IMPLEMENTATION OF GOVERNMENT POLICIES ON THE TEACHING OF ENGLISH: A COMPARATIVE ANALYSIS OF SECONDARY SCHOOLS IN NAIROBI CITY COUNTY, KENYA.

BY

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A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR AWARD OF THE DEGREE OF MASTER OF EDUCATION IN THE SCHOOL OF EDUCATION AT KENYATTA UNIVERSITY, KENYA.

JULY, 2019
DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other University or institution for certification. The thesis has been complemented by referenced work duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works—including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my mother, Rose Nyambura, the love of my life Erick Omondi and our two handsome sons Jeremy and Jayson.
ACKNOWLEDGEMENTS

I would like to first and foremost give thanks to God for his love and strength during the writing of this work and always. Secondly, I would like to acknowledge the effort of my supervisors Dr. Isabella Musyoka - Kamere And Dr. Maurice I. Makatiani. I am eternally grateful to them for reading and correcting my work tirelessly. Thirdly, I thank my husband Erick for holding my hand during the whole process and cheering me on even when the going got tough. To my children Jeremy and Jayson for giving me some quiet time when I needed to concentrate on the writing of this thesis. My parents, Mr. Polycarp Kimamo and Ms. Rose Nyambura for their spiritual support, praying for me and encouraging me to soldier on with my research work. Lastly, to my siblings; Jacqueline Wangari and Christopher Gitahi for their faith in me and finally to Bomata Printers for their support during the printing process and compilation of this work.
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<tr>
<td>ALA</td>
<td>Annual Learning Assessment</td>
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<tr>
<td>AU</td>
<td>African Union</td>
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<td>CRIS</td>
<td>Communication Rights in the Information Society</td>
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<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
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<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent Teacher Association</td>
</tr>
<tr>
<td>SMT</td>
<td>Senior Management Team</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences Program</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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ABSTRACT

Language is important for communication to take place. A universal language is vital for global communication. One of the internationally accepted languages of communication is English. Thus, the government of Kenya has come up with policies that ensure that at the end of secondary school, students are able to communicate competitively using the English language. However, there has been a worrying concern from both employers and educationists that employees and graduates, respectively, have poor English language skills. The aim of this study was to establish the existing gaps between stated government policies on the teaching of English in secondary schools in Kenya on one hand and on the other the actual school practices during the implementation of these policies. Also it set to establish the challenges that teachers of English face when implementing the government policies on teaching English in public secondary schools in Nairobi County. This study was based on structural functionalism theory by Durkheim. It adopted descriptive research design which was carried out in public secondary schools in Nairobi County. The study had a target population of 480 from 60 Schools which included: the heads of English department and teachers of English who are charged with the role of implementing government policies on teaching of English. The study employed purposive sampling where the schools’ Heads of English Department (HODs) and teachers of English were sampled into 62 respondents composed of 8 HODs and 56 teachers. Out of the 60 schools the researcher used random sampling and 8 schools were sampled. Questionnaires and observation checklists were used to collect data. To assess the validity of instruments, a pilot study was conducted and the results were analyzed and used to modify and remove ambiguous items on the instruments used in the study. Its reliability was established using the test-retest method. Data was analyzed both qualitatively and quantitatively. The qualitative data was grouped into different categories which helped establish the themes drawn from the objectives of the study. Through the use of the statistical package for social sciences (SPSS) programme, quantitative data was analyzed using descriptive statistics percentages, frequencies, and tables where appropriate. The study established that full implementation of the government policies on teaching of English was lacking in all the secondary schools sampled. English was not being fully taught as an integrated subject, syllabus was not completed within the prescribed period of time and it was also noted that teachers of English experienced a lot of challenges during the implementation of government policies on teaching of English. The study recommended: that teachers of English access regular professional development programs to enhance their teaching and acquire skills to enable them overcome some of the challenges they were facing during teaching; The Kenya National Examination council (KNEC) to come up with oral and listening examinations to help students achieve communication competence in English as these examinations were not available.
CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This section gives details on the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, and significance of the study, limitation and delimitation of the study, assumptions of the study, the theoretical and conceptual frameworks and finally the definition of operational key terms.

1.1 Background of the problem

Human beings, like all living creatures, have a need to communicate. The ability to communicate or the general right of communication makes it possible to exchange opinions, thoughts, and meanings. According to Lopez (2000), it enables people to express themselves and show their own point of view as noted by the Communication Rights in the Information society (CRIS). In order for verbal communication to take place, language is usually the vehicle used to facilitate it. Language is defined as the method of human communication or system of communication in speech and writing that is used by people of a particular region (Oxford, 2002).
There is a need to communicate among nations of the world, more so, now that the world has become a global village. The world is viewed as a community in which distance and isolation have been dramatically reduced by electronic media such as the internet (Othuon & Tella, 2011). There is a need to trade, socialize, travel and generally communicate as it is in local communities. It is in the light of this that English as a language has been identified as one that can facilitate communication at an international level and has been ranked as the third most spoken language globally (Crystal 2012).

The desire to communicate has led to more than 1.8 billion people in the world to communicate using the English Language (Crystal 2012). To facilitate communication among different countries during international meetings like the African Union (AU) or United Nations (UN) the English language is seen as one of the languages favored for official communication in diplomacy (Alidou, 2006). Due to this need, different governments in different countries have come up with language policies on the use of English as a means of communication. In some countries, for purposes of formal communication English is the preferred medium. These countries include USA, UK, Nigeria and India (Crystal, 2012).

Other countries have their official communication using English alongside other languages. These countries include Canada, Ireland, New Zealand, and South Africa. Many countries have many diverse cultures and languages. Thus, due to the need for the unity of people as a nation, some
countries have preferred using English as their national language. These countries include Australia and India. In the education sector for purposes of communication, several countries prefer English as a medium of instruction. These countries include Ghana, Nigeria and Zimbambwe (Kingei, 2002).

In more than 100 countries, due to the need to unify the world via communication, their inhabitants study English as their main foreign language (Crystal, 2012; Ostler, 2006). The need to communicate has seen roughly 1.5 billion people speak English in the world. This figure is growing. This is due to the need for unifying the world. It is in the light of this that English has become one of the most widely taught languages in the world.

In Africa, due to the need for communication with the rest of the world, there are about 700 million non-native speakers of English (Victor, 2019). Indeed, many countries have started emphasizing the need for their citizens learning English. The case in point is Rwanda. Here, the president has been advocating for less use of French in favour of English Language. Samuelson and Friedman (2010) established that the evolution of Rwanda’s language policies since 1996 has played and continues to play a critical role in the social reconstruction following the war and genocide. This has been so because of the use of English as a unifying language. It has been in the light of this that Rwanda’s new English language policy
aims at less use of French and adopting English as the language of instruction. Policymakers have framed this change as a major factor in the success of social and education reforms aimed at promoting reconciliation, peace and increasing Rwanda’s participation in global economic development (Samuelson & Friedman, 2010).

In Kenya, there are 43 ethnic languages (Parkinson Tom, 2006). These ethnic languages have been encouraged by the government for purposes of cultural development. They play a role in enhancing cultural aspects that need to be passed on from one generation to another using them (Daily Nation Sept 12, 2014). However, Kenya as a nation needs to communicate using common languages. English has been seen as one of the preferred languages.

It is because of the need to communicate effectively that, in Kenya, parliamentary proceedings and constitutional bills are drafted and passed using English (Muaka, 2011). The government in Kenya has ensured that in order to promote unity among the people and disseminate public information, it uses English as a means of communication. (Michieka, 2008).

It is the relative ease with which it has been used that, English is taken as Kenya’s official language (KIE, 2002). Kenya was colonized by the British
who spoke English. Later when they left, the people of Kenya have continued to communicate with the world using English.

For all the services, ranging from technology and management to agricultural and environmental concerns, have given an international outlook in such a way that proficiency in English is often the yardstick by which Kenyans are judged (KIE, 2002).

In the Kenya’s system of education, most of the learning process depends upon the mastery of the fundamental skills of English as a Language. This is important not only for educational purpose but also for economic competitiveness (Barasa, 2005). This is because a majority of the subjects taught in schools use English apart from language subjects like Kiswahili, French, German and Arabic. Thus, in Kenya, English is used as a medium of instruction from primary school to tertiary level. Moreover, in order to earn academic, social and professional benefits, one needs to master the English Language (KIE, 2002).

Although the importance of English and its justification for use in schools has clearly been brought out, there are challenges when it comes to teaching it in secondary schools. Despite there being global campaigns for Education for all (EFA) the quality of teaching the English curriculum is still not as it should be. In the 8-4-4 education system, the secondary school stage is a crucial stage as indicated in the report on National Committee on
Educational objectives and policies, (p.62). After the secondary school education, students either join institutions of higher education or join the job market. In institutions of higher education English is mainly the medium of instruction. In the job market English is also used alongside Kiswahili and other vernacular languages. Therefore, it is paramount that at the end of secondary school, the student should have acquired communication competence in the English language (Kenya Institute of Education (KIE), 2002).

However, employers and educationists have raised concerns that the those finishing secondary schools have poor English language skills. It is common to come across professionals, who cannot express themselves using the English language (Buku, 2013). Also, there have been concerns about students who complete secondary school having passed well in their written examination but being unable to express themselves in spoken English (Kihuria, 2015).

These concerns have been expressed in various forums; at the policy level, in the examination councils and at school management boards such as Parent Teacher Association (Nabea, 2009). The government has set up policies on the teaching of English Language in secondary schools. Thus, the policies which the government adopted and introduced into secondary schools for implementation stated that:
a) To improve the quality of education at all levels through competency based curricula by ensuring that an interdisciplinary and holistic learning is embedded in the curricular (MOE 2015). The KICD stated that English should be taught as integrated- the syllabus adopts an integrated approach to the teaching of English. Integration means (KIE 2012, p.3).

b) Education shall focus on core outcomes, independent of subjects being taught and on developing a repertoire of skills and competences required by all learners and teachers. These outcomes include acquiring communication skills that is, the ability to communicate verbally and in writing, to talk, listen and act on directions (MOE 2012). English should be taught for communicative competence. In fact, becoming proficient in the language is a desirable lifelong goal (KIE 2012, P.5)

c) The government shall review the percentages time within the curriculum allocated to the development of the skills and assessment. A guideline shall be developed to operationalize this approach in planning and timetabling (MOE 2012). The KICD stated that, English should be taught using the syllabus recommended by KIE and covered within a period of one year per class. The time allocated for the teaching of this syllabus is 6 lessons a week for form 1and form 2 and 8 lessons a week for form 3and form 4 (KIE 2012, p.5).
Despite the government putting in place policies to guide the teaching of English in 2002, in the 2013 KCSE results, English was among the subjects poorly performed (Oduor, 2014). Moreover recently on national television there was an embarrassing situation where university students from one of the local universities were unable to express themselves in coherent English. For most undergraduates forming and delivering questions to the panelists in organized English proved to be a daunting task (Kihuria, 2015).

In any given classroom setting students attitude will most likely affect the ability of the instructor to motivate the student. Some of the things that may interfere with the teaching and learning process include student’s attitude towards the composition of the teaching staff, including their educational qualifications, work experience, gender, preparation of the teacher of English to teach, and attendance of in-service training. It is on this background that results in differences on how teachers implement the government policies on the teaching of English curriculum in secondary schools in Nairobi City County (Muyaka, 2012).

For the teaching of the English syllabus to be successful, it largely depends on several factors. These include the coverage of the English syllabus, the teaching of English as an integrated Subject, and teaching English for achievement of communicative competence. These will in turn depend on the implementation of the government policies for effective teaching of
the English syllabus. The levels at which the stated government policies are implemented in the actual classroom practice differ from one school to another and from one individual teacher to another. Thus this study sought to carry out a comparative analysis of practice in the different schools and how they implement the government policies on the teaching of English in secondary schools in Nairobi County. The study was carried out to show whether there existed gaps in the relationships between the stated government policies on one hand and the actual practice of implementation, on the other hand.

1.2 Statement of the problem

Despite the government making policies on teaching English in secondary schools, the quality of English is still falling. There has been concern from university lecturers that term papers written by undergraduate students are full of grammatical mistakes. The students can hardly express themselves fluently in English. Moreover, language analysts are looking at the peculiar ways Kenyans use English. They have established a variety of English called 'Black Kenyan English’. It is clear that if English as a subject was to be taught as prescribed by the government, we would not have citizens who have gone through secondary education have peculiar ways of using English. Rather, we would all use the standard British English taught in secondary schools. Thus there was need to examine the implementation of government policies on teaching of English in Secondary schools and establish if there were implemented as stipulated by the government.
This study set out to establish whether there exist gaps between the stated government policies on the teaching of English in secondary schools on the one hand and, on the other hand, the institutional practice during the implementation process. The analysis was two-fold: first, a verification of the stated government policies as set standards that are the ‘ideal’ with the ‘actual’ practice. Second, the study was to carry out a across verification analysis, establishing similarities and differences in relation to policy implementation process in secondary schools under study in Nairobi County, Kenya.

