TEACHERS’ STRATEGIES FOR MANAGING CHALLENGES OF INTEGRATED ENGLISH IN SECONDARY SCHOOLS IN KIAMBU EAST REGION, KIAMBU COUNTY, KENYA

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DECLARATION

I declare that this is my original work and has not been presented for a degree in any other university.

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DEDICATION

This work is dedicated to my beloved parents, Charles Waitere and Jennifer Wanjiku, who brought me up, took me to school and patiently taught me the value of hardwork. If it were not for you, this would not have been possible.
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First I thank God for life, health and the opportunity to pursue my studies to this level. I also wish to acknowledge with sincerity the help I received from various people in the course of the development of my research project proposal and the final report.

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Finally, I sincerely wish to thank my colleagues for their encouragement and moral support and the many friends who have supported me in one way or the other.
ABSTRACT

English language and literature in English have been taught as an integrated subject in secondary schools since the inception of the 8:4:4 system of education in Kenya. Since then, various researchers have carried out studies on integrated English. Their general conclusion is that the integrated English course has posed challenges to teachers. The cited causes of the challenges include: inadequate in-service and pre-service training for teachers, lack of knowledge of integrated English course by most teachers, negative attitudes towards the integrated English course, overloaded curriculum and difficult content among others. This is also echoed by various evaluation reports by Kenya Institute of Education. However, no research has been done to investigate the measures that teachers have put into place so as to manage the challenges. The purpose of this study was to investigate the strategies that have been adopted by teachers in Kiambu East region, central Kenya so as to manage the challenges. Specifically, the study sought to investigate the following: how teachers manage the challenge of understanding the concept of integration and difficult content, how teachers cope with the available resources, how teachers cover the syllabus in time and how teachers manage their attitude towards an integrated approach. The study employed the descriptive survey research design. The target population was the 34 secondary schools in Kiambu East. Purposive sampling was used to select the respondents for the study. Schools were selected according to their various categories-provincial, district, private and others. The sample comprised all the heads of department and teachers of integrated English in the 11 selected schools selected by simple random sampling technique. These comprise 32.4% of the schools in the region. Data was collected using questionnaires for teachers and interview schedules for department heads. The researcher used Ms Excel 2003 as an analytical tool. Data was presented using descriptive statistics such as frequencies and percentages. All the responses were organized into various aspects of the study based on the research objectives. Research findings indicate that the most employed strategies in handling lack of knowledge of the concept of integration and difficult content were attending seminars and workshops and holding consultations with colleagues. To manage scarce resources most schools borrowed materials from other schools and encouraged sharing. Extra teaching in the early mornings, evenings, weekends, Saturdays and school holidays were employed by most respondents to manage the challenge of time. Respondents with negative attitude towards an integrated approach attended seminars and workshops while the heads of department motivated them. The study found no variation in strategies employed by respondents with different levels of experience. The study concludes that challenges of teaching integrated English are rife and in response, teachers have adopted strategies for managing the challenges; relevant government agencies ought to get involved in assisting teachers. In view of the findings, the researcher recommends: Continuous Teacher Development Programmes in addition to seminars and workshops, head teachers to borrow a leaf from corporate institutions and organize team-building activities for teaching staff, resources be availed to schools more efficiently and that the government should consider allowing extra paid teaching commonly referred to as tuition.
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ABBREVIATIONS AND ACRONYMS

- CBAM - Concerns Based Adoption Model
- CDF - Constituency Development Fund
- HODs - Heads Of Department
- KCSE - Kenya Certificate of Secondary Education
- KNEC - Kenya National Examinations Council
- K.I.E – Kenya Institute of Education
- PCK - Pedagogical Content Knowledge
- QASO - Quality Assurance and Standards Officers
- SAGAS - Semi Autonomous Government Agencies
- SELP – Secondary English Language Project
CHAPTER ONE
INTRODUCTION

1.1 Background

English language in Kenya has been taught since colonization of Kenya by the British. English was the language of colonial masters who gradually taught it to selected colonized people to prop up the British administration. In addition, Kenyans received basic English lessons from missionaries to understand the bible for the specific purpose of evangelization and to assist the colonial government in the policy of indirect rule (Wasambo, 1986).

With the onset of formal education, mission schools were modeled as closely as possible on the best schools the missionaries knew. These were the English elementary schools, which are now called primary schools, and the English public schools, which are now called secondary schools (McGregor, 1971). Some English was taught in these early African elementary schools, and in the few public school-type secondary schools. It was not long before all subjects were taught in English at secondary and higher education levels.

The teaching of English language at secondary school level in Kenya has undergone some changes in order to improve the quality of its teaching (Mwangola, 1993). After independence, English language was taught as a subject from primary school level through secondary to higher education. Literature in English was studied as a discipline and only introduced at secondary school level until the introduction of the 8.4.4 system of education which brought radical changes in the educational structure, the curriculum and in the teaching approach (Magoma, 1999).
The Presidential Working Party on Establishment of the 2nd University in Kenya popularly known as the Mackay Commission of 1981 ushered in the 8.4.4 system of education and set in motion the concept of integration of subjects in the Kenyan curriculum. English language and literature in English, initially taught as separate subjects, were combined and taught as integrated English which is the focus of the proposed study. Integrated English was first taught in Kenyan secondary schools in 1986. Kiswahili language and literature in Kiswahili were integrated to form Kiswahili. Clothing and Textiles, Home Management, Food and Nutrition were all offered as one subject under the title “Home – Science.” At the primary school level, integrated social studies combining Geography, History and Civics became part of the school curriculum (Shiundu and Omulando, 1992).

Integration has been done across curriculum and in various subjects. Integration is a philosophy of teaching in which content is drawn from several subject areas to focus on a particular topic or theme (McBrien and Brandit, 1997). It means merging two autonomous but related entities in order to strengthen and enrich both (K.I.E, 2002). Blenkin and Kelly (1981) view integration of subject matter as an approach to learning that does not accept or base itself on any notion of sanctity of traditional divisions. Pring (1971), on his part asserts that subject integration is connected to natural inquiry of children, which does not respect divisions. Division of knowledge into distinct subjects is artificial and does not reflect correctly the essential unity of reality.

According to Morris (2003), there are several popular curricular integration models today. These include the connected model, the nested model, the sequenced model, the shared
model, the webbed model and the threaded model. Kenya adopted the sequenced model in the integration of English language and literature in English, where units are taught separately, but are designed to provide a broad framework for related concepts. For example while teaching comprehension, one could select a passage from the literature set book.

The integration of English language and literature in English was expected to meet some ends that would not be achieved if literature and language continued being taught separately. As stated in the secondary school integrated English syllabus;

Literature provides genuine and expressive samples of language in context. This helps students to gain familiarity with many different linguistic uses, forms and conventions of the written mode. Reading of literary works provides a rich context in which learners can acquire new vocabulary and knowledge of the rich possibilities of language use. It has been established that teaching language structures in isolation is not only boring, but it also tends to produce learners who lack communicative competence (K.I.E, 2002).

There are divergent views on the benefits of integration of language and literature. Sadeghi (2007) argues in favour of integration. He states that literature should be a powerful tool in the hands of any teacher of English as a second or foreign language especially because language learning (including literature) is above all an educational undertaking. He views language and literature as interrelated entities, with teachers as users of literature rather than teachers of it. This view is echoed by the secondary education syllabus which states in page 3 that: “through exposure to literature the learner will improve their language skills. They will not only enrich their vocabulary but also learn to use language in a variety of ways.
Similarly, an improved knowledge of the language will enhance the learner’s appreciation of literary material.”

Not everyone favours integration of language and literature. Carter (1986) argues that literature and language are distinct subjects of study and that the two have intrinsic values for the learners and teachers. Therefore the distinctiveness of each discipline of study has to be preserved. Integrating English Language and Literature thus waters down the distinct nature of each. The secondary education syllabus volume one acknowledges that “some people have expressed concern about the integration of language and literature.” (Page 3).

The introduction of integrated English was not well received by the teachers. Evaluation in 1989 by the K.I.E reported that the integrated syllabus was too wide to be covered in the allotted time. It also reported that the teachers of integrated English had a negative attitude towards an integrated approach and teaching and learning resources were a challenge. The Commission of Inquiry into the education system of Kenya of 1999 also received submissions to the effect that integration of various subjects had made content too wide and unmanageable. This and other challenges have been established by subsequent studies.

Following the introduction of integrated English, between 1988 and 1992, the Kenya Institute of Education (K.I.E), the ministry of education and the British Council introduced the Secondary English language Project (SELP) to help acquaint the practicing teachers with the integrated English innovation to enable them implement the course fully. Although SELP was meant to be a massive in-service training programme for teachers of English, it was
conducted only in three phases. First, at the national level, where teachers were selected nationally for training at a central place. This group was supposed to train others selected at the provincial level. This was at the second phase. The third phase involved training some teachers selected at the district level by those trained at the provincial level. However, the SELP project faced several financial problems because the British Council only financed training at the national and provincial levels and the training did not reach the majority of the classroom teachers.

The syllabus review by K.I.E in 1992 brought some changes in the integrated English. The syllabus was found to be overloaded with few periods allocated to integrated English. Before this review, integrated English had only six 40 minute periods per week for forms three and four classes. In the 1992 curriculum review, these were increased to eight 40 minute periods per week. The time allocated for the teaching of integrated English in form one and two was set at six periods per week. With regard to content, some advanced level components of literature were removed from the syllabus. For instance, the literary appreciation component of advanced level literature was found to be too deep for ordinary level students to comprehend. The oral literature project was also removed and students were only required to collect materials like oral narratives, riddles and proverbs for discussion in the class. Teachers were also required to teach only the simple aspects of style (K.I.E, 1995).

The Commission of Inquiry into the Education System of Kenya of 1999 popularly known as the Koech Commission received submissions to the effect that integration of various subjects had made content too wide and unmanageable. Thus, the commission in its
recommendation 15:22, proposed that existing integration be stopped and instead, the subjects be offered separately from form three. Rather than stop integration as was recommended by the commission, the approach was clearly emphasized and its benefits to the learner highlighted in the 2002 syllabus which states that “through exposure to literature, the learner will improve their language skills. They will not only enrich their vocabulary, but also learn to use language in a variety of ways” (K.I.E, 2002).

In the syllabus review of 2002, a number of areas including poetry, plays, novels, summary writing, grammar and oral literature were found to be too difficult for pupils (K.I.E 2004). However, it was felt that these areas were primarily perceived as difficult due to the approach adopted in teaching them. The review therefore recommended that the oral aspect of poetry and oral literature be covered under the language skills of listening and speaking while the study of novels would be handled under intensive reading. On the other hand, summary writing skills would be taught under reading and writing. Grammar would be reorganized and content presented in a spiral approach under the broad areas of parts of speech, phrases, clauses and sentences (K.I.E 2004). This recommendation was adopted and led to a totally integrated English syllabus and approach to the teaching and assessment of English in secondary school.

The failure of the SELP which intended to in-service teachers meant that teachers were not prepared to teach integrated English. Moreover, the pre-service training of teachers of integrated English does not expose them to integrated English. The student-teachers register in the school of education, the school of languages for English language or Kiswahili and in
the school of arts for either literature or another subject such as geography, history or religious studies. As such, teachers of integrated English are trained to teach English language or literature in English and another subject. In methodologies of teaching, the teacher trainees are taught methods of teaching literature and methods of teaching English language but not as an integrated subject. This is quite an anti-climax for the student-teacher who will have gone through an integrated English course as a high school student then an extensive exposure to English as a language and/or literature as a separate entity. This means that teachers are likely to continue experiencing challenges of teaching the integrated English course.

