too tasking to teach				
d) Teaching IEC is easy				
e) Time allocated for IEC is adequate to cover the syllabus				
f) Time allocated is not adequate to cover the IEC syllabus				
g) I have enough time to check and mark students work				
h) IEC should be revised				
i)IEC should not be revised				
j) English and Literature should be separated				

16.What challenges do you encounter in the implementation of IEC?... ....

b) What strategies would you recommend be put in place to improve implementation and consequently perfomance in IEC?

…………………………………………………………………………………………… …………………………………………………………………………………………… ……………………………………..

APPENDIX 3: INTERVIEW GUIDE FOR HODs

1. Are you a teacher of IEC?

2. How many teachers of IEC do you have in your department?

3. Do you think that the integration of English and Literature is important?

4. Do teachers of English in your department teach English using the integrated approach?

5. a) Do you think teacher training influences the implementation of IEC?

  b) In your opinion is the pre-service training adequate?

  c) How often do teachers in you department attend in-service training?

6. Does the principal in your school encourage teachers to attend seminars, workshops and conferences on IEC?

7. What teaching methods do teachers of IEC in your department employ?

 b) What teaching methods would you recommend?

8. How does a teachers experience influence the implementation of IEC?

9. How does a teacher's attitude influence the implementation of IEC?

10. What challenges do teachers of IEC in you department encounter?

  b) What remedial actions should be taken to mitigate these challenges?

APPENDIX 4: INTERVIEW GUIDE FOR HEADTEACHERS

1. How long have you been a head teacher?

2. Are you conversant with the IEC?

3. How many teachers of IEC do you have in your school?

4. Are all teachers of IEC in your school qualified to teach IEC?

5. How do you ensure that the IEC is effectively implemented?

6. Have teachers in your school attended in-service training on the implementation of IEC?

   a) Do you encourage teachers of IEC in your school to attend seminars and workshops on IEC?

b) How often do they attend the in-service training?

c) Who funds these trainings?

d) Have the in-service trainings influenced how the teachers implement the IEC?

7. What follow up activities do you put in place to ensure that teachers of IEC implement what they have learnt off the job?

8. Are the teachers of IEC in your school motivated to teach the subject?

9. What is the attitude of your students towards the IEC?

10. Is the IEC syllabus covered adequately and on time in your school?

11. How can you rate the IEC support materials?

12. Are there any challenges encountered by teachers of IEC that have been reported to your office?

13. What actions has your office taken to mitigate these challenges?

APPENDIX 5: STUDENTS' QUESTIONNNAIRE

This questionnaire will be used for purposes of research. You are therefore kindly requested to answer truthfully. Tick (√) where appropriately. The information you shall give shall be treated with a lot of confidentiality.

Section A: Biographic information

1. Indicate your gender

Male   ( )

 Female   ( )

2. Which is the most commonly used language used to communicate in the school

English   ( )   Kiswahili   ( )

Sheng ( )   Mother tongue ( )

3. Do you prefer older teachers or the teachers who are still young?

   Yes ( ) No ( )

4. Are your teachers available for individual consultation during you free time?

Yes ( )   No ( )

5. Have you allocated time for individual revision of English in your time table?

Yes ( )   No ( )

Section B: Attitude of the students

6. If English was an optional subject would you choose it?

   Yes ( )   No ( )
Why?...
....

7. Which teaching methods do you prefer best that your teacher should use when teaching you English?

Group discussions ( ) Lecture methods   ( ) Role plays   ( ) Any other……………………………………………………………………………

Explain……………………………………………………………………………………
………...

8. Would you prefer English and literature be taught as one subject or should they be separated and you be given an option to pick one of them? Yes ( ) No(

Explain…………………………..

....

....

APPENDIX 6: AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@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. **NACOSTI/P/16/32582/14257**

Date:
4th November, 2016

Vicky Cherobon
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **"*Teachers factors influencing implementation of integrated english curriculum in public secondary schools in Nandi East Sub County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for the period ending **3rd November, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nandi 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.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nandi County.

The County Director of Education
Nandi County.

APPENDIX 7: RESEARCH PERMIT

on the topic: **TEACHERS FACTORS INFLUENCING IMPLEMENTATION OF INTEGRATED ENGLISH CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN NANDI EAST SUB COUNTY, KENYA**

for the period ending:
3rd November,2017

....
Applicant's Signature

Director General
National Commission for Science, Technology & Innovation

CONDITIONS

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 Officer 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

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 11629

CONDITIONS: see back page