1.3 Purpose of the Study

The purpose of the study is to analyze the government policies on teaching English in secondary schools on one hand and on the other hand, analyze the actual practices during the implementation process. The analysis also establishes whether gaps exist and if they do what gaps exist between the stated government policies designed to guide the teaching of English in secondary schools and the actual practices during the implementation process. It also looked at the challenges teachers faced when teaching English as an integrated subject.
1.3.1. Objectives of the Study

The objectives of this study were to:

a) Assess the extent to which the teaching of English in secondary schools is in line with the government policy, which states that English should be taught as an integrated subject.

b) Investigate how far the teaching of English language expressive skills in secondary schools is in conformity with government policy, which states that English should be taught for communicative competence.

c) Assess how far coverage of content in English syllabus in secondary schools is in line with the stated government policy, which state that the syllabus content should be covered over the period of three terms of the year per class.

d) Establish the kind of challenges which teachers of English in secondary schools experience when implementing government policies on the teaching of English.

1.3.2 Research questions

The study was guided by the following research questions:

a) To what extent is the teaching of English in secondary schools in line with government policy, which states that English should be taught as an integrated subject?

b) How far is the teaching of English language expressive skills in secondary school in conformity with the government policy
which states that English should be taught for communicative competence?

c) How far in practice is the coverage of content in English syllabus for secondary schools in line with the stated government policy, which says that content of English syllabus should be covered within the three terms of the year per class?

d) What kind of challenges do teachers of English in secondary schools experience when implementing government policies on teaching of English?

1.4 Significance of the study

This study is significant in several aspects. First, it may contribute to the pool of knowledge in the area of teaching English in secondary schools. The findings would inform the MOEST about the current state of affairs in teaching English in secondary schools. The findings may also help the educational planners and policy makers get information about the implementation stage of these policies in secondary schools. It may also help them to come up with strategies of supporting this stage.

Moreover, it may give an insight on familiarity of teachers of English with government policies on the teaching of English, as integrated with literature. Also, on the teaching activities used to teach English for communicative
competence and the coverage of the English syllabus in secondary schools in Nairobi County. These findings may help the government and the educationists in particular in suggesting mitigation measures against the challenges in the current policies on teaching English in secondary schools.

1.5 Limitations and delimitations of the study

The limitations and delimitations of the study were discussed as two different entities below.

1.5.1 Limitation of the study

The study was an analysis of implementation of government policies on the teaching of English in secondary schools in Nairobi County. Thus the study concentrated more on establishing if gaps existed in the implementation of these policies and carrying out a comparative analysis of the implementation in different categories of schools. Hence it did not look at the solution to the gaps that exist during the implementation process.

1.5.2 Delimitations of the study

The study was carried out within Nairobi County which has unique factors due to it being cosmopolitan. The data collected was only from one county whereas government policies affect the whole country.

Moreover, the research was not carried out country wide due to time and cost constraints. Finally, the study only focused on the implementation of government policies on the teaching of English whereas the government has
policies on the teaching of other subjects offered in secondary schools in Kenya.

1.6 Assumptions of the study
The study assumed that English was taught as an integrated subject in secondary schools. Second, it assumed that teaching and learning activities during English lessons were geared towards achieving communicative competence. Third, coverage of content in the English secondary syllabus was covered within the prescribed period of time by the government. Fourth, teachers experience different kind of challenges when implementing government policies on teaching English. The fifth assumption was that all informants would cooperate and provide reliable responses in the questionnaires. It was assumed that all public secondary schools were familiar and used the KICD/MOEST developed guidelines in teaching English hence they were familiar with the policies on teaching English in secondary schools in Kenya.

1.7 Theoretical Framework
This study was based on the structural functionalism approach as presented by Durkheim. This approach in sociology sees the society as a complex system whose parts work together to promote solidarity and stability. It asserts that our lives are guided by social structures, which are relatively stable patterns of social behavior. The tenets of structural functionalism can be linked to a human society which is organized into organs referred to as the social institutions; each social institution is structured differently from the
others. Each social institution is mandated to carry out a specialized and also a different function in society. All the social institutions are interrelated, interconnected, and interdependent. Thus, they form a mutual system able to maintain the whole. This whole is the human society. It is because of being interrelated, interconnected, interdependent, that one institution can affect the others and ultimately the whole. Also, the whole can affect one or all the social institutions.

The government has come up with different policies on the teaching of English in secondary schools. These different policies, though different, they are interconnected in such a way that at the end of the syllabus, English is effectively taught and the students gain communicative competence in English.

It was assumed that if all secondary schools were to function as they should, then the implementation of government policies on the teaching of English language would contribute to solution of the problem of poor quality English of secondary school leavers. However, this implementation may be affected by a variety of factors such as differences in economic resources, environmental resources, and different people’s attitudes. As an adaptation of this theory, the researcher examined the syllabus and curriculum in the way they are recommended to be if all was to be as it is supposed to be under ideal conditions. The researchers went out to find out to what extent government policies on the teaching of English language in secondary school were being implemented.
This theoretical framework informs this study in the sense that different government policies on the teaching of English are made so that teachers of English implement them in secondary schools. When implemented in the teaching of English, it is expected that at the end of the syllabus students have communicative competence in using the English language. They would be good in both written and spoken English. Thus at the end, this would contribute to Kenyan citizens being able to communicate competently with the rest of the world.

1.8 Conceptual Framework

A conceptual framework represents the researcher’s synthesis of literature on how to explain a phenomenon. It is the researcher’s understanding of how the particular variables in the study connect with each other, as shown in Figure 1.1. In this study, implementation of government policies on the teaching of English in secondary schools where the government policies are independent variable (normative pattern) is affected by the intervening variables. These are the attitudes of students, teachers and students (pattern of mental states). Also the economic resources available in the secondary schools like English text books and the availability of teachers of English (pattern of physical environmental). Hence affecting the dependent variables which are the activities involved in the teaching of English (institutional practices)
Figure 1.1: Conceptual framework to showing Inter-relationships in four patterns: Normative, institutional, pattern of mental states and pattern of physical Environment

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Dependent Variable</th>
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<tbody>
<tr>
<td><strong>(A) Normative pattern</strong></td>
<td><strong>(B) Institutional patterns</strong></td>
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<tr>
<td>Policies on teaching English as integrated subject</td>
<td>Policy on the use of recommended syllabus, -Policy on the use of resources -Policy on coverage of the syllabus</td>
</tr>
<tr>
<td>Policy on teaching English for communicative competency</td>
<td>Policy implementation process</td>
</tr>
<tr>
<td>-Activities involved in teaching English -as an integrated subject -for communicative competency -for coverage of syllabus -to overcome challenges</td>
<td></td>
</tr>
</tbody>
</table>

**Intervening variables**

<table>
<thead>
<tr>
<th>(C) Pattern of mental state.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude of students,</td>
</tr>
<tr>
<td>Attitudes teachers &amp; schools towards English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(D) Pattern of Physical environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Economic resources (English text books and resources in schools)</td>
</tr>
<tr>
<td>-Human resources (teachers of English in schools)</td>
</tr>
</tbody>
</table>
Figure 1.1. Shows that the quality of teaching English curriculum in secondary schools and the acquisition of English language skills depend to a great extent on how effective the stated government policies are implemented during the actual practice in the field. It is crucial to note that in figure 1.1 people’s aspiration in the social and educational sectors results in formulation and adoption of polices in teaching English curriculum in secondary schools.

But neither, the intervening variables, that is, the associated beliefs, attitudes and conservative ideas of people in the pattern of mental states(C), nor conditions in the pattern of the physical environment (D) in which secondary schools are, change immediately and at the same time. The outcome of the relationships among the four patterns was assumed to either facilitate or inhibit the implementation of government policies on teaching of English in Secondary schools hence affecting the institution patterns of the quality of English.

The study focused on investigation into relationships between stated government policies on the teaching of English in secondary schools and the actual institutional practice during the implementation process of these policies. This was done with a view to establishing whether gaps existed between the stated government policies and institutional practice. And, if
they did, the study went on to investigate which gaps existed between these relationships.

This helped the researcher to make actual visits to secondary schools. The purpose was to make an analysis of the efforts being made by staff and students to match their work with the stated teaching the government policies on teaching of English in secondary schools.

1.9 Definition of operational terms

Challenges: The difficulties or hardship that teachers of English encounter during the Implementation of government policies on teaching English in secondary.

Communication competence: This is the ability to give information or express ideas and feelings effectively using the English language.

Government policies: These are guidelines that are designed by government, through the Ministry of Education on how teaching of English in secondary schools should be carried out.

Implementation: This is the process of teaching English according to the stated rules and regulation by the government.
Integrated approach: Method of teaching where different content areas of a subject are combined and taught as one content area.

Integration: In this study, this was used to mean merging two autonomous but related entities in order to strengthen and enrich both. On yet another scale, Integration means that no language skill should be taught in isolation where listening; speaking, reading and writing should complement each other.

Learning Resource: Equipment or books used in acquiring knowledge.

Teaching: It is transfer of knowledge actively from one person (teacher) to another (student).

Syllabus: It is a list of topics, books etc. that students should study in a particular subject at school or college.

1.10 Conclusion

The chapter focused on defining the problem and putting it in a proper context for the benefit of the researcher and the reader. Significance of the study has been established and the assumptions on which it was based recognized. The questions that guided the researcher in seeking for information that was relevant to this study. In addition to the scope of the study, the researcher noted limitations and delimitations of the study. The next chapter constitutes a review of related literature related to the study.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The review of related literature was guided by the objectives of the study. This chapter first focuses on review of literature relating to the extent to which English is taught as an integrated subject. Second, it examines to which extent English is taught for communicative competence. Third, it investigates coverage of the English syllabus in the school curriculum. It analyses the learning aids and resources used in teaching English as laid down in the research objectives. The chapter looks at the context under which the government policies on teaching English have been designed and the historical background of the study of English in Kenya.

2.1 Context of government policies on the teaching of English in Secondary schools

In Kenya, English was used by the British colonial administration to pass information to the colonized. It used this language as a form of creating uniformity in the kind of the messages and instruction passed to various parts of British colonies (Mbaabu, 1996). Language policy during the final years of colonial rule in Kenya had a major impact on language policy since independence in 1963 (Mbaabu, 1996). From the late 1950s to the early 1960s, there was promotion of English language. The promotion of English as the language of education during the last decade of colonial rule in Kenya
helped in making it acceptable to the people who were fighting for independence from the English speaking colonizers (Mbaabu, 1996).

The government, according to Mbaabu (1996), the Department of Education’s annual report of 1957 called for the teaching of English in lower classes in primary schools. This was to help the learner to master the language early as it was the medium of instruction throughout the education system.

This call was taken by Asian schools under the ownership of the Aga Khan, which started using English as a medium of instruction from standard one in 1985. Here a Centre was set up in Nairobi to train teachers who would use English as a medium of instruction.

The teaching of English has been an important issue in Kenya ever since the colonial rule (Muthwii, 2002). Throughout this period discussion by individuals and commissions ranged over the whole question of the relative merits of indigenous languages and English. Until the 1950s however, when independence was imminent the number of secondary schools was so small that discussions of language policy at the individual level were rather academic. The few secondary schools in existence before independence tactically regarded English as one of the most important subjects.

To a large extent, policy is extremely important in the management of education (Makatiani, 2014). It usually determines and provides direction to the present and future decision making process of any given institution. The
teaching of English language in Kenya secondary schools has undergone several changes since the inception of 8-4-4 system of education, resulting into current secondary school English language syllabus reviewed in 1984/85, 1992, 2002 and 2005. The Integrated English course advocates for learner-centered methods of teaching. According to the Ministry of Education (2005), a skilled teacher in Integrated English is likely to use a variety of learner-centered techniques to facilitate understanding. They are a variety and the teacher should vary them according to the topic or item to be taught (Nyakundi, 2012).

In Kenya, secondary school English curriculum is based on an integrated approach to the teaching of English and Literature. It involves using literature to teach English and using English to teach literature in a symbiotic relationship (Okwara et al, 2009). The curriculum requires that teachers of English also teach literature.