In a study by Kilgallon and Maloney (2008) on how early childhood teachers manage educational change, it was found that early childhood teachers' ability to cope during the implementation of mandated educational change was influenced by a range of factors. Participants were able to describe how these factors impacted on their daily teaching practice, influencing their ability to manage the implementation of the imposed changes and their ability to be sustained in the teaching profession. These factors include: having a 'positive attitude' towards imposed changes to educational policies and practices, teachers' work and association with professional colleagues, the approach teachers adopted when implementing educational change, attending professional development sessions and the role of the line manager. This study sought to address one general question: “how do teachers of integrated English in secondary schools in Kiambu East manage the challenges?”
1.2 Statement of the Problem

Integration of English language and Literature in English was introduced in 1986. Several studies on integrated English have been done since then. These have focused mainly on establishing the challenges of teaching integrated English. Studies by: Omollo (1990), Magoma (1999), Otieno (2003), and Gichuki (2007) have all identified teacher competence to teach Integrated English as a challenge due to lack of training; either pre-service or in-service. Other challenges as identified in the studies include: inadequate resources, overloaded curriculum, teacher attitudes, and difficult concepts. However, there exists no literature on how teachers manage these challenges especially in schools within Kiambu East. The study intended to find out the strategies which teachers have devised for managing the challenges of implementing the integrated English curriculum in this region.

1.3 Purpose of the Study

The purpose of the study was to go beyond the many studies done on the challenges of teaching integrated English and find out the mechanisms that the teachers of English had put into place so as to manage the challenges they were facing as they taught integrated English in Kiambu East District. The information gathered from this study was to benefit teachers, QASO and the students. Teachers were to benefit in that they would learn from each other the different strategies of managing the challenges of teaching integrated English. The K.I.E and QASO would also identify areas where their assistance would come in handy so as to help teachers manage. The students would be the ultimate beneficiaries as the teachers would be able to manage the challenges which could translate to better teaching. In general, it would lead to improved performance in integrated English in the region.
1.4 Objectives of the Study

The study focused on the following objectives:

a) To establish how teachers manage the challenge of understanding the concept of integration and difficult content.

b) To find out what teachers do to cope with the available resources—text books and other curriculum support materials.

c) To find out the strategies that the teachers of integrated English have put into place so as to cover the syllabus in time.

d) To find out how teachers manage their attitude towards an integrated approach.

1.5 Research Questions

a) What strategies have the teachers adopted to deal with the challenge of understanding the concept of integration and difficult content?

b) How do teachers address the issue of teaching and learning resources?

c) What mechanisms have the teachers put in place to manage the time?

d) How do teachers manage their attitude towards integrated English?

1.6 Assumptions of the Study

In the study, the following assumptions were made:

a) That all the respondents would be cooperative and provide reliable responses.

b) That all the teachers involved in the study were trained teachers of English.

c) That all the teachers involved in the study had considerable teaching experience.

d) That all the teachers used the same approved integrated English syllabus from K.I.E.
1.7 Limitations

a) Due to time and financial constraints, the study limited itself to 11 schools.

b) Integration has been done across curriculum and in various subjects. This study limited itself to the integration of English language and literature in English only.

1.8 Delimitations

The study confined itself to schools that use the KIE approved English Syllabus. Teachers in these schools are likely to have similar experience.

1.9 Theoretical Framework

The Concerns Based Adoption model (CBAM) is a widely applied theory and methodology for studying the process of implementing educational change by teachers and by persons acting in change-facilitating roles (Anderson, 1997). Little (as cited in Wan, 2002) notes that there is generally inadequate implementation of innovations at the school level. This is due to insufficient attention to the problems arising from individuals who have different meanings or significance when facing change. In other words, the concerns of individuals are ignored. According to Loucks and Hall (as cited in Wan, 2002), concerns are directly related to and have a direct effect upon teacher performance. Hall and Loucks (as cited in Wan, 2002) consequently developed the model for measuring, describing and explaining the process of change experienced by teachers involved in attempts to implement new curriculum materials and instructional practices, and how that process is affected by interventions from persons acting in change-facilitating roles. Anderson (1997) notes that understanding teacher change
in curriculum and instruction continues to be an important focus for thinking about and facilitating teacher development and school improvement

**Stages of Concern**

The CBAM proposes a developmental model called Stages of Concern, which is a framework that describes the feelings and motivations a teacher might have about a change in curriculum and/or instructional practices at different points in its implementation (Anderson, 1997). The Stages of Concern framework presents a possible, not a necessary, progression of teacher concerns about a change. Under the framework of Stages of Concern, there are seven stages of concern for conceptualizing and measuring change in teachers who implement a new innovation, including: Awareness, Information, Personal, Management, Consequence, Collaboration and Refocusing.

At Stage 0 -Awareness, the teacher has little concern about or involvement with the innovation. At Stage 1- Informational, the teacher has general awareness of the innovation and is interested in learning more about it and its implications. At Stage 2-Personal, the teacher is uncertain about the demands of the innovation and is worried about his/her ability in using the innovation. At Stage 3-Management, the teacher focuses on management issues related to logistics, scheduling, time demands etc. At Stage 4-Consequence, the teacher focuses on the impact on pupils. At Stage 5-Collaboration, the teacher is interested in working with other teachers in the school to jointly improve the benefits of change implementation for students. At Stage 6-Refocusing, the teacher is thinking about making major modifications in the use of the innovation, or perhaps replacing it with something else.
These Stages of Concern are well replicated in the integrated English scenario. At stage 0-Awareness, the teachers of integrated English had little concern about the innovation and they were barely involved. The curriculum development body, K.I.E, had the onus to come up with the innovation. Nevertheless teachers of English were represented by the subject panel which has very few teachers drawn from a few schools and as such could not adequately represent the teachers. When the innovation was delivered to schools, the stage was set for Stage 1 of the innovation- the Informational Stage. The teachers of English got some general awareness of the innovation and were interested in learning more about it and its implications. However as underlined by earlier studies, there was no inservice training at the onset of the teaching of the integrated English course (Omollo, 1990; Magoma, 1999). The teachers’ quest for knowledge about the innovation was not taken care of. As a result, teachers became uncertain about the demands of the innovation and were worried about their ability in using the innovation- Stage2 of the CBAM. This could be the reason as to why there have been a lot of studies on the challenges of teaching integrated English which are enumerated elsewhere in this proposed study. The fourth stage of the CBAM, Management Stage, is the backbone of this proposed study. At this stage, the teacher handling the innovation focuses on management issues related to logistics, scheduling, time demands etc.

Teachers of integrated English could also be at different stages of the CBAM depending on their level of experience in terms of the number of years that they have taught integrated English. The study sought to establish the strategies of managing the challenges of integrated English which the teachers have come up with.
In The Role of Mentoring and Coaching in Improving Teaching and Learning Barry Sweeny (2003) compares the Stages of Concern model to a bridge. See figure below.

![Bridge Diagram](http://www.mentoringassociation.org/membersonly/CBAM.html)

- The lower Stages of Concern occur at the training side of the ‘Bridge’:
  - Awareness (what is the innovation?)
  - Information (how does the innovation work?)
  - Personal (developing a plan to use it)

- Also occurring at the training side of the bridge are any skill development aspects of the training, which are the beginning of the management Stage of Concern, such as:
  - Demonstrations
  - Participant practice during the training, and…
  - Corrective feedback on the practice the trainer may give participants
• When the participant is in their own setting, trying to independently implement their training and build their mastery to a routine level of task management (Stage of Concern), that is when the power of mentoring becomes so critical for participant success.

• If mentoring is provided at this point, participants can progress and continue to grow.

• If participants are not supported:
  o They cannot continue to grow
  o Implementation problems will often overwhelm them
  o The innovative practices will be discarded
  o Coping strategies which are often poor practice will be adopted.

As mentioned earlier in the background to the study and the statement of the problem, the teachers of integrated English in Kenya were not trained to teach English Language and literature in English as integrated. As such the teachers needed re-training in the knowledge and skills of integration followed by mentoring and coaching by Quality Assurance and Standards Officers. Would this have been done, it is likely that the teachers of integrated English would have crossed the bridge to the effective implementation of the curriculum change. Unfortunately any attempt to train the teachers failed and as mentioned in the ‘bridge’ illustration, the teachers of integrated English: may not have grown in the new knowledge, they may have been overwhelmed by implementation problems, they may not be integrating English Language and literature in English appropriately and they may have had to adopt coping/managing strategies which were the chief concern of the researcher.
Therefore, the Concerns Based Adoption Model and the subsequent ‘bridge’ illustration provided an adequate framework for the study.

1.10 Conceptual Framework

Figure 1.1 shows the conceptual framework (model) that encompasses the major variables and their pattern of influence on each other. The figure shows that after implementation of a curriculum innovation (independent variable) teachers experience challenges (independent variable). Subsequently, they develop strategies for coping with the challenges (dependent variable).

Figure 1.1 The Conceptual Framework.
1.11 Operational Definition of Terms

- **Challenges** - These are the difficulties/drawbacks/obstacles that hinder the achievement of set objectives.

- **Curriculum** – In this proposed study, the word curriculum will be used to mean a course of study.

- **Integration** – In this study, this will be used to mean the combining several related areas of a subject to form one entity.

- **Integrated approach** - method of teaching where different content areas of a subject are combined and presented as one.

- **Medium of instruction** - Language of delivering content to learners in the teaching/learning process.

- **Review** - Examining carefully with the aim of improving.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A lot of literature exists on how teachers deal with challenges that they experience in their day to day teaching experience. However, a lot of this research deals with how teachers cope with issues like indiscipline, pupils with special needs and stress in their lives (Rieg, Kelli and Paquette, 2007; Espirito, 2009). A lot of research also exists on the challenges faced by teachers in the face of implementation of a new curriculum. For instance (Omollo, 1990; Magoma, 1999; Otieno, 2003; Gichuki, 2007) identified the following as impediments to the implementation of the integrated English Course: lack of inservicing in the teaching of the integrated English course, inadequate resources, inadequate teacher preparation, overloaded curriculum, teacher attitudes, inadequate knowledge on integration and concepts which were difficult to implement.

Mbogua (1987) in his study of the problems affecting the implementation of integrated geography history and civics (social studies) enumerated the following problems: lack of positive attitudes towards social studies course on part of the teachers, acute shortage of time to cover the syllabus, lack of proper integration and imbalance of content in the course syllabus and lack of essential resources such as text books for teachers and students. This study though not about integrated English echoes the problems experienced in the implementation of integrated English.
Very few studies exist on how teachers manage these curriculum-related challenges. An example of these is a study by Kilgallon and Maloney (2008) on how early childhood teachers manage educational change, which is analyzed later on in this chapter.

This chapter deals with the various opinions and the research literature that exists on each mentioned challenge that the teachers of integrated English face plus teachers’ coping/managing mechanisms. It is divided into the following subsections:

a) Availability of teaching and learning resources

b) Time

c) Teachers’ attitude towards curriculum change

d) Teachers’ understanding of educational change

e) Teachers’ strategies for managing challenges in curriculum change

2.2 Availability of Teaching and Learning Resources

Instructional resources are defined as all resources designed to support the instruction of a subject or course including but not limited to textbooks, library books, newspapers, magazines, printed materials, charts, recordings, videos, DVDs, pictures, exhibits, slides, transparencies, online resources, speakers and other personnel resources and all technology-based resources (McBrien and Brandit, 1997).
Dale (1996) classifies teaching-learning resources as follows: visual materials that include both projected and non projected resources, audio-visual resources that include television films, video tapes, sound filmstrips, printed materials and field trips and audio resources that include lectures, audio tapes, compressed speech, phonograph records, radio and telephone.

**Value of Instructional Resources**

Instructional materials are an important aspect of the teaching process. Teachers of English like those of other subjects have a large number of these instructional materials that they can use. It’s however the prerogative of the teacher of English to make these materials an integral part of their instructional practices (Minae, 2004)

Minae (2004) in his research observed that the most commonly used instructional resources by teachers of English were the chalkboard, textbooks, set books and reference books.

Kamn and Tylor (1966) express the view that the textbook has been for a long time the most important tool of the teacher and even in the audio-visual age, it has retained the leading role in the teaching and learning process. All the other reading materials therefore act as supplementaries since the text book indicates what is to be taught and what is to be learnt. The text book facilitates the organization of instruction which is followed sequentially.

In her study in a Taiwan School, Wen Chien (2004) evaluated the integration of English into an elementary school life course. Among her observations was that the local publishers
provided insufficient teaching materials for integrating English into a life course. This problem has also been picked by local studies.

As Malusu (1985) observes, resource materials and well prepared teachers are the best means of implementing curriculum. Several studies done in Kenya during the implementation of new curriculum identify lack of resources as a main problem.

Malusu (1985) in his study on problems affecting implementation of the new Christian Religious Education curriculum in primary schools noted that pupils in primary schools did not have relevant C.R.E. course books. Rombo (1985) did a study on factors affecting the implementation of integrated home science in secondary schools in Kenya. She observes that in any one given school, a ‘cobweb’ of problems affected implementation of integrated home science. The outstanding problems were lack of facilities, tools and equipment. She also observed that the teaching and learning resources were very scarce in schools and where they were available; they would be shared between many students.

Anyona (1990) did a study on problems affecting the implementation of the 8.4.4. school curriculum in primary schools. From the responses obtained, teaching and learning materials were inadequate. Lack of these materials made it difficult for teachers to instruct adequately.

Namach (1990) was interested in finding out the problems teachers experience concerning use of instructional resources in teaching English in primary schools. He found that 71.4% of
the teachers indicated that course materials such as the official course books for English, supplementary books, library books and other teaching aids were not readily available.

According to Minae (2004), all the teachers in his study complained of having a shortage of instructional resources. Kimani (1999), in his study on use of resources in secondary schools in the teaching of history observed that there was a shortage of instructional resources. Little gain can be expected when more than three students share a text book in a reading comprehension lesson. A shortage of textbooks is a hindrance to effective instruction because some students may not access the few text books that are available. This would be a problem especially to the slow learners (Minae, 2004).

Achoki (2004) makes the key observation that the availability of resources (textbooks) does not necessarily translate into effective teaching of a subject. Adequacy of the resources is much more important in achieving the latter. However, Rombo (1989) notes “…if the teacher is not competent; the provision of these resources would be a waste. It is therefore necessary that before the resources are provided, teachers are equipped with the relevant knowledge to enable them to handle all areas of the subject.”

According to the Report on the Monitoring of the Implementation of the Revised Secondary School Curriculum (K.I.E, 2004), most secondary schools had not procured the approved books because of the delay in receiving the list of approved text books, lack of approved books in the local bookshops and lack of funds to buy the books. Most schools had also not bought teachers’ guides. To add to this, the syllabus was not available in some schools and
inadequate/lack of curriculum support materials was noted. The report records that the pupils’ books were too few- a ratio of 1:8 and there were no reference materials in most schools.

That text books and other curriculum support materials are inadequate in most secondary schools is a fact established by the studies looked at in this section. This study intended to find out how teachers manage the teaching of integrated English with the available integrated English text books, set books and other curriculum support materials in Kiambu East District of central Kenya.

2.3 Time

Some of the most famous and successful examples of curriculum integration come from Wigginton’s Foxfire Experience (1985). In attempting to reach a group of students who were basically failing in school, Wigginton searched for a way to teach that would motivate students and give them a meaningful educational experience. He coordinated students to develop the Foxfire publication, letting them write, edit, and even negotiate book contracts. He obviously achieved the motivation he desired, but time constrains and particular curricular requirements were constant hindrances (Morris, 2003).

In her study on integrating English into an elementary school Life Course, Wen Chien (2004) makes the observation that the limited class period was a problem. This problem is also picked by local studies especially where integration of subjects is involved.
In her study on problems affecting the implementation of integrated social studies Mbugua (1987) notes that time was a problem as there was too much to be covered compared to the time allocated. The same problem was identified a study by Wainaina, (1989). In his study, 5% of school heads and 65% of teachers and 11 of the 15 students in the study indicated that the time allocated to cover new syllabuses for any industrial education subject was not enough.

Ali (1994) observes that as is often the case, whenever centrally prescribed contents of a subject or a teaching course are incompatible with the allotted time of teaching, the question which turns out to be most important to those who are in charge of the teaching is how and when to finish the prescribed content before exam time, not how well to treat each content. Thus teaching goes at a rush whereby learners are left with very little or no opportunity to master the necessary knowledge and skills that they are expected to gain out of their learning. Though not directly mentioned as a problem, time is insinuated as a problem in the mentioned challenge of overloaded curriculum of integrated English (Otieno, 2003).

The time allotted for teaching Integrated English is not compatible with the content of the course. The Needs Assessment Report by K.I.E (1999) observed that many subjects in the present secondary education curriculum could not be covered within the scheduled time. This problem was not solved by the curriculum revision of year 2002. The Report on the Monitoring of the Implementation of the Revised Secondary School Curriculum (2004) notes that time allocated to individual subjects was insufficient and that few teachers had difficulties in implementing the revised curriculum in their subject areas because of
inadequate time allocated to their subjects. The teachers of integrated English who participated in this evaluation suggested that the Form one and two lessons should be increased from six to eight lessons per week for further practice in oral skills.

Acute shortage of time to cover the syllabus of the course is a setback of the effective implementation of the course. What is most important here is not the fact that this problem exists but rather the probable actions that may have been enforced by trainers (teachers) to cope up with the problem, and the effects of those actions on the teaching-learning process of the course (Ali, 1994).

It is clear that many a secondary school in Kenya and elsewhere experience the challenge of time. The interest of this study was to find out the actions that may have been enforced by the teachers to manage the problem of lack of sufficient time to cover the syllabus of the integrated English course.

2.4 Teachers’ Attitude towards Curriculum Change

Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system (McBrien and Brandit, 1997). Attitudes are formed as a result of some kind of learning experiences. They may also be learned simply by following the example or opinion of parent, teacher or friend. This is mimicry or imitation, which also has a part to play in the teaching and learning situation. In
in this respect, the learner draws from his teachers’ disposition to form his own attitude, which may likely affect his learning outcomes (Olatunde, 2009).

In the face of implementation of a curriculum innovation, it is important that everything possible is done to ensure that the implementers have positive attitudes as Kilgalon and Maloney (2008) observed in their study. Twenty point six per cent of the participants indicated that possessing a positive attitude led to their actively seeking information regarding proposed changes and the potential impacts on their teaching practice.

Bright and Mcgregor (1975) point out that the teaching of English language has been affected by certain attitudes. They claim that the environment, the teacher, awareness of progress and achievement as well as attractive text books are likely to have dominating influence and can create positive or favorable attitudes towards the language.

Several research findings have confirmed the hypothesis that teachers’ attitude towards a subject or subject teaching affect their students’ achievement in and attitudes towards that subject. Onocha (1985) reported in one of his findings that teachers’ attitude towards science is a significant predicator of pupils’ science achievement as well as their attitude. Also Ingwe (1985) showed that the effect of teachers’ attitudes to mathematics was stronger on the students’ mathematical achievement than on their attitudes. Also Chidolue (1986) found that teachers’ attitude towards biology teaching is one of the major contributors towards explaining the variance in students’ cognitive achievement. In the same vein, Odubumni (1986) and Odunsi (1988), confirmed that teachers’ attitude towards integrated science teaching affect their students’ attitude to and achievement in the subject. These studies though done on students in Nigeria could reflect the situation in Kenyan schools.
Mbugua (1987) in her study on the problems affecting the implementation of geography, history and civics as a combined course (social studies) in primary teacher colleges in Kenya observed that the college lecturers for the course had a negative attitude towards the integrated social studies due to the fact that the new course had too much to teach by one lecturer who is not an expert in all the areas, there was lack of resources on the combined course and the lecturers were forced to rely on old books used for the traditional subjects and lack of preparation for the new course.

Wainaina (1989) in his study on the problems affecting the implementation of the 8.4.4. curriculum for industrial education in secondary schools in Nairobi province, observed that lack of sufficient facilities as identified by various respondents, coupled with large classes comprising unmanageable number of students, resulted in low morale of teachers. He also observes that poor attitude of school heads and students towards the new subject affected its implementation.

Muutu (1993) researched on the state of integration of English language and literature teaching in secondary schools in Nairobi province. She reported that teachers have negative attitude towards the integration of English and literature most probably because they do not fully understand it. A great portion of her respondents (65%) indicated that they never enjoyed teaching integrated English.

Otieno (2003) in his study on the relationship between secondary school teachers’ attitudes towards integrated approach and their teaching performance observes that there exists
negative attitudes towards the integrated approach, content of the subject and instructional materials used in the teaching of integrated English. Her findings also revealed that there exists a weak positive relationship between teacher attitudes towards integrated English and their teaching performance.

One of the key problems noted by K.I.E (2004) evaluation report is that there still exist negative attitudes of some teachers towards the changes in the curriculum. This is echoed by a more recent study by Gichuki (2007) on challenges facing teachers implementing revised English curriculum in public schools in Othaya Division of Nyeri District. 21% of the teachers involved in the study indicated that they have negative attitude toward integrated English.

In light of the above studies, it can be concluded that teachers of integrated English still have negative attitude towards an integrated approach and that attitude has effect on students’ attitude and performance. This study sought to find out the strategies that teachers in Kiambu East had put into place so as to manage their attitude toward the integrated English course.

2.5 Teachers’ Understanding of Educational Change

Teachers’ are an essential ingredient to educational change (Hord, 1987). In his opinion Ofufuena (as cited in Olatunde, 2009) said that no matter what amount of resources we might put into the nation’s education system, without properly prepared and motivated teachers, we can never expect anything from the system.
Hawes (as cited in Malusu, 1985) says that a new programme in curriculum development entails not just the need for new attitudes but also new knowledge and new skills. It would be wrong therefore to assume that those teachers in the classroom will automatically pick up the new skills and knowledge without further training. Unfortunately, at the introduction of the integrated English, it was assumed that teachers of English and literature would automatically pick up the new skills and knowledge without further training.