It is, however, noted that, despite the importance attached to English, the required standards have not been achieved. Thus highlighting the need for a review of existing language policies on the teaching of English. Also teacher practice weaknesses in English reading have been blamed for students’ poor performance across the curriculum.

Michieka (2005) noted serious concerns over the usefulness of the English language in promoting Kenya’s rich and varied cultures as an objective of
Kenyan education and over its effectiveness as a language of instruction (Alidou, 2006).

There is need to review the existing language policies and teacher practices based on the fact that language and culture are constantly changing. Teachers must have opportunities to update their knowledge and practices on existing Government policies. For instance, language teachers need to keep abreast of effective instructional practices that are based on the constantly evolving research on second language acquisition and learning. They also need to be equipped with a body of knowledge which allows them to present the learners with a critical view of the linguistic and cultural situation in their context.

2.2 Policies on the teaching of English in secondary schools

English as a medium of instruction in Kenya is an important subject in curriculum and also as a service subject. The aim of the secondary school English curriculum is to increase total competence in listening, speaking, reading and writing in language (KIE, 2004). The first two classes are the most critical of the whole four-year course because learners are either made or broken by the experience as the basic of each subject are taught here. During form three and form four course the skills acquired in the first two years of secondary cycle are refined as the learner develops confidence in handling different types of materials in English.
The English language has four components: composition, comprehension, summary writing and grammar. The literature in English has five components: drama, novel, oral literature, poetry and short story (KNEC, 1999). The nine components are examined at Kenya certificate of secondary education (KCSE) level out of total marks 17 of 200.

According to the integrated approach the following are pursued as the objectives of English language teaching for secondary schools in Kenya. At the end of the secondary school English course, the learner should be able to: Listen keenly for comprehension and respond appropriately. Use listening skills to infer and interpret meaning correctly from spoken discourse; listen and process information from a variety of sources. Speak accurately, fluently, confidently and appropriately in a variety of contexts. Use non-verbal cues effectively in speaking, read fluently and efficiently. Appreciate the importance of reading for a variety of purposes and develop a lifelong interest in reading a wide range of subject. Read and comprehend literacy and non-literacy materials. Read and analyze literacy and non-literary works from Kenya, East Africa, Africa and the rest of the world, and relate to the experience in these works. Make an efficient use of a range of sources of information including libraries, dictionaries, encyclopedias and the internet. Use correct spelling, punctuation and paragraphs. Use a variety of sentence structures and vocabulary. Communicate appropriately in functional and creative writing. Write neatly, legibly and effectively; use correct grammatical and idiomatic
forms of English; think creatively, critically; appreciate the special way literary writers use language; appreciate the universal human values contained in literacy works. KIE, (2002)

The government has set up policies on the teaching of the English Language in secondary schools. This was to ensure that students achieve communicative competence at the end of the course.

2.2.1 Government policy and the teaching of English as an integrated subject in secondary schools

The English syllabus (KIE 2002) adopts an integrated approach to the teaching of language. Integration means merging two autonomous but related entities in order to strengthen and enrich both. Through exposure to literature, the learner improved their language skills. The integration is done by teaching speaking skills while reading a comprehension and at the same time students learning listening skills as one student practices their reading skills and exercising writing skills as they answer a comprehension question all these skills are taught at once in a lesson while getting examples from the class readers and set books.

There has been quite a lot of research done on the teaching of English language as integrated. Magoma (2011) analyzed the whole program of integrated English curriculum since its inception to its current state and practice in secondary schools. The main objectives of the study were to find
out the justification for initiation and introduction of secondary integrated English curriculum; analyze the implementation process of secondary integrated English curriculum; find the challenges facing effective implementation of the integrated curriculum; explore how the implementation of secondary integrated English curriculum can be improved.

A qualitative approach in form of a case study design was used and the study employed questionnaires, interview and observation as an instrument to collect the data from ten teachers of English and 20 head teachers in Nairobi north area. It was realized from the study that integrated English curriculum was introduced to enable teachers to use the integration as a teaching approach across the two disciplines and between and or among their counterparts. It was also found out that 57.4% of teachers of English had no in-service training so they started teaching without proper understanding as regards the implementation of integrated English curriculum thus 55.5% and 80% of teachers and head teachers respectively had difficulties implementing it. Due to this difficulty, they taught English language and Literature as two different subjects not as integrated with each other. This study concluded that no effective implementation of integrated English innovation in Nairobi North district was /is intended by the curriculum developers (Magoma, 2011).

The study recommended in-service training and other activities on implementation of integrated English curriculum should be conducted by
experts to assist teachers and head teachers to acquire and develop necessary skills on how to integrate English language and literature. Also, it recommended that pre-service training colleges and universities should be reformed and an integrated approach adopted. Thus teachers to be familiarized with an integrated approach, the teachers to eventually develop a great interest in the approach and impact positively on the teaching and evaluation once they get in the field.

Finally, adequate teaching and learning resources should be provided to the teachers such that they can teach and evaluate integrated English as expected. There is a gap in this study in that it only concentrated on the policy of teaching English as integrated. The researcher in the current study assess the extent to which teaching of English language in secondary schools is in line with the government policies on teaching English. In addition to teaching English as an integrated subject, the study looked at teaching English for communicative competence. It also assessed content coverage of the English syllabus. And the kind of challenges teachers of English experience when implementing government policies on teaching English.

Okwara et al (2009) wanted to evaluate the implementation of the integrated approach to the teaching of English in secondary school and provide a proposal for a revised program that takes into account teacher input which is often ignored in centralized curriculum development system such as the one in Kenya. Data collected was using interview schedules and questionnaires.
The study established that curriculum developers advocated for the continuation of the integrated practice, while teachers of English called for the separation of English and Literature. There is a gap in this study in that it only concentrated on the policy of teaching English as integrated thus the researcher in the current study looked at the inclusion of other policies on the teaching of English language in secondary schools. The study sought to find out if English was taught for communicative competence. The content coverage of the English syllabus and the kind of challenges teachers experience when implementing government policies.

2.2.2 Government policy and the teaching of English for language communicative competence in secondary schools

Communication is undertaken for a purpose and stems from the formal nature of the classroom situation itself and the need to organize it for learning purposes (Malamah, 1987). Attendance registers had to be taken, books were given out or taken in, furniture arranged to facilitate teaching and learning activities and so on. Much classroom communication, therefore, centers on organization and administration matters necessary to the learning process (Malamah, 1987).

In Kenya today there are students who are very good academically they excel in their English written examinations but are unable to express themselves verbally using the English Language. This clearly shows that there is need to find out what happens in the classroom as the government
policies have been put in place to ensure that students not only perform well in written exams but also have communicative competence.

In Kenyan schools’ majority of the students are having difficulty communicating orally using the English language, for example, an article in the local standard newspaper stated that ‘Even those who perform well in the national examination still perform poorly in communication. The article goes on to say that poor communication among the secondary school students would have been as a result of the absence of vibrant academic debates that used to boost students’ confidence and command of spoken English in the 1970s and 1980s. (Oduor, 2014)

The problem of communication is not only among learners but also Teachers and professionals in other careers. An article in the Standard looks at how English words are misused in communication where a person who is 35 years old is talking about a sick person and says “Imagine mama so and so has had to go to the hospital every day to be seduced!” When what they meant was “Imagine mama so and so has had to go to the hospital every day to be sedated.” Moreover, it is a shame when many form four leavers cannot distinguish between ‘advise’ and ‘advice’ they end up mixing them up when writing one can write ‘advice’ to mean a verb and ‘advise’ to mean a noun when it should be vice versa. Clearly there is a gap between how English as a subject is taught in class and what the government policies on teaching English in secondary schools stated.
Keith (1999) stated that most of the people are familiar with the issue of students being structurally competent but communicatively incompetent. Teachers should change their teaching approach from that of lecturer or teacher centered to a more student-centered approach. Here students are encouraged to talk more in class and discuss so that grammatical errors can be identified as they speak and they are corrected. Also, students are encouraged to write compositions regularly so that the grammatical errors they may have are corrected.

The discussion above addresses the issue in communication. It gives a recommendation on what should be done to improve communication competence. However, there is a gap in that the discussion does not assess what is happening on the ground. The researcher in this study filled this gap by going and finding out the extent to which English is taught for communicative competence in accordance with the stated government policy which states that English should be taught for communicative competence.

A study was carried out on the teaching of spoken English in Kenyan secondary schools by Mundui (2002). The purpose of the study was to describe the practice of teaching spoken English in secondary schools in Thika district in central part of Kenya. This study was based on the premise that the spoken language should be the basis of the language learning experience. The main objectives of the study were threefold. First, was an
analysis of the teaching methods which revealed that majority of them were more teacher centered than learner centered. Second, there was the observation that the learning activities were observed to contribute little in enhancing learner participation during classroom interactions. Third, the assessment of strategies teachers used to gauge the development of speaking skills of their learners were observed and found to make minimal contribution to the speaking skills of learners.

The study recommended that teachers should be encouraged to find more creative ways of language teaching where there is less reliance on core textbooks and an emphasis on more authentic materials. Also, there was need for a shift in focus in the syllabus where teachers understand the importance of spoken language in enabling learners to learn that language as a whole. This is possible if the education system values the spoken language to the extent that the oral component is reintroduced in the examination. Teachers need to be informed on what is required to be tested.

Moreover, they must be trained on the appropriate scoring methods according to very explicit criteria to development. The use of valid and reliable scoring methods of oral language abilities is dependent upon teachers’ access to this type of informed knowledge. In this study there is a gap in that the study concentrated on only the spoken language however the current study looks at implementation of government policies on teaching of English in secondary schools. Unlike in the above mentioned study that
concentrated on one policy which is communication competence the current study went further to look at implementation of other government policies on the teaching of English.

2.2.3 Government policy and coverage of content in teaching English in Secondary schools.

In Kenya, a syllabus is usually developed by the KICD and evaluated by KNEC. A syllabus contains specific information about the course, such as: information on how, where and when to contact the teacher; an outline of what is supposed to be covered in the course; a schedule of test dates and the due dates for assignments; the grading policy for the course; specific classroom rules; etc.

In 2009, Uwezo Kenya conducted an assessment of the basic literacy and numeracy skills of children ages 6-16. The Annual Learning Assessment (ALA) reached villages in 70 out of 158 districts in Kenya and assessed nearly 70,000 children in their homes. Key Facts about education in Kenya based on the results of the Uwezo 2009 assessment included: Literacy levels were low, and were substantially lower in certain regions. Girls tended to perform better in reading English Literacy levels are lower in public schools than private schools. The Uwezo report concentrated on the Kenyan curriculum as a whole and the issues facing the content coverage and education.

However, it did not specify government efforts in formulating policies that helped to guide the teaching of English in Secondary schools in Kenya. This study set out to fill in this gap. It looked at what extent is the government
policy on the English syllabus being covered in one year per class is being implemented.

There exists an examination-driven curriculum in contrast to the desire by the country to provide an education that can equip the learner with skills at the end of every level of the system so that learning is not terminal at these points (Barasa 2005:46). Moreover, a solution must be found to the problem of huge classes and many lessons. When teachers are in short supply such situations cannot encourage good results. The integration and wide curriculum has left both the teachers and students stretched beyond limits in their attempts to cope. When teachers are over loaded they tend to move at a pace determined by bright students in class and they cannot help the weak students. Barasa (2005) seems to point out that generally there is a problem with the coverage of the syllabus in the education system. However, he does not specify government efforts in formulating policies that guide the teaching of English in Secondary schools in Kenya.

This study attempted to fill in this gap by identifying and describing the stated government policy on using English as a medium of instruction and its implementation. The English syllabus retains the variety of English acceptable in the Commonwealth which is derived from the British Standard English (KIE, 2012).

In the teaching of English, the emphasis should be on the acquisition of communicative competence and not simply on the passing of examinations. In fact, becoming proficient in the language is a desirable life-long goal.
The time allocated for the teaching of this syllabus is 6 lessons a week in Form I and 2 and 8 lessons a week in Form 3 and 4. The use of the integrated approach helped to maximize the utilization of this time and ensure effective coverage of the syllabus. The English syllabus outlines how the English syllabus should be taught, however, it does not specify government efforts in formulating policies that guide the teaching of English in Secondary schools in Kenya.

2.2.4 Challenges experienced by teachers and implementation of government policies on teaching English in secondary schools

Despite the integration of English to improve performance in the English language, it has continued to perform poorly both at the national and provincial levels since 1989 when the first 8-4-4 examinations were done (Magoma, 2011) the integration has caused some challenges to both teachers and students in that during the implementation teachers are not able to cater to the needs of different types of learners as some students who are slow learners tend to be left behind or get confused during the integration of different skills in English hence poor performance. According to (ibid), the national mean percentage marks ranged between 24.50 and 42.74 between 1989 and 2010 which is below average.