The problem of lack of retraining of the teachers is compounded by the fact that even those teachers who have been trained after the introduction of integrated English have no knowledge of the concept of integration as the overall arrangement and execution of the English course in the universities today divides the course into English language and literature in English. This is tersely castigated in the following extract.

No matter how convincing the reasons might be, the moment tutors decide on compartmentalizing the subject (course) back to the individual disciplines, the first important feature of the subject integrated approach which makes the subject different from what had been taught in the past, starts to disappear. Then as tutors go to the classrooms, each with their own share to teach their own way, the concept of integration not only remains unattended but also loses its significance to the trainees. What knowledge, skills and attitudes can the trainees get out of this as far as the concept of integrated approach and its practical implications are concerned? How can graduates of such training properly handle an integrated subject without getting adequate knowledge and skills about integration? How can such graduates have a favourable attitude towards integrated approach when it actually poses to them a formidable challenge for which they are not adequately prepared? (Ali, 1994).
A growing body of research suggests that schools can make a difference and a substantial portion of that difference is attributable to teachers. Recent studies of teachers’ effectiveness at the classroom level using the Tennessee Value-Added Assessment System and a similar data base in Dallas, Texas, have found that differential teacher effectiveness is a strong determinant of differences in student learning. The studies further revealed that students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in sequence (Sanders and Rivers, 1996).

Tied to teacher effectiveness is teacher knowledge. Allgood and Walstad (1999), albeit with a small sample of 12 teachers, convincingly demonstrate that a teacher’s knowledge in economics affects student performance. A teacher who possesses sufficient knowledge of content and of how to teach a subject will be enthusiastic about the subject. Marlin (1991) finds that students with teachers more enthusiastic about teaching economics score higher on measures of knowledge of economics.

Dills (2008) in a bid to prove that teacher knowledge affects student learning, surveyed economics teachers and their students in South Carolina. The study found out that teacher knowledge of economics positively and significantly affects student learning. Student score gains were found to be proportional to an increase in teacher knowledge.

In their study, Ineke, H. et.al.(2009) note that some of the teachers in the study evaluated their competencies at the start as insufficient. With this, they expressed their feelings of insecurity that is lack of self confidence, rooted in their unfamiliarity with specific topics
and/or new teaching methods at the start of the innovation. Those teachers who evaluated their competencies at the start as insufficient later after a few years with the qualification sufficient, they expressed their improved feelings of self confidence as a result of learning and practicing new topics and activities in the classroom.

In their study, Herren, R.V. et.al. (1995) observe that the learners who had been taught by teachers with little or no experience in agriculture had lower scores than those taught by teachers who had experience in agriculture. They note that the knowledge level of the teacher is an important factor in the teaching of agricultural concepts.

In his study on how primary teachers manage science, Appleton (2003) notes that primary teachers typically lack science content knowledge and therefore the science pedagogical content knowledge (PCK) that enables them to teach science. Aspects of a group of beginning primary school teachers' science teaching practices were consequently examined in order to understand better the basis of their practice. In particular, science PCK and its relationship to "activities that work" were considered, illuminated by findings about activities that work from a separate study with practicing teachers. The main assertion arising from this study is that activities that work have a close relationship with science PCK. A number of implications for secondary integrated English curriculum emerge from this assertion, such as considerations for pre-service teacher education integrated English courses and the nature of the secondary integrated English curriculum.
One of the most important conditions behind successful implementation of changes in curriculum as emphasized by many writers and most researches is the preparation of the implementers. It is of prime importance that implementers understand what they are expected to do. Courses must therefore be planned for implementers in order to keep them abreast of the new developments (Anyona, 1990).

Gichuki (2007) categorically notes that the quality of a learner’s acquisition depends on the quality of a teacher’s input. The teacher’s competence therefore influences the quality of performance at the end of the course.

Both Oluoch and Eshiwani (as cited in Malusu, 1985) attribute the failure of new mathematics in Kenya to lack of teacher preparation and relevant in-service courses. “…the curriculum developer at K.I.E. failed to communicate to classroom teachers what they were trying to accomplish. There were no significant in-service training programmes for teachers who were supposed to teach the new mathematics. As a result, many of the mathematics teachers were no better than their students.”

Mbogua (1987) in her study on problems affecting the implementation of integrated social studies in primary teacher colleges tersely states that teachers have to be in-serviced because not only do they have to manage the new curriculum change and its organization which was not envisaged in their initial training but also with the new methods of handling this change in curriculum. The study also observes that teacher preparation should be seen as a priority before educational changes are made in schools. She also found out that the lecturers of the
new course felt that it was unfair to force them to teach something they were not competent in. The lecturers also said that they were not able to relate geography, history and civics in a sequential manner. Instead they preferred to teach more topics from their area of specialization and ignore others.

Wainaina (1989) in his study on the problems affecting the implementation of the 8.4.4. curriculum for industrial education in secondary schools in Kenya, notes that data collected show that the majority, (84.6%) of the industrial education teachers involved in the study either had a slight idea or no idea of the definition of industrial education. He also notes that in the absence of adequate orientation to the new education system, some of the industrial education teachers demonstrated great uncertainty in what they were required to do. The teachers in the study admitted to have received very little help from the subject inspectors. The teachers expressed that they had missed the professional advice and supervision they so much needed during the transition period.

In her study on the factors affecting the effective implementation of integrated home management, cookery and textiles (home science), Rombo (1989) noted that the pre-service education offered to teachers had loopholes which led to incompetent teaching. The study also observed that with the merging of the three areas of home science in 8.4.4., teachers felt inadequately equipped to cover areas not so familiar with them.

In comparing teacher competence to availability of resources, Rombo (1989) notes “…if the teacher is not competent; the provision of these resources would be a waste. It is therefore
necessary that before the resources are provided, teachers are equipped with the relevant knowledge to enable them to handle all areas of the subject.”

Omollo (1990), Muutu (1993) and Magoma (1999) agree that the teaching of integrated English is hampered by teachers’ lack of knowledge of the concept of integration among other factors.

Teachers of integrated English have also identified content which is difficult. This includes use of computers; for example e-mail is too difficult for both teachers and pupils because computer technology is not available in most secondary schools and oral skills which is too difficult to teach and assess among others (K.I.E 2004).

A more recent study by Gichuki (2007) observed that teachers implementing the revised English curriculum in public secondary schools still have inadequate knowledge on integration and that some concepts are difficult to teach.

This discussion has clearly established that both content knowledge and pedagogical content knowledge are key if the teacher is to be effective in the classroom. This study sought to find out how the challenge of understanding the concept of integration and difficult content is dealt with, especially because as noted earlier, teachers country-wide were not in-serviced and the teacher training colleges have not had their courses revised and restructured to cater for the 8.4.4. secondary syllabus for integrated English.
2.6 Teachers’ Strategies for Managing Challenges in Curriculum Innovation

Ongoing change has become a feature of most educational organisations and systems. Driven by the desire to improve the efficiency and effectiveness of educational services, 'educational change'--in the form of imposed and mandated changes to policy, practice and resource allocation--has become commonplace. Educational change impacts on those working within these systems, challenging teachers in their roles as educators. Teachers are not only expected to persevere in their performance of teaching duties, but are also required to implement, at a school-based level, new initiatives and reforms mandated by the organisations they work for. Educational change in the workplace impacts on teachers' beliefs and practices (Smylie, 1999), influencing their ability to 'cope'; i.e., their ability to remain productively engaged in the act of teaching. The approach teachers adopt to manage the implementation of mandated educational change also determines their ability to be 'sustained' (Smylie, 1999); i.e. their ability to maintain professional engagement and competence as well as job satisfaction, a work-life balance and personal wellbeing.

In a study by Kilgallon and Maloney (2008) on how early childhood teachers manage educational change, it was found that early childhood teachers' ability to cope during the implementation of mandated educational change was influenced by a range of factors. Participants were able to describe how these factors impacted on their daily teaching practice, influencing their ability to manage the implementation of the imposed changes and their ability to be sustained in the teaching profession. These factors include:
2.6.1 Attitudes to educational change

Early childhood teachers in this study expressed the belief that having a 'positive attitude' towards imposed changes to educational policies and practices was critical to their coping with the implementation of reform at a school-based level. Approximately half of the study's participants (50.8 per cent) identified that accepting educational change as part of their teaching role led them to be 'willing to have a go'. These teachers indicated that maintaining a positive focus on impending changes led them to be proactive in seeking information and becoming involved in the change process. Furthermore, while three focus group participants (4.8 percent) revealed that, where possible, they tended to avoid educational change, in particular 'change for change's sake', these same teachers also commented that they coped best through maintaining a positive attitude.

Early childhood teachers in this study (9.5 per cent) also indicated that they were intrinsically motivated to become involved in the early stages of the implementation of educational reform. Participating in educational committees at a school-based, district-wide or state-wide level helped them understand the rationale behind, and ramifications of, impending changes. Early involvement in the change process also contributed to teachers developing a sense of being 'part of the big picture'. Through their early involvement in the process these teachers were able to focus on the long-term benefits of educational reforms and maintain their positive attitudes towards the implementation of change.
2.6.2 Work and professional colleagues

Early childhood teachers' work and association with professional colleagues (49.2 per cent) were also identified as key factors contributing to teachers' coping with the implementation of educational change, in this study, early childhood teachers described how their colleagues, including education assistants, provided moral and physical support in implementing changes to classroom practice. Furthermore, professional colleagues acted as a source of clarification of proposed changes, sharing their knowledge and suggesting practical strategies.

2.6.3 Approach to implementing educational change

This study found that the approach early childhood teachers adopted when implementing educational change also impacted on their coping abilities. Participants in this study (30.1 per cent) revealed that rather than accepting proposed changes on face value, they rationalized the worth of reforms and were selective in their implementation.

Participants (20.6 per cent) also disclosed that prior to the implementation of change they sought information on what the proposed changes involved, and then engaged in professional dialogue with peers and reflective thinking to determine how the proposed changes impacted on their pedagogical beliefs and practices. Reflective thinking enabled these early childhood teachers to recognize their own limitations and make decisions regarding what changes they could feasibly accommodate in their daily teaching practice. Consequently, self-awareness and rationalization, traits associated with a competent emotional intelligence contributed to their coping with change.
Furthermore, participants (20.6 per cent) indicated that they adapted the change process to suit their current circumstance. Several described how they implemented a select few changes over an extended period of time.

2.6.4 Professional development sessions and affiliations

In this study, nearly a third of the participants (30.1 per cent) identified that attending professional development sessions enhanced their ability to manage the implementation of educational change. Such sessions not only informed early childhood teachers of proposed changes but also provided an opportunity to engage in discourse with professional peers and clarify their understanding of what was involved in implementing proposed reforms.

Interview participants also described how 'accessing experts in the field', through attending quality professional development sessions and affiliating with professional associations, contributed to their gaining an in-depth understanding of proposed changes. Knowing the rationale behind educational changes--'the big picture'--provided these teachers with a sense of direction, 'a shared vision', sustaining their motivation and commitment to the change process. In addition, knowledge gained from such sources formed the basis of discourse with professional peers and reflective thinking, facilitating their rationalization of personal pedagogical beliefs and practices and the impact of proposed reforms. These findings affirm the view that professional development sessions and opportunities for professional networking are significant contributors to the successful implementation of educational change.
2.6.5 Role of the line manager

Line managers (17.5 %), mostly primary school principals, also played a significant role in early childhood teachers' coping abilities. Participants indicated that while line managers did not provide them with direct support every day, those who were influential did offer them opportunities for professional development and attendance at functions involving networking with professional colleagues. Participants appreciated line managers who involved them in decision-making processes within the school and kept them informed of impending changes. As one interview participant elaborated:

> The principal who has been with us for 18 months or so is a very collaborative person ... and he's made a great effort to make sure that everyone feels involved. He's made a big effort to make sure everyone feels included in the decision making. And even if the decision may not affect me, he still values what I have to say.