This could be attributed to the difficulties in implementation and as Magoma (2011) notes, 80% of teachers of English in Nairobi County, Kenya, found it difficult to implement Integrated English due to among
other reasons lack good understanding of the concept of integration, lack of quality and adequate teaching- learning resources and lack of time to cover the wide syllabus. According to Biyeam (1997), the difficulty of implementation depends on the degree to which a native language differs from English.

A study was carried out on the challenges facing teachers of English in developing English language proficiency among form two students in Butula division provincial schools in Busia district (Oyatsi 2011). The purpose of the study was to investigate challenges facing teachers of English in developing language proficiency. The objectives of this study were: to identify problems facing teachers of English in developing English proficiency among students, identify problems facing students in promoting their English proficiency, Examine teaching methodologies in English and how they influence student English proficiency, find out student’s perceptions on teaching methodologies used in English and initiatives put in place by teachers of English in promoting students’ participation, performance and proficiency in English.

Descriptive survey design was used in the study. The study used stratified random sampling to select 48 boys and 48 girls in Form 2 for the study. While simple random sampling by lottery was used to select students from different streams in both schools. Data collection instruments used was teacher and student’s questionnaires, observation and semi structured interview schedules. Findings were that problems facing teachers and
students included heavy work load and limited resources. Teachers of English preferred learner centered methods but mostly used teacher centered ones.

Students preferred learner centered methods such as group work. Initiatives used by teachers of English included urging students to join debating and drama groups. Recommendation included, the Ministry of Education (MOE) should sensitive all stakeholders in education on importance of English while policy makers and curriculum developers should re-design the English syllabus that is not examination oriented and include all the basic language skills, the use of formative evaluation to assess the learners to enable teachers of English to have ample time with the students and help them exploit their potential and creativity in English language skills. More teachers of English should be deployed in each secondary school.

In conclusion, teachers of English faced many challenges in developing English language proficiency among students such as limited resources and poor motivation. There is a gap in the above study in that, the study concentrated only concentrated on the challenges teachers of English face in developing English language proficiency among form 2 students in Butula division schools. The present study looked at all the challenges teachers of English faced when implementing all the government policies on teaching English in secondary schools in Nairobi County.
Most studies that have been carried out in Kenya on the implementation of Integrated English reveal that inappropriate teaching-learning resources, teachers’ preparedness and lack of enough time to cover the wide English syllabus were the main reasons for dismal performance of Integrated English (Alfassi, 2004; Gichuki, 2007; Otieno, 2003). There is a gap in this study as it concentrated only on the implementation of one policy that is teaching English as an intergraded subject.

Moreover, a report from the ministry of education on National education sector plan states that attempts at carrying out action research to inform on quality assurance gaps which would otherwise lead to quality improvement have not been undertaken (MOE 2015) Thus the researcher sought to look at the actual practices of implementation of the government policies and the challenges teachers encounter in implementing all the stipulated policies on the teaching of English by the government.

2.3 Summary of knowledge gaps and implementation of government policies on teaching English in secondary schools

As observed from the review of the related literature, from majority of the reports and studies reviewed one clear gap of knowledge was that each study looked at an individual policy on the teaching of English. Therefore, the main gap that the study intended to fill was to look at how all the stated government policies on the teaching of English in secondary schools were being actually implemented in schools. Also, the study sought to fill the
gap of time frame in that majority of the studies reviewed on English were taken a long time ago hence a need for a fresh outlook due to social turbulence and socio –dynamics.

2.4 Conclusion

Before embarking in to establishing whether and what gaps, similarities and differences exists in functional relationship between the stated government policies on one hand and, on the other hand, actual practices in secondary schools, there was need to explain the methods and procedures followed by this researcher for investigation in the field. The research design and methodology constitutes the next chapter
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter discussed the methodological orientation of the study. It looked at the procedure used for obtaining information needed to answer research questions. It is aligned as follows; research design and locale, the study sites, population, sampling techniques and size determination, research instruments, data collection procedures, analysis and logistical consideration.

3.1 Study design

The study utilized a descriptive research design to answer the research questions concerning the current status of the implementation of government policies on the teaching of English in secondary schools in Nairobi County. Descriptive research design demonstrates relationships and describes the world as it exists. Descriptive design helps to determine the current status of a population with respect to one or more variables (Mugenda, 2003). This design allowed the researcher to demonstrate and describe the implementation of government policies on teaching English in secondary schools as set by the government and their level of implementation as exposed by the actual practice. This study used the survey descriptive design because of its ability to gather data over large number of respondents while asking numerous questions about the subject. The instruments used for the study were questionnaires because they gather data over a large sample while
saving time and confidentiality. Observation checklists were used to document the activities present during the teaching and learning of English in secondary schools. The study adapted the comparative education approach known as Problem solving approach by Brian Holmes. The methodology has the following steps first problem identification, followed by problem analysis, then proposed problem solution, followed by specification of context, and finally comparison and conclusion.

3.2 Location of the study
The study sites included public secondary schools in Kenya where implementation of government policies on the teaching of English takes place. Due to time and cost constraint, the researcher decided to carry out the research in one county, that is Nairobi county due to it being cosmopolitan and being the county housing the headquarters of the Ministry of Education, science and technology (MOEST) and Kenya Institute of Curriculum Development (KICD) which is charged with the responsibility of ensuring quality education is given to all students country wide.

3.2.1 Study sites: secondary schools
The study sites include secondary schools where policy implementation take place. The composition of all the schools that qualified to be included in this study and the sample are described below.

3.2.2 Composition of the study sites: secondary schools for field inquiry
At the time of starting the field inquiry, August 2017, there were, 60 secondary schools approved by and registered with the MOE in Nairobi
County. The geographical location of Nairobi County in Kenya housing the schools understudy is as shown in Figure 3.1 (appendix V). The schools are as shown in (appendix VI) table 3.1

3.2.3 Sampling of the study sites

Ideally the inquiry should have involved all the 60 secondary schools in Nairobi County approved by and registered with the MOE. However as may be seen from Figure 3.2 (Appendix VI1) and Table 3.1 (Appendix VI), the number of these schools was large and wide-spread throughout the County. Application of instruments in all of them was likely to pose administrative and financial problems. Therefore, this researcher targeted a sample from the 60 schools.

The researcher adopted the view held by Orodho (2008), that 10% and above of the total of institutions or population under study would be appropriate for investigation. Therefore out of 60 schools, the researcher took 13%. Nairobi County is divided in to four districts as seen in Figure 3.2 (appendices VII) that is Westlands, Nairobi West, Nairobi East and Nairobi North. The researcher sampled 2 schools from each zone making a total of 8 schools. From each zone the researcher randomly selected 2 schools. The researcher wrote names of all secondary schools in each district in Nairobi County. The researcher then folded the pieces of papers and put them in four different glasses for each district. The researcher picked two pieces of the folded papers randomly. The schools randomly selected were: Upper hill, Langata...
high school, Buruburu girls, Eastleigh boys, Parklands Arya, Lavington mixed, Hospital hill and Highridge mixed as shown on table 3.2

Table 3.2 Schools randomly selected for study

<table>
<thead>
<tr>
<th>s/n</th>
<th>District</th>
<th>School</th>
<th>School category</th>
<th>Sub-total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nairobi west</td>
<td>Upper hill Lang’ata high school</td>
<td>Extra county County</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Nairobi east</td>
<td>Buruburu girls Eastleigh boys</td>
<td>Extra County Sub -County</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Westlands</td>
<td>Parkland Arya Lavington mixed</td>
<td>County Sub-County</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Nairobi north</td>
<td>Hospital hill Highridge mixed</td>
<td>Extra county County</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

The sampled schools comprised of three extra county schools, three county schools and two sub county schools. The Geographical locations of the randomly selected 8 from among the 60 are as shown in AppendixV111

3.3 Population

The population comprised of information resources persons taking part in the implementation process of government policies on the teaching of English in secondary schools in Nairobi county. These informants were important in the investigation because they provided most of the information from which this researcher based the findings, conclusions and recommendation. The target population included all heads of English department. They are the ones charged with the responsibility of ensuring that English is taught using the recommended syllabus by the government. They are responsible for ensuring that daily teaching and learning activities during English lessons are geared towards the government’s objectives.
The study also included all teachers of English in public secondary schools in Nairobi County. The teachers of English are the actual implementers of policies formulated by the government.

3.3.1 Population: information resource person

3.3.2 Composition of the population

Composition of the population included teachers of English and Heads of English Department (HODs) in the 60 schools in Nairobi County. Broken down into numbers this population comprised; 60 heads of English departments and 120 teachers of English, giving a total of 180 respondents.

Under normal conditions the inquiry should have included 180 respondents as follows: 60 heads of English departments and 120 teachers of English in the secondary schools under study. Since the number of this population was large and wide spread as shown in Figure 3.2 (Appendix V11), application of research instruments to each person was likely to pose administrative and financial problems. Therefore, the researcher took a sample from the 180 information resource persons.

3.3.3 Population: sampling procedure of the target

Heads of English departments and teachers of English were sampled from 60 secondary schools as key information resources persons out of a total of 180. These were identified as potential information resource persons. The researcher used information resource persons in the 8 schools sampled for the study as target informants. Specific informants in the 8 sample schools were
targeted for purpose of representativeness. Two categories of respondents were sampled: heads of English departments and teachers of English. From this population these were purposively selected for participation and giving information as shown in table 3.3

Table 3.3 Sample size from target population in 8 secondary schools

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>Heads of English Departments</th>
<th>Teachers of English</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper hill</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Lang’ata high</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Buru buru Girls</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Eastleigh Boys</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Parklands Arya</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Lavington mixed</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Hospital Hill</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Highridge Mixed</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

The researcher purposively sampled one head of English department from each school and seven teachers of English per school selected.

3.4 Research Instruments

For the purpose of researching on the implementation of government policies on the teaching of English in secondary schools in Nairobi County, questionnaires and observation checklist were used to collect data. A number of research instruments were necessary as a single instrument was likely to provide a limited view of the implementation of government policies on the teaching of English in secondary schools in Nairobi County.
3.4.1 Questionnaires

A questionnaire is an instrument that gathers data over a large sample. It saves time, upholds confidentiality and its presentation seals opportunity for the interviewer bias (Kombo & Tromp, 2006). The questionnaire also allowed the researcher to collect useful data for measuring respondent’s’ attitudes and opinions about teaching English as integrated.

a) Questionnaire for heads of English departments

Questionnaire for Heads of English Department (HODs) were used to collect information on syllabus coverage, language policies in their respective schools, and challenges faced during the implementation of government policies in the teaching of English. The questionnaire was given to head of departments in the selected sample schools after permission was granted by the heads of schools. (Appendix 1)

b) Questionnaire for teachers of English

Teachers of English responded to questions about the teaching of English as an integrated subject and challenges they faced during the actual teaching of English. The questionnaires comprised both open and closed-ended questions. They were designed according to research objectives.

(Appendix 11)

In all the questionnaires used in this study, the question items were formulated in consideration of whether they were useful in eliciting the desire to give right answers from the respondents and prevent bias. These question items were formulated in line with the purpose of this study.
Both questionnaires were each divided into two sections, A and B.

Section A- Sought to elicit information on the background of the respondents’ age, composition by gender and educational qualifications.

Section B-Normative and Institutional patterns: it sought respondents’ opinions on the functional relationships between the stated government policies and actual practices in secondary schools during the process of their implementation.

3.4.2 Observation check lists
Observation schedule checked for the presence of activities during English lessons: activities that encouraged students to actively speak English in order to enhance communicative competence. The observation checklist included teaching and learning activities like role play, debates, listening comprehensions, oral reports, songs, proverbs, tongue twisters and riddles. (Appendix1V). The researcher attended English lessons. She quietly sat at the back of the class and observed the teaching and learning activities in classrooms. The researcher checked the teaching and learning activities that were geared towards achievement of communication competence in English language.

3.5 Pilot study
Questionnaires were piloted in two schools. The two had not been random selected for the study. The two schools were Nembu Girls and Dagoreti high school. The pilot study was conducted before the final collection of Data. This was done in order to verify the reliability and validity of the research
instruments. This was to enable the researcher avoid ambiguity and ensure clarity of the instruments.

Piloting enabled the researcher to detect any weakness i.e. inaccurate responses, inconsistencies, blank spaces and finding out whether the questionnaires were clear to the respondents. After the results of the pilot study were obtained, they were examined to see which questions were not giving clear responses. Such questions were reviewed for clarity.

3.6 Validity and reliability

3.6.1 Validity of instruments

Validity usually informs the accuracy of the instruments to measure what is the intended measure (Muyaka 2012). The instrument was evaluated for content validity that is the extent to which the questionnaire contents which include the use of appropriate vocabulary, sentence structure and whether the questions are suitable for the intended respondents. To assess the validity of instruments, the results of the pilot study was analyzed with help of supervisors in Education Foundation department and used to modify and remove ambiguous items on the instrument used in the study.

3.6.2 Reliability of the instruments

Reliability is a measure of how well the study actually measures what it is supposed to measure (Durancic, 2005). Document analysis was used to complement data obtained from questionnaires. For instruments to collect quantitative data (questionnaires) its reliability was established using the test-
retest method. The questionnaires were administered to 2 Secondary schools as pilot schools. The responses from the instruments were scored manually. After a period of one week, the instruments were given to the same people and the answers scored manually. A comparison of the answers was made from both occasions by calculating the correlation coefficient using Pearson product moment correlation coefficient formula for the result from the two data collected on different periods.

3.7 Data Collection procedure

The researcher sought permission from Kenyatta University, the Ministry of Education and the National Commission of Science Technology and Innovation where from the data was collected. During data collection, the researchers introduced herself to the heads of secondary schools and explained to them the purpose of the study. Consent from the teachers was granted. Ethical issues arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data. Participants were informed of the nature of the study and allowed to choose whether to participate or not.

There is a wide consensus among social scientists that research involving human participants should be performed with the informed consent of the participants (Nachmias and Nachmias, 1996). The researcher, therefore, ensured that participants knew that their involvement was voluntary at all times. To safeguard the privacy of the participants, asking participants not to
write their names and names of their schools on the questionnaires during the research also helped ensure anonymity. While preparing for data collection and analysis, the researcher maintained anonymity by separating information such as code numbers from the data itself. The schools were given code names A, B, C, D, E, F, G, and H during data collection for confidentiality purposes. The researcher personally issued out questionnaires to heads of English departments and teachers of English, which was self-administered and then collected by the researcher after three days.

**Table 3.4: Issuing of questionnaires A**

**QUESTIONNAIRE A: Heads of English Department**

<table>
<thead>
<tr>
<th>School</th>
<th>Date Of Issuing Of Questionnaires</th>
<th>Date Of Return</th>
<th>% Returned</th>
<th>% Not Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>18/9/2017</td>
<td>21/9/2017</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>18/9/2017</td>
<td>21/9/2017</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>19/9/2017</td>
<td>22/9/2017</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>19/9/2017</td>
<td>22/9/2017</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>20/9/2017</td>
<td>23/9/2017</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>20/9/2017</td>
<td>23/9/2017</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>G</td>
<td>21/9/2017</td>
<td>24/9/2017</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>H</td>
<td>21/9/2017</td>
<td>24/9/2017</td>
<td>97</td>
<td>3</td>
</tr>
</tbody>
</table>

From the table above the research used four days to issue out the questionnaires to the heads of English departments in the 8 sample schools
and collected them after three days. In all of the schools, all heads of English department returned the questionnaires having been duly filled.

**Table 3.5 issuing of questionnaire B**

**Questionnaire B: Teachers of English**

<table>
<thead>
<tr>
<th>School</th>
<th>Date Of Issuing Of Questionnaires</th>
<th>No. issued</th>
<th>Date Of Return</th>
<th>No. Returned</th>
<th>% Returned</th>
<th>% Not Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>18/9/2017</td>
<td>7</td>
<td>21/9/2017</td>
<td>7</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>18/9/2017</td>
<td>7</td>
<td>21/9/2017</td>
<td>6</td>
<td>86</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>19/9/2017</td>
<td>7</td>
<td>22/9/2017</td>
<td>7</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>19/9/2017</td>
<td>7</td>
<td>22/9/2017</td>
<td>4</td>
<td>57</td>
<td>3</td>
</tr>
<tr>
<td>E</td>
<td>20/9/2017</td>
<td>7</td>
<td>23/9/2017</td>
<td>7</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>20/9/2017</td>
<td>7</td>
<td>23/9/2017</td>
<td>7</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>G</td>
<td>21/9/2017</td>
<td>7</td>
<td>24/9/2017</td>
<td>7</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>H</td>
<td>21/9/2017</td>
<td>7</td>
<td>24/9/2017</td>
<td>6</td>
<td>86</td>
<td>1</td>
</tr>
</tbody>
</table>

From the table above the research used four days to issue out the questionnaires to teachers of English in the 8 sample schools and collected them after three days. Many school had 100% of the questionnaires returned having been duly filled.
Table 3.6: Issuing of observation schedule

Lesson Observation schedule

<table>
<thead>
<tr>
<th>School</th>
<th>Date Of lesson observation</th>
<th>Intended lessons to be observed</th>
<th>No. observed</th>
<th>Percentage of those observed</th>
<th>Percentage not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>18/9/2017</td>
<td>4</td>
<td>3</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>B</td>
<td>18/9/2017</td>
<td>4</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>19/9/2017</td>
<td>4</td>
<td>2</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>D</td>
<td>19/9/2017</td>
<td>4</td>
<td>3</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>E</td>
<td>20/9/2017</td>
<td>4</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>20/9/2017</td>
<td>4</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>G</td>
<td>21/9/2017</td>
<td>4</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>H</td>
<td>21/9/2017</td>
<td>4</td>
<td>3</td>
<td>75</td>
<td>25</td>
</tr>
</tbody>
</table>

From the table above the research used two days to observe four lessons per school in the 8 sample schools. All lessons scheduled were a 100% observed and the checklists filled.

3.7.1 Data Analysis

Data was analyzed both qualitatively and quantitatively. Qualitative data was obtained from the open-end items in the questionnaire. The qualitative data was grouped into different categories depending on the responses given by the respondents. Those categories helped in establishing themes, relationships and patterns which were used to summarize the data using narration.
Through the use of the Statistical Package for Social Sciences (SPSS version 21.1) program, quantitative data was analyzed using descriptive statistics percentages, frequencies, and tables where appropriate finally the researcher gave suggestion and recommendations for future action and research based on the findings.

3.8 Logistical and Ethical consideration

3.8.1 Logistical consideration

The cost of carrying out the research was quite expensive in terms of making trips to the various districts in Nairobi, County. Also the cost of printing, typing, binding and making photocopies was expensive. The researcher economized the budget in order to maximize the expenditure without distorting the whole exercise. Thus, the researcher used cost saving measures to be precise.

3.8.2 Ethical consideration

Ethical issues arise from the kind of problems that social scientists investigate and the methods used to obtain valid and reliable data. The researcher got a letter from the department of educational foundations of Kenyatta University and then used the letter to apply for a research permit from NACOSTI. The researcher sought permission from principals of schools to interact with the respondents. Participants were informed of the nature of the study and allowed to choose whether to participate or not. There is wide consensus among social scientists that research involving human participants should be performed with the informed consent of the participants (Nachmias and Nachmias, 1996).
The researcher therefore ensured that participants knew that their involvement was voluntary at all times. To safeguard the privacy of the participants, they were asked not to write their names on the questionnaires during the research this also helped ensure anonymity. While preparing for data collection and analysis, the researcher maintained anonymity by separating information such as code numbers from the data itself.

3.9 Conclusion

The chapter described the rationale for a descriptive research design method which was adopted by the researcher for a comparative study of policies on teaching of English in secondary schools in Kenya. It clarified the study sites (secondary schools) and the key informants, instruments for data collections (questionnaires and observation schedules), data collection procedure, and data processing and analysis. With the information gathered during the field inquiry from day to day practices in the sample secondary schools, the next task was to make a presentation of these findings The presentation of the findings formed the subject for the next chapter.
CHAPTER FOUR

PRESENTATION OF THE FINDINGS, INTERPRETATION AND DISCUSSION

4.0 Introduction

The purpose of this study was to investigate the implementation of government policies on the teaching of English in Nairobi County, Kenya. This chapter has been divided into sections and sub-sections. The demographic information has been presented first which includes: age, gender, school category and a comparison of teaching English as integrated subject.

After the demographic findings of the study have been discussed, the researcher presented the research findings on the basis of the study objectives and questions. These were which guided as follows by the specific objectives: i). to assess the extent to which the teaching of English is in line with the government policy, which states that English should be taught as an integrated subject, ii) To investigate how far the teaching of English language expressive skills is in conformity with government policy, which states that English should be taught for communicative competence, iii). To assess how far content coverage of English syllabus is in line with the stipulated government policy which states that syllabus content should be covered within one year per class iv) To establish the challenges that teachers of English experience when implementing the government policies on teaching English. The quantitative data were analyzed using descriptive statistics. The
descriptive statistics were used to describe and summarize the data in the form of graphs, tables, frequencies and percentages. For the qualitative data, a thematic analysis approach was used.

4.1 Context of the field Inquiry

4.1.1 Response rate
The study prepared 8 questionnaires for Heads of English Departments, 56 questionnaires for teachers of English. The total number of respondents was 64. The study observed 100% response rate as all respondents willingly responded. According to Hagger et al., (2003), the researcher should strive to achieve a response rate of 50 percent and above. This indicates that the data collection team was effective.

4.1.2 Demographic information
The study prioritized the background information of the participating respondents. This information was required in order to provide the basis for establishing the characteristics of the target population and also deemed to form the basis of the study. The background information consisted of; age, sex, and School category

(a) Age
Age was very vital in realizing the type of sampled population the researcher was dealing with in her study. This is because respondents of middle age and older tended to have more experience and were involved mostly in school policy formulation and integration. Hence they could provide more reliable
feedback that could be used to provide efficient comparisons as for the case of this study where data is being compared from various schools. The findings in the table 4.1 below show the age distribution of the respondents to the study.

Table 4.1: Age of respondents

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>12</td>
<td>18.8%</td>
</tr>
<tr>
<td>31-40</td>
<td>30</td>
<td>46.9%</td>
</tr>
<tr>
<td>41-50</td>
<td>14</td>
<td>21.8%</td>
</tr>
<tr>
<td>51 and above</td>
<td>8</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the findings in the Table 4.1 above its may be noted that majority 46.9% (30) of the respondents were in the age bracket of 31-40 years. This was followed by 21.8%(14) of the respondents who were in the age bracket of 41-50 years .18.8%(12) of the respondents with the age bracket of 21-30 years and the least of them 12.5%(8) with the age bracket of 51 and above years. Thus the majority of teachers of English were in the age brackets of between 31-40. This shows that the feedback provided was reliable. It was efficient since respondent had been into the job for a while to know what works and what does not work. The demographic information provided the basis for establishing the characteristics of the target population. It also turned to form the basis of the study.
(b) Gender of respondents

Figure 4.1 below show the sex distribution of the respondents to the study.

Figure 4.1: Gender of respondents

From the research data presented in Figure 4.1 above it may be noted that majority, 58% of the respondents were females and while 42% of the respondents were males. This indicates that most schools in Nairobi have more female English teachers than males. There are more female language teachers than men since men tend to think teaching language is easier and train in other technical subjects like Humanities and Sciences.

(C) Teacher’s level of education

The study sought to establish the English teacher levels of education as one professional qualification greatly effects on how he/she works and various
professions. For this case the findings on teacher’s educational qualifications are as presented in the Figure 4.2 below

**Level of Education of respondents**

![Pie chart showing the level of education of respondents.](image)

Figure 4.2

The findings in Figure 4.2 above indicate that majority 69% that is 44 teachers were educated up to degree level. They each had a bachelor of education degree, they were followed by 17% that is 11 teachers who had diplomas in education and finally 14% that is 9 teachers had attained masters level of education.

As shown in the table below

**Table 4.2: Level of Education of Respondents**

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Number of Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTERS</td>
<td>9</td>
<td>14%</td>
</tr>
<tr>
<td>B.ED DEGREE</td>
<td>44</td>
<td>69%</td>
</tr>
<tr>
<td>DIPLOMA</td>
<td>11</td>
<td>17%</td>
</tr>
</tbody>
</table>
This outcome shows that all the teachers were professionally trained and had the capacity and ability of teaching English. Saha (1982) says that trained teachers post good results as compared to untrained teachers. Similarly, Huron (1977), in his study in Malaysia found out that there was a correlation between length of teacher training and student’s achievement. Thus Majority of teachers involved in the research were trained and with their level of education they were expected to post good results.