Encouragement from select line managers also contributed to interview participants seeking recommended educational literature and extending their role beyond the classroom, to take on administrative and collaborative roles in the change process.

This study highlights pertinent issues that curriculum developers should consider in the face of a curriculum change so as to ease the coping/managing process of the implementers. These are professional development, professional support, instilling the right attitudes and a careful approach to implementation. This suffices to illuminate the situation that prevailed in the implementation of integrated English as none of the above was done to prepare teachers of integrated English.
In a study by Sander (1992) experienced high school science teachers gave suggestions on how to manage the demands of teaching a science subject for the first time. A teacher in this situation has to prepare each class with lesson plans and illustrative materials to give structure to the classes. The teacher must capitalize on what is familiar, but unfamiliar subject matter must be researched more thoroughly. The use of methods with which one feels comfortable is alright, but one must be flexible enough to listen to students' comments and to modify methods as the need arises.

Teaching integrated English especially for those who are not experienced could require that the teachers utilize the above-mentioned tips so as to cope/manage the delivery of content in the classroom. The study delved deeper into how teachers of integrated English in Kenya deal with specific challenges of teaching integrated English.

2.7 Summary

This chapter has dealt with each challenge of teaching integrated English and other disciplines and what several studies have shown about these challenges in relation to teaching competence and student performance. It has also looked at various strategies which new science teachers and early childhood teachers used in the face of educational change in the USA. However, the studies do not give any insights on how teachers manage these challenges. The study on coping/managing mechanisms is foreign and not specific to any subject. Therefore, this research concerned itself with investigating the strategies the teachers of integrated English in Kiambu East region have adopted so as to manage the challenges they face.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This section covers research design and methodology. The chapter is organized under the following sub headings:- Introduction, research design, the study locale, target population, sample and sampling procedures, research instruments, the questionnaire, the interview schedule, piloting of research instruments, reliability and validity of instruments, data collection procedure and data analysis.

3.2 Research Design

The study adopted a descriptive survey design to investigate the strategies teachers of English have put into place so as to manage the challenges of teaching integrated English. According to Luck and Reuben (as cited in Orodho, 2005) descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather, summarize, present and interpret information for the purpose of clarification. Borg and Gall (as cited in Orodho, 2005) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

Gay (1976) defines descriptive research as the involvement in the collection of data in order to test hypothesis or answer questions concerning current status of the subject of study. The descriptive study determines and reports the way things are. Like a common example is the assessment of attitudes and opinions towards organizations, events or procedures.
Descriptive data on teachers’ strategies for managing the challenges of integrated English was collected through survey questionnaires and interview.

3.3 The Study Locale

The study concentrated on selected schools in Kiambu East region in Kiambu County in Central province, Kenya. The researcher chose the region because it has a variety of schools that is provincial, district, private and other schools (there are no national schools in Kiambu East).

According to Singleton (1993), the ideal setting for any study should be easily accessible to the researcher and that which allows immediate rapport with the participants. The researcher conducted surveys in Kiambu East region because of its accessibility and the fact that she had also worked in the region for eight years.

Wamahiu and Karugu (1995), state that “sometimes being familiar with the research site helps in gaining acceptance---- because if the participants are consistently hostile or even indifferent towards you, your research cannot proceed.” Therefore, the researcher chose the area because she was familiar with the region and most of the teachers of English in the region.

3.4 Target Population

The target population was the 34 secondary schools in Kiambu East District. The researcher concentrated on 11 schools as this was an adequate representation of the schools in the
region: 4 provincial schools, 4 district schools, 1 day school (classified as others) and 2 private schools. The study targeted all the teachers of integrated English in each chosen school. The heads of department provided administrative data.

### 3.5 Sample and Sampling Procedures

Eleven schools were selected by purposive and simple random sampling. In purposive sampling, the investigator relies on his/her expertise or expert judgment to select units that are representative or typical of the population. The general strategy is to identify important sources of variation or criteria in the population, and then to select a sample that reflects this variation. In purposive sampling, the subjects are chosen according to a certain specified criteria such as type of school, boarding status or whether the school is Boys, Girls or Mixed (Orodho, 2008). Mugenda and Mugenda (1999) state that a researcher who proposes to use purposive sampling must specify the criteria for choosing the particular cases.

The researcher used purposive sampling and simple random sampling techniques in selecting the schools. Purposive sampling (school type) was employed to select the categories of schools. Provincial, district, private and others were the school categories used in this study. The simple random technique was used to select schools in each category. After selecting the school categories, the researcher then used raffles with the names of the schools which were picked at random from each category.

Kiambu East district has 34 schools. Of these, the researcher used 11 schools; 4 provincial schools, 4 district schools, 2 private schools and 1 among others. The reason for this was that
provincial and district schools constituted a bigger percentage of the schools in Kiambu East than the private schools and others. The number of schools used constituted 32.4% of the schools in this region. When it comes to sample size for descriptive studies, 10% of the accessible population is enough (Mugenda and Mugenda, 1999). However, the researcher went beyond 10% as the rule of thumb should be to obtain as big a sample as possible (Mugenda and Mugenda, 1999).

3.6 Research Instruments

The research instruments were questionnaires for teachers and interview schedules for heads of department.

3.6.1 The Questionnaire

According to Wrightsman and Cooks (1976) the questionnaire is likely to be less expensive procedure. It also requires much less skill to administer than an interview. Further questionnaires can often be administered to several people simultaneously. The other reason why a questionnaire was preferred is that it gives the respondents ample time for filling out and each point might be carefully considered as opposed to replying with the first thought that comes to the mind in the case of interview (Wrightsman and Cooks, 1976). Orodho (2005) observes that a questionnaire has the ability to collect a large amount of information in a reasonable quick space of time.

The questionnaire was divided into five parts. The first part dealt with respondent’s demographic data. The other four parts of the questionnaire arose from the research
questions. Part 1 had questions relating to managing time. Part 2 had questions relating to managing the available resources. Part 3 had questions relating to attitude towards an integrated approach while part 4 had questions relating to understanding the concept of integration and difficult content.

### 3.6.2 The Interview Schedule

Interview is an appropriate instrument in any study because it helps the interviewer cover all the dimensions of an investigation through probing of participants (Satyanarayana, 1983). Kerlinger (1973) notes that more people are willing to communicate orally than in writing and therefore provide more data readily in an interview. Therefore the researcher utilized this instrument to gather useful data from the heads of language department in the various schools.

The interview schedule had five parts. The first part dealt with respondent’s demographic data. The other four parts of the interview schedule arose from the research questions. Part one had questions relating to covering the syllabus in time. The second part had questions relating to managing the available resources. Part 3 had questions on strategies for managing teachers’ attitude towards an integrated approach while part 4 had questions relating to understanding the concept of integration and difficult content.
3.7 Piloting

The questionnaire and the interview schedule were piloted at one of the secondary schools in Kiambu region. The teachers of English in this school were involved plus the head of languages department. This is in line with Orodho (2005) who states “pilot the questionnaire with a small representative sample identical to but not including the group you are going to survey.” Piloting helps establish whether the wording is clear, whether the respondents interpret the questions the same way and whether there is researcher bias (Orodho, 2005). Piloting was also done so as to determine the reliability of the instruments.

3.8 Reliability

Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2008). The piloted questionnaire and the interview schedule were administered to the same teachers and head of department at a selected secondary school after a period of one week. The responses were scored manually. A comparison between answers obtained during the two different times was made. A Pearson product moment formula for the test-retest was employed to compute the correlation coefficient in order to establish the extent to which the contents of the instruments were consistent in eliciting the same responses the two times the instruments were administered. According to Orodho, 2008 a correlation coefficient of about 8.0 should be considered high enough to judge the instruments as reliable for the study.
3.9 Validity

According to Orodho, (2005) validity is the degree to which an empirical measure or several measures of a concept accurately represent that concept. In this regard, the principle of validity requires that we ask quite genuinely whether the items in the measuring instrument singly or collectively represent what they are supposed to measure, Orodho, (2008) observes that “…content validity is a non –statistical method used to validate the content employed in the questionnaire. The researcher established content validity by seeking expert judgment from the research supervisors. They examined the questionnaire and the interview schedule individually and provided feedback. Their recommendations were incorporated in the final questionnaire and interview schedule.

3.10 Data Collection

After establishing the validity of the data collection instruments and the subsequent approval of the research proposal, the researcher then applied for a research permit from the National Research Council. Having acquired the permit, the researcher then obtained permission from work to go to the field. Thereafter, the researcher made phone calls to the various schools to book appointments with the subjects. Endowed with a permit and permission from work, the researcher then made copies of the questionnaires and interview schedules.

The researcher then delivered the questionnaires to the various schools in person. A questionnaire was administered to each of the teachers of integrated English in each of the schools. The researcher collected the filled questionnaires on the same day they were administered in each school considering the fact that the instrument was not too long to
require too much of the teachers’ time and that only the teachers in one department were involved and as such learning was not adversely affected.

As the teachers filled the questionnaires the researcher conducted interviews with the heads of departments to obtain in-depth information from the heads of department regarding the strategies put in place so as to manage the challenges of teaching integrated English and how the heads of department assist the teachers to manage the challenges.

3.11 Data Analysis

The analysis of data requires a number of closely related operations such as the establishment of categories, the application of these categories to raw data through coding, tabulation and then drawing statistical inference. Large amounts of field data should eventually be condensed into few manageable groups and tables for further analysis (Orodho, 2008).

Interview responses and responses to the open-ended items in the teacher questionnaire were analyzed qualitatively. The close-ended items in the teacher questionnaire were analyzed using simple statistics like frequencies and percentages. The researcher entered the data into the computer and used Ms Excel 2003 as the analytical tool. All the responses were organized into various aspects of the study based on the research objectives. Tabular description and graphical displays were used to summarize data and present results. Research findings and the conclusion of the study were drawn with the help of information obtained from the questionnaires and interview schedules. Eventually, recommendations were drawn from the research findings and conclusion of the study.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.1 Introduction
This chapter presents the findings of the study. The study aimed at establishing the strategies that the teachers of integrated English have adopted to manage the challenges of teaching integrated English in Kiambu East District of Central Kenya. The chapter is organized under the following research objectives:-

a) Strategies teachers employed to manage the challenge of understanding of the concept of integration and difficult content
b) Strategies employed by teachers to manage to teach using the available teaching and learning resources.
c) Strategies teachers use to manage the challenge of time.
d) Strategies for managing attitude towards an integrated approach.