(d) School category

From the schools stratified randomly sampled, the researcher categorized them depending on the category of schools they were from extra county to sub county schools. This was important for this study so as to determine the implication of implementation of government policies on the teaching of English on various school levels. The findings in the Figure 4.3 below represent the categories of schools that were involved in this study.

Figure 4.3: School category

![School Category Chart](chart.png)

- Extra County: 37%
- County: 37%
- Subcounty: 26%
The analysis outcome as presented in figure 4.2 above indicated that extra county school and county schools formed majority of the schools in the study as each was represented by three schools each. These were 37% of the school represented in the study each. The sub county schools formed 26% of the study with two sub county secondary school.

This information is important to the study as one get to know the category of schools that we used in the study and compare their performance of English subject in their national examination. Moreover, the researcher got to assess the patterns of physical environment of the schools which included the economic resources and the human resources.

4.2 Presentation of the findings

4.2.1 Implementation of government policy on the teaching English as an integrated subject

The objectives of this study was to assess the extent to which the teaching of English in secondary schools is in line with the government policy, which states that, English should be taught as an integrated subject. The study was guided by the research question. To what extent is the teaching of English in secondary schools in line with government policy, which states that English should be taught as an integrated subject? The research instruments used in getting response to this question were questionnaires to the teachers of English.

This policy on the methodology of teaching English in public secondary schools in Kenya has three aspects upon which data collection and analysis
were based. To begin with, the policy recommends that teachers of English should adopt an integrated approach to teaching of English. Integration means merging two autonomous but related entities in order to strengthen and enrich both. The policy requires that Literature and English as two independent disciplines be merged to become one discipline. The policy further states that when one teaches grammar in English, examples are got from the set text used in literature. Secondly, Integration means that no language skill should be taught in isolation where listening, speaking, reading and writing should complement each other. Moreover, English language skills should not be taught in a vacuum but should revolve around contemporary issues affecting the society like civic education, HIV/AIDS, good governance and others (KIE 2002).

The researcher used questionnaires and observation Schedules to collect data. The findings are discussed as subtopics below.

(a) Findings on teaching English as integrated with literature

The main objective of the study was to find out whether and what differences and gaps existed between the stated government policy on teaching English as an integrated subject with Literature and the actual practice. Questionnaires were given to teachers of English and class observations were conducted to collect data. The findings showed that not all teachers taught English as an integrated subject with literature. A questionnaire to teachers of English asked whether teachers preferred to teach English as an integrated subject with literature or as two separate subjects. As shown in figure 4.3
below show 75% of the teachers involved in the study preferred teaching English as integrated with Literature while 25% preferred teaching English and literature as two separate subjects.

**Figure 4.4: Teaching English as an integrated subject**

The table below shows the response of teachers from the eight sampled schools.

**Table 4.3: Schools teaching English as an integrated subject**

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>Yes Number</th>
<th>%</th>
<th>No Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>6</td>
<td>85%</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>71%</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
<td>71%</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>D</td>
<td>5</td>
<td>71%</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>E</td>
<td>6</td>
<td>85%</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
<td>71%</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>G</td>
<td>4</td>
<td>57%</td>
<td>3</td>
<td>43%</td>
</tr>
<tr>
<td>H</td>
<td>6</td>
<td>85%</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>75%</strong></td>
<td><strong>14</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>
If all was to be as expected by the government 100% of the teachers would have preferred to teach English as an integrated subject with literature. A follow up question on the teachers’ preference on teaching English as integrated revealed that those who preferred teaching English as integrated said that the integration made learning interesting. Teachers in some schools were against integration stated that it was confusing to both the teachers and students.

From the responses, it clearly shows that the teachers lacked training to teach English as an integrated subject. Also, lack of full implementation on the teaching of English as an integrated subject with literature would also have been affected by the teacher’s attitude towards this change in the methodology.

Through professional development courses on teaching English as integrated with literature there would have been a positive change towards teaching English as an integrated subject

(b) Teaching English Language Skills as integrated skills

The study sought to answer the question of how far was English being taught as an integrated subject in terms of its language skills not being taught in isolation where listening skills, reading skills, speaking and listening skills should all complement each other in an ideal situation. The research used observation schedules during English lessons. During the observation of a normal English class, the researcher was a silent observer and sat quietly as the lesson went on. To avoid distracting the students the researcher sat at the
back of the class. The researcher used the observation schedule checklist to investigate whether there was integration of listening, speaking, reading and writing skills during the lesson. The researcher was checking if students were actively listening to the teacher or a student who was reading or speaking so as to acquire listening skills. For the speaking skills the researcher, used the checklist to determine whether students were practicing their speaking skills during the lesson through the use of role play, oral narratives, debates, oral reports, songs, proverbs, tongue twisters or riddles.

The study findings in table 4.4 below showed that all the teacher respondents teach all the English skills the policy has stated. By way of lesson observation, the researcher sought to establish whether these skills were being taught. The researcher was a silent observer during the lesson and used an observation checklist to check the learning activities that were being used during the lesson.

The researcher checked whether there was integration of the listening skills, speaking skill. Reading skills and writing skills during the lesson. For the listening skills, the students were supposed to pay keen attention to the speaker without interrupting the speaker then a student would use speaking skills to respond to what they had heard.
Another could read an extract in relation to the topic of discussion and they could finally write on the topic, thus integrating all the four skills in a lesson. The observation showed that whereas the four skills where being taught by majority of the respondents, one of the skills (listening skill) tended to be ignored. From the findings 81% of the observed lessons were not keen on the listening skills. Further interviews with the heads of English departments revealed that this skill (listening skill) is not examined by KNEC with the exception of foreign languages and so this tended to make teachers not lay emphasis to it. This shows that the education system is biased in acquisition of some skills in English at the expense of others.

<table>
<thead>
<tr>
<th>Observed learning activities for skills</th>
<th>Listening</th>
<th>speaking</th>
<th>writing</th>
<th>reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>schools</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>A</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>G</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>H</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>22</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>%</td>
<td>19%</td>
<td>81%</td>
<td>74%</td>
<td>26%</td>
</tr>
</tbody>
</table>
During the teaching of the English language skills the government policy states that they should not be taught in a vacuum rather students should acquire these skills at the same time learning about issues affecting the society. For example, for reading skills the students can read a comprehension on corruption. In this regard the study sought to establish whether the content of teaching and learning included some contemporary issues, findings indicated that all the teacher respondents addressed some contemporary issues in their teaching of English these included HIV/AIDS, corruption, child abuse, drug abuse, religion, citizenship, civic education and others.

(c) Analysis of the age of respondent and teaching English as an integrated subject

The researcher did an analysis of the age of teachers and their preference on teaching English as an integrated subject

<table>
<thead>
<tr>
<th>Age range in Years of respondents</th>
<th>Support Integration %</th>
<th>Do NOT support integration %</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 - 30</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>30 – 40</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>40 – 50</td>
<td>82</td>
<td>18</td>
</tr>
<tr>
<td>50 and above</td>
<td>30</td>
<td>70</td>
</tr>
</tbody>
</table>

The findings in table 4.5 showed that teachers who were 50 years and above, majority did not support the teaching of English as an integrated subject. This
is alarming because in most secondary schools majority of the teachers aged 50 years and above are either H.O. Ds or in the Senior Management Team (SMT) of schools thus they are the agents of the government who should be ensuring that the government policies are being implemented as stipulated by the government. Thus by majority not supporting this government policy one wonders if they will insist on its implementation. It was quite encouraging to note that the rest of the age groups majority fully supported the teaching of English as an integrated subject. It is therefore possible for this policy not to be well implemented given the apparent lack of the right attitude on the part of H.O. Ds and SMTs. This would be as a result of lack of training in teaching English as an integrated subject or negative attitude from teachers of English who resist change and want to continue teaching English and Literature as two subjects instead of one integrated subject

4.2.2 Implementation of Government policy on the teaching of English for communicative competence

The objectives of this study was to investigate how far the teaching of English language expressive skills in secondary schools is in conformity with government policy, which states that, English should be taught for communicative competence. The study was guided by the following research question: How far is the teaching of English language expressive skills in secondary school in conformity with the government policy which
states that English should be taught for communicative competence? An observation check list was used to check the teaching and learning activities during English lessons.

This policy on the goal of teaching English stated that English should be taught to achieve communication competence. The study sought to investigate the teaching and learning activities that go on in a lesson of English. The intention was to assess if they were geared towards the students achieving this lifelong goal of being proficient in the English language as a means of communication. The study used observation schedule checklists to check the teaching and learning activities which promoted communicative competences. Communicative competence is the ability to give information or express ideas and feelings effectively using a language.

Teaching and learning activities that the observation schedule checklist was looking for during a lesson included: role plays where students had to assume different roles in the course of learning and express themselves using the English language. The observation checklist also checked for instances where students expressed themselves using English during debates, oral reports, oral narratives, tongue twisters, riddles and during pronunciation drills. It was observed that in all the different categories of schools most of these activities were being practiced during the teaching and learning of English as shown in the Table 4.6.
Table 4.6: Teaching and learning activities relating to communication competence

<table>
<thead>
<tr>
<th>Class activities geared towards communication competence</th>
<th>total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>Role play</td>
<td>Debates</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>A</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>`1</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>G</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>H</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

However, an analysis of the classes and the teaching and learning activities clearly showed that majority of the activities took place in Form 1 and Form 2 however, when it came to Form 3 and 4 there were very few activities geared towards acquiring communicative competence being practiced in those classes as seen in the table below 4.7
From the table above, the few teaching and learning activities geared towards communication competence in form 3 and form 4 can be attributed to the fact that the English syllabus is very wide and hence teachers tend to rush over to so as to complete the syllabus on time and have ample time for revision. This makes the students lack practice in verbal communication using the English language hence at the end they end up doing very well in written English exams and they cannot express themselves fluently in the English language.

There was further investigation on the availability of a language policy in the sampled schools. Questionnaires were given to teachers of English and
H.O.Ds. The researcher sought to examine if secondary schools had a language policy on speaking English on specific days so as to practice and achieve communicative competence. To do this the researcher examined the existence (or lack of) a language policy in the school. Possibility of existence of a language policy in a school tended to be proportional to the category of school (that is whether the school was a national, county, district or others).

National schools and county schools had a higher possibility of having a language policy compared to their district counterparts. It was noted that in the national and county schools they had days when all students were required to speak in fluent English thus working towards achieving communicative competences in English. However, in district and other secondary schools, it was noted that, some did not have a language policy thus there were no set days to practice speaking in English. This would have been as a result of laxity on the part of the teachers of English and school administration. This trend is captured in figure 4.5
Further, a document analysis on the language policies in schools revealed that many of the schools emphasized on the use of English and/or Swahili on specific days of the week as well as the associated punishment for those who bend the rule. Even then it is notable that in most of the sample school policies English was given more emphasis as manifested in the higher number of days for speaking English as compared to speaking Swahili. In some cases the policy was strictly about speaking English all the time except of course during Swahili, German or French lessons.

In addition to this, the nature of associated punishment included reading an English novel and summarizing it, which of course did not ultimately aim at developing speaking skills. Another good practice in relation to development of communicative competence identified in the sample schools was holding debates and public speaking. According to the data on
this aspect all but one district school in the sample had debates and public speaking sessions in their schools. In spite of these positive indications the implementation of the policy interviews with H.O. Ds revealed that in most cases these policies were never sufficiently carried out.

One of the ways of confirming that learning has taken place in this case of acquisition of communicative competence is by evaluation. Accordingly, the researcher sought to establish the nature of evaluation of speaking skills adopted by the sampled schools. Data collected indicated that whereas majority of the teachers have indicated that when teaching reading skills, they do bring in speaking skills, there appeared to do very few learning and evaluative exercises especially on speaking skills. In this respect while the observation schedule captured instances of pronunciation drills, role plays and evens the use of tongue twisters. There was an apparent lack of evaluation procedures for the acquisition of these skills. Consequently, the fact that speaking skills were not examined tended to make teachers not put emphasis on their development.

This was further confirmed through document analysis of sample KCSE papers showed that paper 1 tested functional writing, cloze test, and oral literature at times there was a question on how a few English words were pronounced. Paper 2 tested on comprehension, literacy appreciation and grammar and the last paper, Paper 3 tested on imaginative composition writing and writing essays based on set tests. This clearly shows that students were not given examination where they were expected to listen to the exam and respond to questions like it is the case in other language examinations
like French and German hence evaluation on listening skills in English is not tested at KCSE. Moreover, there was no evaluation of student’s communication competence in English.

This is clear as there was no examination which required a student to respond to questions in English orally.