Interview responses and responses to the open – ended items in the teacher questionnaire were analyzed qualitatively. The close – ended items in the teacher questionnaire were analyzed using simple statistics like frequencies and percentages. The researcher entered the data into the computer and used Ms Excel 2003 as the analytical tool. All the responses were organized into various aspects of the study based on the research objectives. Tabular description and graphical displays were used to summarize data and present results.
4.2 Demographic Data

The study targeted the 34 secondary schools in Kiambu East District of Central Kenya. Of the 42 questionnaires delivered, 38 were returned and were found correctly filled; this represented 90.5% response rate. They were therefore found fit for analysis and the findings in this chapter is as per the 38 returned questionnaires and 11 interview schedules.

4.2.1 Gender of Respondents

The study sought to establish the gender of the respondents. Findings from the survey are presented in figure 4.1

![Gender of Respondents](image)

Figure 4.1 Gender of Respondents
Findings in figure 4.1 indicate that 79% of the respondents were female while 29% were male.

### 4.2.2 Categories of Schools Visited

The study targeted provincial, district, private and CDF schools. The categories of schools visited are summarized in the figure 4.2 below.

![Figure 4.2 Categories of Schools Visited](image)

Findings from figure 4.2 indicate that 36% of the schools visited were provincial, 36% were district schools and 18% were private schools. Only one school belonged to the other category which stood for the Constituency Development Fund (CDF) sponsored school.
4.2.3 Respondents Level of Education

The study sought to establish the level of training of the respondents-teachers and HODs. Findings from the survey are presented in Figure 4.3 below.

Findings from figure 4.3 indicate that 68% of the respondents were holders of a Bachelors degree while 24% were holders of a Diploma in Education and 8% held a masters degree.
4.2.4 Training Institutions Attended by Respondents

The study sought to establish the training institutions attended by the respondents. Findings are presented in figure 4.4 below.

Findings presented in figure 4.4 indicate that 71% of the respondents trained in public universities and 13% in private universities. Another 13% indicated that they trained in public diploma colleges while 3% indicated they trained in private diploma colleges.
4.2.5 Respondents Level of Experience

The study sought to establish the respondents’ level of teaching experience and findings are presented in figure 4.5 below.

![Length of Service in Years](image)

**Figure 4.5 Respondents Level of Experience**

Findings presented in figure 4.5 indicate that those who had served for 2 years and below constituted 11% of the respondents while those who had served for 2-4 years constituted 5% of the respondents. 5% had a work experience of 4-6 years while 79% had worked for 6 years and above.
4.3 Strategies for Managing the Challenge of Understanding of the Concept of Integration and Difficult Content

The first objective of the study was to establish the strategies teachers employed so as to manage the challenge of understanding the concept of integration and difficult content.

All the respondents admitted to the challenge of understanding the concept of integration to some extent and to the fact that they encountered difficult content. They were asked to indicate the strategies they used so as to manage this challenge. Their responses are summarised in table 4.1 below.

Table 4.1 Strategies of Managing the Challenge of Understanding the Concept of Integration and Difficult Content

<table>
<thead>
<tr>
<th>Strategies of Managing the Challenge of understanding the Concept of Integration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending seminars and workshops</td>
<td>16</td>
<td>42.1</td>
</tr>
<tr>
<td>Enrolling for further studies/training</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Sharing ideas with neighbouring schools</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Attending in-service courses</td>
<td>3</td>
<td>7.8</td>
</tr>
<tr>
<td>Research</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>sourcing for extra reference material</td>
<td>6</td>
<td>15.7</td>
</tr>
<tr>
<td>Using discussion groups in class</td>
<td>5</td>
<td>13.1</td>
</tr>
<tr>
<td>Reading widely</td>
<td>6</td>
<td>15.7</td>
</tr>
<tr>
<td>Consulting colleagues</td>
<td>11</td>
<td>28.9</td>
</tr>
<tr>
<td>Preparing in advance</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Using internet</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Trying integration however shallowly</td>
<td>3</td>
<td>7.8</td>
</tr>
</tbody>
</table>
Accepting the concept of integration  3  7.8
Emphasis on quality and not quantity  1  2.6
Objective Scheming  2  5.2
Sticking to the examiners expectations  1  2.6
Brainstorming  1  2.6

Table 4.1 shows that in order to manage the challenge of understanding the concept of integration and difficult content, 42.1% of the teachers attended seminars and workshops, 28.9% consulted their colleagues, 15.7% sourced for extra material, and 15.7% read widely. To specifically deal with the concept of integration some of the respondents had some interesting strategies: 7.8% of the respondents indicated that they attempted integration however shallowly, 7.8% had accepted integration and made the best out of it. Some of the respondents (2.6%) stuck to the examiners expectations and 5.2% of the respondents integrated at the scheming level to ensure that they integrated when teaching.

The heads of department were asked to indicate the strategies they used to help teachers manage to teach effectively despite the challenge of understanding the concept of integration. Their responses are analysed in table 4.2 below.
Table 4.2 Strategies Used by HODs to Help Teachers in Managing the Challenge of Understanding of the Concept of Integration.

<table>
<thead>
<tr>
<th>HODs Strategies of Helping Teachers Manage the Challenge of Understanding of the Concept of Integration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging teamwork</td>
<td>4</td>
<td>36.3%</td>
</tr>
<tr>
<td>Organization of content</td>
<td>2</td>
<td>18.1%</td>
</tr>
<tr>
<td>Using pupil-friendly approaches</td>
<td>3</td>
<td>27.2%</td>
</tr>
<tr>
<td>Setting exams together</td>
<td>2</td>
<td>18.1%</td>
</tr>
<tr>
<td>Gathering questions from different schools</td>
<td>3</td>
<td>27.2%</td>
</tr>
<tr>
<td>Looking for materials for teachers</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>Organizing for resource persons</td>
<td>2</td>
<td>18.1%</td>
</tr>
<tr>
<td>Consulting other schools</td>
<td>2</td>
<td>18.1%</td>
</tr>
<tr>
<td>Liaising with the administration for the purchase of required text books</td>
<td>4</td>
<td>36.3%</td>
</tr>
</tbody>
</table>

Table 4.2 summarizes strategies used by HODs to assist teachers deal with the challenge of understanding the concept of integration. As indicated in the table above, 36.3% of the HODs indicated that they encouraged teamwork, 36.3% indicated that they liaised with the administration for the purchase of the relevant text books, 27.2% encouraged the respondents to use pupil friendly approaches and an equal number assisted the teachers in their department by ensuring that they used questions from different schools which they gathered for them.

Strategies employed by HODs to help respondents deal with difficult content differed from those they employed in helping them handle lack of understanding of the concept of integration. These are analyzed in table 4.3 below.
Table 4.3 Strategies Used by HODs to Help Teachers Manage Difficult Content

<table>
<thead>
<tr>
<th>Strategies for Managing Difficult Content</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing topics</td>
<td>2</td>
<td>18.1</td>
</tr>
<tr>
<td>Simplifying content</td>
<td>3</td>
<td>27.2</td>
</tr>
<tr>
<td>Using hand-outs</td>
<td>2</td>
<td>18.1</td>
</tr>
<tr>
<td>Choosing simple poems in teaching poetry</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Internal symposiums and rewards</td>
<td>2</td>
<td>18.1</td>
</tr>
<tr>
<td>Assisting teachers in lesson planning</td>
<td>2</td>
<td>18.1</td>
</tr>
<tr>
<td>Assisting teachers in making notes</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Assisting teachers in setting exams</td>
<td>3</td>
<td>27.2</td>
</tr>
<tr>
<td>Making sure that teachers attend seminars</td>
<td>10</td>
<td>90.9</td>
</tr>
</tbody>
</table>

Table 4.3 shows that majority of the HODs (90.9%) made sure that teachers of English attended seminars and workshops. The other major strategies the HODs used to assist teachers deal with difficult content were simplifying content and assisting teachers in setting exams. Each of these was employed by 27.2% of the respondents. Though used by one respondent, the strategy of assisting teachers in making their notes would go along way in assisting teachers deal with difficult content.

Clearly, teachers still lack understanding of the concept of integration and are faced with difficult content. The strategy employed by most of the respondents was attending seminars and workshops. The HODs also employed this strategy immensely. This echoes findings by Kilgallon and Maloney (2008) where participants in the study indicated that professional development sessions enhanced their ability to manage the implementation of educational change.
Asked about other suggestions that would help them manage this challenge, respondents indicated the need for continuous Teacher Development Programmes (TDPs) and the need to invite integration specialists as speakers to schools.

**4.4 Strategies Respondents employ to Teach Effectively Using Available Teaching and Learning Resources.**

The second objective of the study was to investigate the strategies that teachers of integrated English use so as to manage the challenge of availability of resources. First, respondents were asked whether or not they faced challenges with resources. Their responses are summarized in table 4.4 below.

**Table 4.4 Sufficiency of Resources**

<table>
<thead>
<tr>
<th>Sufficiency of Resources</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No challenge</td>
<td>17</td>
<td>44.7</td>
</tr>
<tr>
<td>Challenge</td>
<td>21</td>
<td>55.2</td>
</tr>
</tbody>
</table>

Figures from table 4.4 indicate that 55.2% of the respondents identified resources as a challenge in their schools while 44.7% had no challenge in availability and adequacy of teaching and learning resources.

Strategies employed by respondents who had the challenge of availability and adequacy of teaching and learning resources (55.2%) of the teachers of English are summarised in table 4.5 below.
Table 4.5 Strategies for Managing the Available Resources

<table>
<thead>
<tr>
<th>Strategies of Managing the Available Resources</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>students share books</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Improvisation</td>
<td>5</td>
<td>13.1</td>
</tr>
<tr>
<td>Teachers buy personal books</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Encouraging donations from the locals</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Co-operating and coping</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Borrowing materials from other schools</td>
<td>6</td>
<td>15.7</td>
</tr>
<tr>
<td>Printing and photocopying</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Teachers share reference books</td>
<td>7</td>
<td>18.4</td>
</tr>
<tr>
<td>Using available resources only</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Inviting Resource persons</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>consulting other teachers</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Using past exam papers</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Learners are encouraged to provide captions</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Using the internet</td>
<td>3</td>
<td>7.8</td>
</tr>
<tr>
<td>Giving assignments in good time</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Extracting content from old syllabus reference books</td>
<td>1</td>
<td>2.6</td>
</tr>
</tbody>
</table>

Table 4.5 summarizes strategies employed by teachers of English (55.2%) to manage the challenge of resources. Research revealed that most of the respondents who faced the challenge of resources (18.4%) shared reference materials and 15.7% borrowed materials from other schools. Some of the respondents (10.5%) indicated that they encouraged students to share the available materials. A strategy worth noting is extraction of content from old syllabus books. Though employed by only one respondent, it could go a long way in alleviating the problem of insufficient resources. Another innovative strategy identified by the research was encouraging donations from the locals. This was employed by 2.6% of the respondents.
The heads of department were asked to indicate the strategies they used to manage the challenge of resources in their departments. Their views are summarized in table 4.6 below.

**Table 4.6 Strategies employed by HODs to Manage the Challenge of Resources**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students share books</td>
<td>4</td>
<td>36.3</td>
</tr>
<tr>
<td>Teachers share reference materials</td>
<td>3</td>
<td>27.3</td>
</tr>
<tr>
<td>Borrowing from other schools</td>
<td>4</td>
<td>36.3</td>
</tr>
<tr>
<td>Encouraging donations from the locals</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Printing and photocopying materials</td>
<td>2</td>
<td>18.2</td>
</tr>
</tbody>
</table>

Table 4.6 shows that sharing of books among the students was employed by 36.3% of the HODs. Some of them borrowed materials from other schools (36.3%). Some of the HODs had the teachers share reference materials. An interesting strategy employed was encouraging donations from the locals (9.1%).

Findings reveal that teaching and learning resources were available in most schools especially the provincial schools and were a challenge in the smaller schools. Where the challenge existed, the most applied strategy to manage this was sharing of text books between the students. The KIE report of 2004 identified an acute shortage of books in secondary schools and learners shared books in the ratio of 1:8. However reprieve seemed to have come from the Free Secondary Education Policy which ensures that schools acquire sufficient books and other resources. Where sharing of books was done; it was in the ratio of 1:3. The internet would be a handy solution but computer technology was not available in most schools. This echoes findings by KIE, (2004).
On teaching and learning resources, respondents also indicated that KIE should: ensure the books in the market integrate literature and grammar properly, regulate publishing as some of the books in the market were sub-standard, have a recommended text for every form and lower the prices of DVDs and CDs.

4.5 Strategies for Managing the Challenge of Time
The third objective of the study was to investigate the strategies teachers use so as to cover the syllabus in time. First, respondents were asked whether the time allotted on the time table for the teaching of integrated English was sufficient. Their responses are summarized in table 4.7 below.

Table 4.7 Sufficiency of Time

<table>
<thead>
<tr>
<th>Sufficiency of time</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Insufficient</td>
<td>36</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Findings in table 4.7 indicate that majority of the teachers (94.8%) identified time as a challenge while few (5.2%) did not find time as a challenge. This was a clear indication that time allotted on the time table for integrated English was not sufficient.

Those who identified time as a challenge were asked to list the strategies they employed to cover the syllabus in time despite the challenge. Their responses are summarized in table 4.8 below.
Table 4.8 Strategies for Managing the Challenge of Time

<table>
<thead>
<tr>
<th>Strategies of Managing the Challenge of Time</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra teaching (evenings, Saturdays and holidays)</td>
<td>31</td>
<td>81.6</td>
</tr>
<tr>
<td>Team teaching</td>
<td>14</td>
<td>36.8</td>
</tr>
<tr>
<td>Issuing hand-outs</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Group work and presentations</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>Using free lessons to teach English</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Peer teaching</td>
<td>5</td>
<td>13.2</td>
</tr>
<tr>
<td>Encouraging students to read in advance</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Make-up classes</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Using different teaching approaches</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Discussing difficult content only</td>
<td>3</td>
<td>7.8</td>
</tr>
<tr>
<td>Team teaching</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Using questions to cover topics</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Use of DVDs</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>No strategy taken</td>
<td>2</td>
<td>5.2</td>
</tr>
</tbody>
</table>

Table 4.8 summarizes the strategies used by teachers to manage the challenge of time. Extra teaching in the evenings, early mornings, Saturdays and holidays was found to be the most popular strategy practiced by 81.6% of the respondents. Half of the teachers (50%) used group work and presentations while 36.8% used team teaching. A strategy used by a few of the respondents (7.8%) but worth noting is leaving learners to discuss easy content on their own and using class time to discuss difficult content only. It was rather interesting to find out that a few (5.2%) employed no strategy and did just what they could in the allotted time.
The heads of department were asked to list the strategies employed in their departments to address the challenge of time. Their responses are listed in table 4.9 below.

Table 4.9. HODs Strategies of Managing the Challenge of Time

<table>
<thead>
<tr>
<th>HODs Strategies of Managing the Challenge of Time</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra teaching( evenings, Saturdays and holidays)</td>
<td>9</td>
<td>81.8</td>
</tr>
<tr>
<td>Team teaching</td>
<td>4</td>
<td>36.3</td>
</tr>
<tr>
<td>Issuing handouts</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Group work and presentations</td>
<td>3</td>
<td>27.2</td>
</tr>
<tr>
<td>Using free lessons to teach English</td>
<td>5</td>
<td>45.5</td>
</tr>
<tr>
<td>Peer teaching</td>
<td>4</td>
<td>36.3</td>
</tr>
<tr>
<td>Encouraging students to read in advance</td>
<td>4</td>
<td>36.3</td>
</tr>
<tr>
<td>Organizing make-up classes</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Using different teaching approaches</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Discussing difficult content only</td>
<td>3</td>
<td>27.2</td>
</tr>
<tr>
<td>Encouraging team teaching</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Using questions to cover topics</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>Use of DVDs</td>
<td>2</td>
<td>18.2</td>
</tr>
</tbody>
</table>

Table 4.9 summarises the strategies employed by HODs to manage the challenge of time. Though similar to those employed by teachers, they played the very important role of enforcing the strategies. Majority of them (81.8%) ensured that teachers did extra teaching. They also encouraged teachers to use free lessons on the time table to teach English. Peer teaching and encouraging students to read in advance were employed by 36.3% of the HODs each.
Research findings confirmed that time allocated on the timetable for teaching integrated English is insufficient. This echoes findings by Otieno, (2003); KIE,(2004); and Gichuki, (2007). Extra teaching in the early morning, evening, Saturdays and during school holidays was the most used strategy to cover the syllabus in time. The effects of this strategy on the teaching and learning process should be investigated as pointed out by Ali (1994).

Asked what the relevant authorities would do to help them manage the challenge of time, the respondents indicated that the secondary school syllabus for integrated English was too wide and should be trimmed.

### 4.6 Strategies for Managing Attitude towards an Integrated Approach.

The fourth objective of the study was to establish the strategies teachers of integrated English employed so as to teach effectively despite their attitude towards an integrated approach. First, the respondents were asked to generally describe their attitude towards an integrated approach. Their responses are summarized in table 4.10 below.

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>25</td>
<td>65.7</td>
</tr>
<tr>
<td>Negative</td>
<td>5</td>
<td>13.1</td>
</tr>
<tr>
<td>Undecided</td>
<td>8</td>
<td>21.1</td>
</tr>
</tbody>
</table>
The research revealed that majority of the respondents (65.7%) did not have the problem of attitude. Those who could not describe their attitude were 21.1% while 13.1% had a negative attitude towards an integrated approach.

Those with a negative attitude towards an integrated approach and those undecided were then asked to list the strategies they used to manage their attitude towards an integrated approach.

Their responses are summarized in table 4.11 below.

<table>
<thead>
<tr>
<th>Strategies for Managing the Challenge of Attitude</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a strategic plan</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Attending seminars and workshops</td>
<td>7</td>
<td>18.4</td>
</tr>
<tr>
<td>Teamwork</td>
<td>5</td>
<td>13.1</td>
</tr>
<tr>
<td>Consultation</td>
<td>5</td>
<td>13.1</td>
</tr>
<tr>
<td>Team-teaching</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Giving Students a lot of practice exercises</td>
<td>3</td>
<td>7.8</td>
</tr>
<tr>
<td>Balancing Language and literature</td>
<td>2</td>
<td>5.2</td>
</tr>
<tr>
<td>Making the best out of it</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Reading Widely</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Personal evaluation</td>
<td>1</td>
<td>2.6</td>
</tr>
</tbody>
</table>

Research found out that attending seminars and workshops was preferred by a majority of the respondents (18.4%). The other popular strategies include teamwork and consulting colleagues practiced by 13.1% each. Making a strategic plan and personal evaluation though employed by 2.6% each were quite innovative.
The heads of department were asked to list the strategies they used to help teachers teach integrated English effectively despite their negative attitude; their responses are summarized in table 4.12 below.

### Table 4.12 Strategies Employed by HODs to Manage Teachers Attitude

<table>
<thead>
<tr>
<th>Strategies Employed by HODs to Manage Teachers Attitude</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making sure that teachers attend seminars and workshops</td>
<td>7</td>
<td>63.6%</td>
</tr>
<tr>
<td>Encouraging teachers to have confidence</td>
<td>5</td>
<td>45.5%</td>
</tr>
<tr>
<td>Motivation(gifts and money) commensurate with performance</td>
<td>2</td>
<td>18.2%</td>
</tr>
<tr>
<td>Corporate setting of exams</td>
<td>2</td>
<td>18.2%</td>
</tr>
<tr>
<td>Results are analyzed per class</td>
<td>1</td>
<td>9.1%</td>
</tr>
<tr>
<td>A teacher teaches what they are good at</td>
<td>1</td>
<td>9.1%</td>
</tr>
<tr>
<td>Using resource persons e.g from KNEC</td>
<td>1</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

Table 4.12 summarizes strategies employed by HODs to assist teachers of integrated English deal with the challenge of attitude. Majority (63.6%) made sure that respondents attended seminars and workshops and 45.5% encouraged the respondents to have confidence. Some of them (18.2%) motivated respondents with money and gifts while another 18.2% ensured exams were set corporately. Other strategies include ensuring that results are analyzed per class to reveal individual performance, ensuring respondents teach what they are good at and inviting resource persons to speak to the teachers of English.

Respondents’ attitude towards an integrated approach was mainly positive. This goes hand in hand with findings by Gichuki (2007) where only 21% of the participants had a negative attitude towards an integrated approach. The reason for this seems to be the introduction of a
unit that handles integration of literature and language which has helped those who have graduated recently. In Kenyatta University the course is called ECT 202. For the older teachers, it seemed to be a case of accepting integration. The preferred strategy by those with a negative attitude was attending seminars and workshops and consulting colleagues. Some HODs indicated they encouraged the teachers to accept integration. The managers (HODs) can be a good source of support for teachers especially in dealing with their attitude (kilgallon and Maloney, 2008).
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the outcome of the study. It provides a summary of findings and then lays down the conclusion drawn from the findings. The researcher then provides recommendations on the gaps identified in the study. Lastly, the researcher gives recommendations for further research studies to be carried out in this area.

5.2 Summary

The main purpose of the study was to establish the strategies that teachers of integrated English have put in place so as to manage the challenges they face. The research explored and sought to answer the following specific questions:

a) What strategies have the teachers adopted to deal with the challenge of understanding the concept of integration and difficult content?

b) How do teachers address the issue of teaching and learning resources?

c) What mechanisms have the teachers put in place to manage time?

d) How do teachers manage their attitude towards integrated English?

The conceptual framework applied in this study was that during the implementation of an innovation, teachers experience challenges and they devise strategies of managing the
challenges they face. The Concerns Based Adoption Model (CBAM) formed the theoretical framework of the study.

The study reviewed related literature by looking at the challenges faced by teachers of integrated English as established by other studies and the strategies employed by teachers to manage the challenges they face in the advent of an educational change. The literature review identified a gap in the previous studies in that they all had a focus on challenges teachers faced, without investigating how teachers managed the challenges. The study on strategies used by teachers to cope with educational change is also foreign. As such, there was need to carry out a local study.

The research adopted a survey design. In this study, the population comprised all the teachers of integrated English in Kiambu East district of Central Kenya. The study employed purposive and simple random sampling techniques. A sample of 32.4% of the 34 schools in the district was selected. Data was collected by means of self-administered questionnaires for the teachers and interview schedules for the heads of department.

Findings on the challenge of lack of knowledge of the concept of integration indicated that most of the respondents prefer attending seminars and workshops so as to learn how to manage challenges. They also consult colleagues, research on the concept of integration and attend in service courses. They employed the same strategies in dealing with difficult content. On the other hand, the HODs assist teachers with lesson notes and assist them in
lesson planning and liaise with school administrators to ensure they attend seminars and workshops.