In the sample schools visited they gave a picture of a learning process that partly conforms to the language policy by teaching a number of aspects aimed at developing communicative competency like intonation, stress, pronunciation drills, rhyme and the theory part of listening and speaking skills without giving a chance to practice these skills through an oral and listening practical exam. Thus the policy was not being fully implemented because these skills were not examined hence teachers did not put in a lot of effort and lacked commitment in developing such skills but concentrated on the ones that were examined in the final examination.

4.2.3 Implementation of government policy on the English syllabus coverage in public secondary schools

The objectives of this study were to assess how far coverage of content in English syllabus in secondary schools is in line with the stated government policy, which state that, syllabus content should be covered over the period of three terms of the year per class. The study was guided by the following research question: how far in practice is the content coverage of English syllabus in secondary schools in line with the stated
government policy, which says that English syllabus content should be covered within the three terms of a year per class? The research instruments used were questionnaires to teachers of English and heads of English department.

According to the K.I.C.D the English syllabus should be covered within one year per class. Form one and Form two classes should have 6 lessons of English per week while form 3 and form 4 students should have 8 lessons per week. The researcher was therefore interested in establishing the patterns of English syllabus coverage in the sample schools.

The study used questionnaires administered to the heads of English departments in the sample schools. The questionnaire sought to find out how many lessons of English each form had per week. They also inquired if the sample schools had a syllabus coverage policy and if they had, what the policy stated. According to the finding all the sample schools followed the policy on the number of lessons per class, as seen in table 4.5 they all had 6 lessons per week for form 1 and 2 and 8 lessons per week for form 3 and 4.

The researcher also used document analysis to check content coverage of the English syllabus. The researcher took two English exercise books of students and checked alongside the English syllabus. The researcher also looked at the teacher’s record of work to check the content coverage in English.
Table 4.8: Number of lessons per week in every class

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Form 1</th>
<th>Form 2</th>
<th>Form 3</th>
<th>Form 4 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>E</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>F</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>G</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>H</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

From the table above it was quite commendable that all schools were fully implementing the policy on number of lessons allocation per class.

However, when it came to the syllabus coverage, there were quite a lot of disparities, in majority of the schools in the study; the general trend observed in schools was that syllabus coverage in form 1 and 2 teachers tends to comply by the policy even more hurried in form 3 where the policy in some schools was form three syllabus to be covered by June so that Form 4 syllabus starts in July. The form 4 syllabus was expected to be covered by March in Form 4. The explanation given for this rush was that schools wanted the form fours to have ample time for thorough revision.

The above information is presented on table 4.9 below.
What clearly came out from the document analysis of some students’ exercise books was that teachers did not teach as per the content given in the course books but they tended to concentrate on the areas that were being examined in the final KCSE examination.

Therefore, as much as there were speaking skill exercises and exercises on listening skills in the course book the teachers ignored them so that they could complete the syllabus within ‘their’ stipulated time line. Some practice exercise like role play, debates and public speaking which were done in Form 1 and 2 were completely ignored in Form 3 and 4.

For comprehension passages, teachers gave students as homework and most of the time they ended up unmarked. In form 3 and 4 teachers concentrated on the set books and ensuring students did as many past papers as possible in preparation of the final exam.

Hence due to the drilling, it explains why a high school leavers who scored a grade ‘A’ in English, that is 80 % and above is barely able to express

---

**Table 4.9: Syllabus completion per class**

<table>
<thead>
<tr>
<th>class</th>
<th>Month of syllabus completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td>October</td>
</tr>
<tr>
<td>Form 2</td>
<td>October</td>
</tr>
<tr>
<td>Form 3</td>
<td>June</td>
</tr>
<tr>
<td>Form 4</td>
<td>March</td>
</tr>
</tbody>
</table>
themselves fluently in English. In some cases, teachers ignored areas in the syllabus they did not feel confident enough teaching due to lack of professional development courses. This contributed to students having gaps in their knowledge. Similar sentiments are echoed by Gathumbi and Masembe, 2005, who mentions that speaking is an integral part of listening since speaking involves responding to what has been heard. This interaction presents the learners with a lot of difficulties. The teachers of English should aim at helping learners attain fluency and accuracy in speech. When learners fail to listen and speak fluently and accurately the fail to communicate, leading to a breakdown in communication. Consequently, poor performance in exams is witnessed as learners cannot express themselves, in addition, Kenya Institute of Education encourage learners to read critically, observing how language is used.

Writing tasks should be based on the learner’s interests and experiences. Group discussions and other pre-writing activities may be used to demystify writing (KIE 2002). It is quite evident that on the coverage of the syllabus policy, it was not being implemented as stipulated by the government.

4.2.4 Government policies on teaching English and challenges encountered in secondary schools

The objective of the study was to establish the kind of challenges that teachers of English face during the implementation of the government policies on teaching English in secondary schools. The research sought to answer the question of, what kind of challenges do teachers of English in secondary
schools face when implementing government policies on teaching English.
The study used questionnaires to collect data. Heads of English department and teachers of English were issued with questionnaires which were seeking to find out if the teachers were facing any challenges during the implementation of government policies on the teaching of English. From the response of the teachers, it was clear that all of them faced challenges during the implementation of government policies on teaching English.
The most common challenge stated by the teachers was that the majority stated that the English syllabus was too wide as shown in the Figure 4.5. 90% of teacher of English stated that the English syllabus was too wide while only 10% stated that it was manageable. Majority attributed this to the integration of the two independent discipline that is English and Literature in to becoming one subject.
Due to this they ended up not teaching everything in the syllabus but rather concentrated on the examinable areas. Thus the English syllabus should be reviewed to ensure it is manageable

**Figure 4.6: Challenge of the English syllabus being very wide**
The other challenge teachers of English from different schools expressed was the fact that due to the syllabus being too wide they did not get enough time to cover it. Some of the day schools in the study expressed their frustration in that extra lessons after school and during the weekend had been banned by the government hence they ended up not covering the syllabus unlike boarding schools in the study where some teachers used the prep time to cover the syllabus. Thus day schools appeared to be disadvantaged.

Most teachers preferred using lecture method of teaching. This concurs with Onyango (2000) who says that lecture method is the most preferred method by secondary school teachers. The reason being, it is less demanding in terms of time and materials. However, this method has some challenges. According to Brown (1994) teachers are not able to match their presentation to the understanding of their student and also some concept related to psychomotor skills and attitude are difficult to teach using lecture method.

The issue of teaching English as integrated was perceived by some teachers as a challenge due to integration of the two subjects some concepts of English as grammar and oral literature were not fully taught. Also the increased enrollment as results of the free secondary education is a great challenge when it comes to class monitoring and marking by teachers. According to Owuor (2010) increased enrollment increase the number of classes to be taught by the teachers, this leads to increased work load for the teachers, with the increased work load teachers are stressed to meet marking and other instructional deadlines and lack of motivation among other challenges. As observed by Owuor increased workload may be contributing to teachers not
meeting deadlines and therefore unless the shortage of teachers is addressed then, this may remain as a challenge for some time to the head teachers.

The study observed that there was less supervision from the school principals and Head of Departments and this greatly affected the implementation of government policies on the teaching of English in secondary schools. Lack of proper supervision by the principals posed a challenge to teaching and learning of English since teachers could not teach effectively and this would affect student performance in the subject. Hereld (1994) points out that principals should supervise the work of their teachers through lesson observation, professional counseling and discussion of their schemes of work.

Teachers explained that slow learners at times were left confused and since there was no enough time they lagged behind. Another challenge was lack of teaching and learning resources in some schools. Although the research showed that all schools had the recommended materials (books), it was noted teaching and learning aids lacked in some schools and it posed a challenge to the teachers when implementing the government policies. For library lessons Data indicated as figure 4.7, below that 100% of national schools had library lessons compared to their county and district counterparts who had 55% and 60% respectively and only 10% of other secondary schools.
Table 4.10 schools with library lessons

<table>
<thead>
<tr>
<th>SCHOOL WITH LIBRARY LESSONS</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>C</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>G</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Given that national schools are few and majority of students are in county and district schools. It would appear that a greater percentage of students miss out on the use of such equipment thus this poses a challenge to teachers when implementing the government policies on teaching English. Resources are important ingredients in any teaching and learning and have some impact in the performance of learners.

According to Kathuri (1984), resources have to be planned properly and utilized effectively. Ghai (1974) says that distribution of teaching and learning materials plays a significant role in the performance amongst schools.

Learning and teaching resources have to be adequate effectively organized and utilized for any meaningful teaching and learning. Thus all schools regardless of their category should be well equipped in order to perform well.
Another great challenge is teachers’ absenteeism which greatly interfere with the implementation of the school curriculum, but for those teachers who lack the commitment to teach it may be a lee way to escape from attending the lessons, this therefore will mean that the lost lessons will not be covered and thus interferes with the proper implementation of the curriculum, it thus becomes a challenge for the head teachers to follow those teachers to ensure that they cover their missed lessons.

4.3 Conclusion

According to the analysis above, it is clear that the implementation of government policies is not fully being implemented in the secondary schools in Nairobi City County. Moreover, teachers are experiencing several challenges during the implementation stage of this policies where teachers have a very wide syllabus to cover but have very limited time to do so and yet they do not have all the necessary teaching aids and resources to facilities this. The government needs to look at the English syllabus afresh and address the issues raised above. With this in mind the next chapter sought to give a summary of the findings, conclusions made from the findings and the recommendations.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of findings, conclusion, and recommendations for the study. It also gives suggestions for further studies. These were guided by the objectives of the study.

5.1 Summary of the study findings

The main purpose of this study was to establish the implementation of government policies on the teaching of English: a comparative analysis of secondary schools in Nairobi city county, Kenya. The study used a sample population of 64 respondents for data collection whereby questionnaires and observation schedules were used. It adopted the descriptive research design. Data analysis was based on research question design at the beginning of the research. This was done by the frequency tables, percentages and means. Responses were tabulated and analyzed using micro-sof...
5.1.1 Teaching English as an integrated subject

The study established that the implementation of the government policy which states that English should be taught as integrated was not being fully implemented as there are those who are still not fully committed to it. The findings indicated that there are teachers who still prefer to teach English and literature as two separate subjects instead of integrating them and teaching them as one. Also it was evident that some teachers are incapacitated to teach English as integrated due to lack of training or attitude.

On teaching English skills as integrated with each other, it was noted that all the teacher respondents teach all the English skills as stated in the policy. However, it was evident that whereas the four skills where being taught, majority of the respondent tended to ignore the listening skill. Further investigation showed that the listening skill was not being examined in the KCSE examinations with the exception of foreign languages and this tended to make teachers not lay emphasis on it.

Almost all teachers understand the integrated English curriculum to be the combination of literature, grammar and oral skills in one unit, although in different words. All the teacher agreed that the integrated English curriculum had had a significant effect on the performance of English at KCSE level, but with different reasons depending on the attitude and did not explain why they thought the two should not have been integrated in the first place.
Of the areas examinable in English that is; composition comprehension, grammar, poetry, oral literature, the novel and drama, teachers of English asserted that the students find oral literature easy. It is the only area that was having a rating of easy and the rest fall under difficult. Some teachers found teaching oral literature to students in the 21st Century was a daunting task as majority of the students were not able to relate with the content. It was also observed that teachers of English found teaching poetry and grammar to be very difficult. They preferred teaching the set text novels and plays.

On integrating reading skills with the three other skills (listening, speaking and writing) it was revealed that teachers found it easier to integrate the three skills other than with writing skills as they appeared a bit unique in the sense that they required their own sessions away from a session where the other three skills were being developed.

It was noted that most teachers aged 50 and above did not support integration. Majority of teachers at this age were heads of English department who should be supervising the implementation of the curriculum and yet they were opposed to it. It is therefore possible for this policy not to be well implemented given the apparent lack of the positive attitude on the part of the H.O.Ds.
5.1.2 Teaching and learning English for communication competence

It was noted that national schools and county schools had higher possibility of having a language policy as compared to their district counterparts. The study revealed that many of the schools in the study emphasized on the use of English and/or Swahili on specific days of the week as well as the associated punishment for those who bent the rule. In most of the sample schools English was given more emphasis as manifested in the higher number of days allocated to it as compared to Swahili. The punishment given for breaking the language policy like reading and summarizing English novels did not aim at developing speaking skills but on reading and writing skills.

Other forms of punishment observed were totally not aimed at developing any English skills rather they tended to humiliate the student for example wearing a robe saying ‘I cannot speak in English. Many schools held debates and public speaking however interviews with the heads of English department revealed that implementation of the policy was never sufficiently imposed. On evaluation of the speaking skills so as to check levels of acquisition of communication competence, it came to light that there were very few learning and evaluative exercises given. There was an apparent lack of evaluation procedures for the acquisition of speaking skills.
This fact tended to make teachers not lay emphasis on the development of speaking skills. Schools visited gave a picture of a learning process that partly conforms to the language policy by teaching aspects aimed at developing communicative competences but which are none the less sufficient to achieve this goal. Schools undertook to develop and implement language policies but in a number of cases not sufficiently enforced and speaking skills were taught yet not examined. Thereby denying the teachers the commitment to help in the development of such skills.

5.1.3 English syllabus coverage

The study showed that in form one and two the English syllabus was covered within the prescribed period of one year per class. However, in form three the syllabus was hurried along and covered by end of term two. The form four syllabuses in most school was started in third term of form three and finished by end of term one in form four. As from term two in form four intensive revisions started for the KCSE examinations. The study revealed that although there was content on speaking and listening skills in the form 3&4 syllabus, many teachers tended to ignore it as they found it rather time consuming when they clearly knew it was not being examined.

The Integrated English curriculum adopts an integrated approach to teaching of language. Integration means that no language skill should be taught in isolation. Listening, speaking, reading and writing skills should complement each other. The teachers of English should aim at helping learners attain
fluency and accuracy in speech. When learners fail to listen and speak fluently and accurately the fail to communicate, leading to a breakdown in communication. Consequently, poor performance in exams is witnessed as learners cannot express themselves, in addition, Kenya Institute of Education encourage learners to read critically, observing how language is used. Writing tasks should be based on the learner’s interests and experiences. Group discussions and other pre-writing activities may be used to demystify writing. It is quite evident that on the coverage of the syllabus policy, it was not being implemented as stipulated by the government.

5.1.4 Challenges encountered during the implementation of government policies

The research showed majority of the teachers stated that the English syllabus was too wide and thus they ended up not teaching everything but rather concentrate on the examinable areas only. Moreover, teachers of English stated that due to the wide syllabus they did not get enough time to cover the syllabus.

A comparison of the schools showed that day schools were disadvantage because extra lessons after schools and during the weekend had been banned by the government hence they didn’t cover the syllabus unlike where some teachers used prep time to cover the syllabus in the boarding schools.
Also, due to the integration some students especially the slow learners were left confused since there was no time to explain as the syllabus needed to be covered thus they lagged behind.

It is argued that workshops that focus on the specific needs of teachers and involve authentic classroom environments have been found to be more successful in developing teaching strategies. Therefore, it is necessary to provide teachers with regular in-service training to enhance learning of new changes in the teaching profession and labour market requirements.

In-service training is beneficial to the teacher as it improves the teacher’s general educational background, knowledge and understanding of their teaching subjects, developing teaching strategies and how to use new technologies, improved professionalism and ethics, providing knowledge and skills linked to the ever changing needs of a dynamic society. Although time is a constraint in the implementation of any innovation, sufficient time needs to be allocated to the training of teachers before and especially during in-service training.

On library lessons, all national schools had library lessons whereas a few county schools had the lessons and few district schools managed to have library lessons. This was attributed to the fact that many district and county schools lacked libraries. On audio facilities for practicing the listening skills
the trend was similar in that all the national schools had audio facilities where as a few district schools had them, and none in county schools. As there are only few national schools, a majority of the students are in either county or district schools. Hence a majority of students lack these very crucial learning aids this posed a challenge to teachers of English

5.2 Conclusions

Based on the findings of the study, it can be concluded that:

Although many schools were teaching English as integrated, the policy is not being fully implemented as there are some teachers who still prefer to teach English and literature as two different subjects. This could be as a result of either lack of training on integration or having a negative attitude.

Also listening skills during integration tended to be ignored by teachers as it was not examined in the KCSE thus the teachers concentrated on areas that were examinable. Teachers in the 21st Century had challenges teaching oral literature. On communicative competence, the policy is not being implemented in full as there is lack of evaluation of both the speaking and listening skills. Not all secondary schools have language policies. Most punishment for failure to comply with the language policy of the schools were not geared towards students achieving communicative competence.

The policy on coverage of the syllabus is not implemented fully as in form 3 and form 4 tends to hurry it along thus missing some content. The Form 3 and Form 4 syllabus was not covered within the prescribed period of time by
the government. More over teachers deliberately decided not to teach some areas of the syllabus as they knew those areas would not be examined in the summative examination of KCSE.

On implementing the government policies, teachers of English are facing many challenges including the syllabus being too wide and schools lacking teaching and learning materials & aids necessary for the implementation of government policies on teaching English. Majority of schools lack facilities like libraries which are necessary for the full implementation of the government policies on teaching English in secondary schools.

Also due to integration of the English syllabus teachers are not able to cater for the different needs of different learners in that at times the slow learners are left behind because they are not able to understand concepts being taught and integrated fast enough. Thus it was concluded that some students are not able to acquire the needed skills in English due to the integration. Moreover, it was concluded that at times teachers are not able to teach efficiently as a result of the integration of English with literature.
5.3 Recommendations

Based on the conclusions of the study, the following recommendations can be suggested;

5.3.1 Policy Recommendations

1. The ministry of Education should formulate a policy requiring all secondary schools to have language policies so as to enhance communicative competence.

2. The ministry of Education should formulate a policy that requires all secondary schools to have libraries and provide funds to facilitate the building and equipping of the same.

5.3.2 Recommendation related to practices

1. Teachers of English need to have regular professional development programs so as to be armed with the necessary skills to teach English as integrated and to also learn the importance of teaching English as integrated hence changing the negative attitudes.

2. The Kenya National Examination Council (KNEC) should come up with an oral paper for English to assess students speaking skills and a Listening paper to assess students listening skills. That way communicative competence will be achieved as both teachers and students will be motivated to put in more effort.

3. The Kenya Institute of Curriculum Development should review the English syllabus on teaching oral literature and come up with
content that the 21st Century students can be able to relate with
and comprehend.

4. The schools’ administration and heads of English department
should be strict on the timely coverage of the syllabus within the
prescribed period by the government.

5. The Kenya Institute of Curriculum Development should review
the English syllabus to ensure it is not very wide but it is
manageable for quality teaching and learning.

6. Teacher cooperation should be embraced to enhance team work
for effective implementation of government policy on teaching of
English.

7. The ministry of education should consider upgrading
seminars and workshops to continuous Teacher Development
Programmes as they go a long way to address the challenges
the teachers face.

8. The school administration should come up with punishment geared
towards students achieving communicative competence, for those
students who fail to follow the school’s language policy
5.4 Recommendations for further research

1. Further research should be conducted on how to implement government policies on the teaching of English in other counties since these findings were only limited to Nairobi county hence it cannot provide a conclusive summary of their entire secondary school in Education.

2. A study should be conducted to establish ways in which communicative competence can be achieved among students in secondary schools in Kenya.

3. A study to determine the influence of other teachers use of English language on the performance of English
REFERENCES


Buku, W. (2013, June 2). *Set up a team to arrest the falling standard of English among youth.* Daily Nation. [https://www.nation.co.ke](https://www.nation.co.ke)


APPENDICES

Appendix I: Letter of Introduction

KIMAMO DAMARIS WAMBUI
Kenyatta University
Department of Educational Foundations
P.O. Box 43844-00100
Nairobi

Dear respondent,

RE: INTRODUCTION LETTER FOR A RESEARCH STUDY
I am a post graduate student at Kenyatta University doing a Master degree in Education in Comparative and international studies. I am carrying out research on implementation of government policies on the teaching of English: a comparative analysis of secondary schools in Nairobi city county, Kenya.

This research is aimed at eliciting information from the school Heads of English department and English subject teachers. I am glad to inform you that your institution has been selected as one of the respondents in this study. Kindly provide your honest response to enable me carry out this study and it will be held with strict confidence for purely academic purposes only. Do not mention your name or the name of your school. Please add any other relevant information that you may find valuable for this study. Your co-operation will highly be appreciated.

Yours sincerely,

KIMAMO DAMARIS WAMBUI
Appendix II: Questionnaires for teachers of English department

INTRODUCTION

This questionnaire is designed to gather information on the implementation of government policies on the teaching of English: a comparative analysis of secondary schools in Nairobi County, Kenya. The information obtained will be used for the purpose of research only and will be treated with utmost confidence. Please respond to all the items as honestly as possible.

Section A

Tick where appropriate __

1. Age

21-30   31-40   41-50   50 and above

2. Sex

Female   Male

3. School Category

National [   ]
Extra County [   ]
County [   ]
Sub county [   ]

Section B

4. When teaching reading skills do you bring in
   a) Listening skill Yes No
   b) Speaking Skills
   c) Writing skills

5. Do you give practice exercise for
   a) Listening skills Yes No
   b) Speaking Skills
   c) Writing skills
   d) Reading skills

6. Do you use extracts from the class readers and set books when teaching grammar?
   Yes   No

7. If yes state some of the class leaders and set books you use
   ………………………………………………………………………………………
   ………………………………………………………………………………………
8. What are some of the issues in society today do you address when teaching English?

9. In your view should English be taught as integrated with Literature or on its own?

10. State reasons for your view?
Appendix III: Questionnaires for Head of English department

INTRODUCTION
This questionnaire is designed to gather information on the implementation of government policies on the teaching of English: a comparative analysis of secondary schools in Nairobi County, Kenya. The information obtained will be used for the purpose of research only and will be treated with utmost confidence. Please respond to all the items as honestly as possible.

Section A
Tick where appropriate
1) Age
   - 21-30 [ ]
   - 31-40 [ ]
   - 41-50 [ ]
   - 50 and above [ ]
2) Sex
   - Female [ ]
   - Male [ ]
3) School Category
   - National [ ]
   - Extra County [ ]
   - County [ ]
   - Sub county [ ]

Section B
4) How many English lessons are there per week in
   Form 1
   …………………………………………………………………………………
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5) Which textbooks do you use as course books for English in
   Form 1
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6) How frequently do the English teachers inform you whether the class has enough books?

7) Does the school provide facilities for the use of the internet by pupils during English lessons?
   Yes ☐ No ☐

8) Does the school have computers?
   Yes ☐ No ☐

9) If yes what is the ratio of students per computer?
   ........................................................................
   ........................................................................
   ........................................................................

10) Do students have library lessons?
    Yes ☐ No ☐

11) Tick if the library has the following.
    Magazines ☐
    Newspapers ☐
    Dictionaries ☐
Novels

Encyclopedia ☐

12) Does the school hold debates and public speaking?

   Yes ☐  No ☐

13) What is the school policy on coverage of English syllabus in

   a) Form 1

   ……………………………………………………………………………………………

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   b) Form 2

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   c) Form 3

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   d) Form 4

   ……………………………………………………………………………………………

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14) Does the school have a policy on the language used by the student for communication?

   Yes ☐  No ☐
15) If yes explain the language policy

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Appendix IV: Observation schedule

An observation checklist of learning activities during an English lesson
FORM: __________________

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Appendix V: Geographical location of Nairobi County in Kenya

Counties of Kenya

GeoCurrents Map
### Appendix VI: Nairobi County Secondary Schools

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Appendix VII: The distribution of schools by Geographical Location in Nairobi County

[Map showing the distribution of schools in Nairobi County with a key explaining the colors:
- Blue - Schools in Nairobi East
- Green - School in Nairobi West
- Purple - School in Westlands
- Orange - Schools in Nairobi North]
Appendix VIII: The Geographical location of sampled schools
Appendix IX: Research Authorization

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Ref. No. NACOSTI/P/17/17281/19062

Damaris Wambui Kimamo
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Implementation of government policies on the teaching of English: A comparative analysis of secondary schools in Nairobi City County, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 18th September, 2018.

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

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

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

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.
Appendix X: Research Permit

THIS IS TO CERTIFY THAT:
MS. DAMARIS WAMBUI KIMAMO
of KENYATTA UNIVERSITY, 42331-100
Nairobi, has been permitted to conduct
research in Nairobi County

on the topic: IMPLEMENTATION OF
GOVERNMENT POLICIES ON THE
TEACHING OF ENGLISH: A COMPARATIVE
ANALYSIS OF SECONDARY SCHOOLS IN
NAIROBI CITY COUNTY, KENYA.

for the period ending:
18th September, 2018

Applicant’s Signature

Director General
National Commission for Science,
Technology & Innovation

Permit No.: NACOSTI/P/17/17281/19062
Date of Issue: 18th September, 2017
Fee Received: Ksh 1000