Research revealed that in order to manage the challenge of resources sharing of reference books among the teachers and text books among the students was the most used strategy. Teachers also printed and photocopied material for students. Improvisation is also practiced. The HODs liaised with the school administration to purchase the relevant materials.

Findings on how teachers manage the challenge of time revealed that extra teaching in early mornings, evenings, Saturdays and weekends was the strategy most used. Other strategies include team teaching, discussing difficult content only, consolidation of content, peer teaching and use of group presentations. Use of CDs and DVDs also assisted in covering wide content in short time.

To manage a negative attitude towards an integrated approach, teachers attended seminars and workshops and consulted their colleagues. Teamwork and team teaching were also practiced. The HODs on the other hand motivated their teachers verbally and with gifts and ensured that results are analyzed per class to reveal individual teacher performance.
5.3 CONCLUSIONS

The study set out to investigate the strategies teachers of integrated English in Kiambu East region of central Kenya employed so as to manage the challenges of teaching integrated English. From the study findings, it is clear that teachers face the challenges and there are strategies they employ to manage the challenges.

To answer the question how teachers manage the challenge of understanding of the concept of integration and difficult content, the study concludes that teachers view seminars and workshops as of utmost value followed by consulting colleagues in the department. Teachers also research on integration and source for extra material instead of relying on the recommended texts only. On the other hand, the heads of department encourage teamwork and liaise with the administration for the purchase of required text and reference books. The internet which would come in handy is hardly used.

From the study findings, it is clear that to address the issue of teaching and learning resources, teachers prefer sharing the reference books among themselves. They also print and photocopy hand-outs for learners as well as encourage them to share the available resources. Apart from borrowing materials from other schools, teachers also give assignments in good time to allow learners enough time to share books and other materials. The heads of department employed the same strategies as the other teachers.

To answer the question on mechanisms employed to manage time, the study concludes that teachers use both student oriented and teacher oriented strategies to manage time. The most
widely used strategy is extra teaching in the morning, evening and during school holiday. Group presentations are widely used especially in the intensive reading of set books. Learning through peer teaching is used. Teachers also consolidate related topics and discuss difficult content only while learners read the simpler topics on their own. The heads of department employed similar strategies with the other teachers.

On what teachers do to manage their attitude towards an integrated approach, the study concludes that teachers find seminars and workshops most useful. They also find their colleagues useful in that they consult them. The study found out that the HODs play an important role of ensuring that teachers attend seminars as well as motivating the teachers and encouraging them to accept integration.

5.4 Recommendations

The study found that teachers employ several strategies to manage challenges of integrated English. English being the official language in Kenya and the medium of communication all stakeholders must come together and assist teachers to manage the challenges if not to eliminate them. The researcher gives the following recommendations in line with the findings:

i) Seminars and workshops for teachers of integrated English are of immense value in helping them manage the challenges of lack of understanding of the concept of integration and difficult content. As such the ministry of education should ensure they continue to be conducted by the relevant bodies such as K.I.E and QASO.
ii) Teaching and learning resources were available and adequate in most schools. The researcher attributed this to the Free Secondary Education (FSE) policy—the ministry of education buys books and other resources for the students. As such the programme should be guarded jealously.

iii) Some schools seem to divert the (FSE) funds for teaching and learning resources to other uses and as such, teaching and learning resources are inadequate in those schools. The ministry of education should look into this.

iv) Borrowing materials from other schools is a strategy widely used in addressing the issue of resources. Therefore, the researcher recommends that school principals work together and create a conducive environment where teachers would feel free to share resources between them.

v) The ministry of education should re-examine the policy on extra paid teaching as this goes a long way to enable teachers to cover the syllabus in time.

vi) Team teaching and peer teaching were strategies used by many teachers to address the issue of time. The researcher recommends that QASO ensure that these strategies are employed in the right way.

vii) To manage attitude towards an integrated approach, most teachers attend seminars and employ team teaching. School administrators should ensure that teachers continue attending seminars as well as expose teachers to sufficient team-building activities.

viii) The HODs play a key role in encouraging teachers to have confidence in the integrated approach. The researcher therefore recommends that school principals
and education officials ensure that they work closely with them in helping teachers manage challenges.

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

x) Use of computers as a resource is not popular among teachers of integrated English. Computer knowledge and in particular the internet can be a useful tool in management of some challenges. School principals should ensure that the teachers are IT compliant as well as ensure that schools are equipped with computers.

5.5 Recommendations for Further Research

The findings of this study may not necessarily apply to all teachers of integrated English in all the schools in the country. However, the findings provide direction for further research. There will be need for future researchers to:

i) Carry out further research on the same topic using larger samples.

ii) Carry out a similar study to the current one in other regions.
REFERENCES


Kenya Institute of Education. (2002). **Secondary Education Syllabus; Volume One.** Nairobi: Kenya Institute of Education.


Muutu, N.V.(1993). An Investigation into the Current State of Integration of English Language and Literature Teaching in Secondary Schools in Nairobi Province:


APPENDIX I

Questionnaire for Teachers

This questionnaire is designed to gather information on the implementation of the integrated English course in Kiambu East District. 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.

Demographic Data

1. School-----------------------------------------------

2. School category. Please tick appropriately.

   (a) Provincial ( )

   (b) District ( )

   (c) Private ( )

   (d) Others ( )

3. Gender (a) Male ( )

   (b) Female ( )

4. What is your level of education?

   (a) Diploma ( )

   (b) Degree ( )

   (c) Other ----------------------------------------

5. Where did you undertake your pre-service training?

   (a) Public university ( )

   (b) Private university ( )

   (c) Private diploma college ( )
6. For how long have you taught integrated English?

(a) 0-2 years (   )
(b) 2-4 years (   )
(c) 4-6 years (   )
(d) 6 years and above (   )

Strategies for Covering the Syllabus in Time

7. Recent studies indicate that the time allocated for English on the timetable is insufficient.

(i) In your opinion, is this true?
   a) Yes (   )          b) No (   )

(ii) If your response is a, (Yes), what strategies have you as a teacher adopted to ensure you cover the syllabus?

   (a)-----------------------------------------------------------------------------------------
   (b)-----------------------------------------------------------------------------------------
   (c)-----------------------------------------------------------------------------------------
   (d)-----------------------------------------------------------------------------------------
   (e)-----------------------------------------------------------------------------------------

Strategies for Coping with the Available Resources

8. Availability and adequacy of teaching and learning resources has been identified as a challenge in the implementation of the integrated English curriculum.
i) Are teaching and learning resources available and adequate in your institution?

a) Yes (    )          b) No (      )

ii) If your answer is b, (No), what strategies do you take to manage this challenge?

(a)-----------------------------------------------------------------------------------------------

(b)-----------------------------------------------------------------------------------------------

(c)-----------------------------------------------------------------------------------------------

(d)-----------------------------------------------------------------------------------------------

(e)-----------------------------------------------------------------------------------------------

9. Any other comments on availability and adequacy of teaching and learning resources?

(a)-----------------------------------------------------------------------------------------------

(b)-----------------------------------------------------------------------------------------------

(c)-----------------------------------------------------------------------------------------------

Strategies for Managing Attitude

10. i) In general, how would you describe your attitude towards an integrated approach?

(a) Negative (    )               (b) Positive (    )

ii) If your answer is a, (Negative), what measures do you take to ensure that you teach well in spite of your attitude?

(a)-----------------------------------------------------------------------------------------------

(b)-----------------------------------------------------------------------------------------------

(c)-----------------------------------------------------------------------------------------------

(d)-----------------------------------------------------------------------------------------------

(e)-----------------------------------------------------------------------------------------------
11. Suggest other interventions that would help teachers improve their attitude towards an integrated approach.

(a)________________________________________________________________________

(b)________________________________________________________________________

(c)________________________________________________________________________

(d)________________________________________________________________________

**Strategies for Managing the Challenge of Understanding of the Concept of Integration and Difficult Content**

12. Lack of knowledge of the concept of integration has been identified as an impediment to the implementation of the integrated English curriculum.

i) do you Agree? a) Yes......................b) No.............

ii) if your answer is (yes) List the strategies you take to surmount this challenge.

(a)________________________________________________________________________

(b)________________________________________________________________________

(c)________________________________________________________________________

(d)________________________________________________________________________

(e)________________________________________________________________________

13. Difficult content has also been identified as a challenge in the implementation of the integrated English curriculum. What do you as a teacher do in order to teach difficult content comfortably?

(a)________________________________________________________________________

(b)________________________________________________________________________

(c)________________________________________________________________________
14. Suggest ways in which teachers’ knowledge of the concept of integration can be increased and how they can be assisted to teach difficult content.

(a) 

(b) 

(c) 

(d) 

(e) 

15. Any other suggestions?

(a) 

(b) 

(c) 

(d) 

THANK YOU
APPENDIX II

Interview Schedule for Heads of Department

Demographic Data

1. School-----------------------------------------

2. School category-----------------------------

3. Gender     (a) Male (       )              (b) Female (       )

4. Level of training (a) Degree (    )   (b) Diploma (   )     (c) Other------------

5. Training institution   (a) Private (     )         (b) Public (     )

6. For how long have you been head of department?
   (a)0-2years (     )                (b)   2-4years (     )                (c)4-6years(  )
   (d) 6 years and above (     )

Strategies for Covering the Syllabus in Time

7. What strategies have you put in place in your department to ensure that the syllabus is covered in time?
   (a)--------------------------------------------------------------------------------------------

   (b)--------------------------------------------------------------------------------------------

   (c)--------------------------------------------------------------------------------------------

   (d)--------------------------------------------------------------------------------------------

   (e)--------------------------------------------------------------------------------------------

Strategies for Managing Teachers’ Attitude

8. i) How would you describe the attitude of the teachers of English towards an integrated approach?

   (a) Negative (     )   (b) Positive (     )
ii) How do you help teachers in your department overcome their attitude so as to teach English effectively?

(a)

(b)

(c)

(d)

(e)

Strategies for Coping with the Available Resources

9. What assistance do you offer to teachers in your department so as to make them teach effectively in spite of the shortage of books and other curriculum support materials?

(a)

(b)

(c)

(d)

Strategies for Managing Lack of Understanding of the Concept of Integration and Difficult Content

10. How do you assist teachers in your department manage the concept of integration and the difficult content in the secondary school integrated English course?

(a)

(b)

(c)

(d)
11. Do you have any other suggestions on strategies that teachers could employ so as to manage the challenges of teaching integrated English?

(a)-----------------------------------------------------------------------------------------------

(b)-----------------------------------------------------------------------------------------------

(c)-----------------------------------------------------------------------------------------------

(d)-----------------------------------------------------------------------------------------------

(e)-----------------------------------------------------------------------------------------------

12. i) Do you think teachers of integrated English need help from K.I.E, QASO etc in the face of the challenges they are facing? (Yes)------- (No)-------

   ii) Suggest the kind of help the teachers need from the above mentioned bodies

   a)-----------------------------------------------------------------------------------------------

   b) -----------------------------------------------------------------------------------------------

   c) -----------------------------------------------------------------------------------------------

   d) -----------------------------------------------------------------------------------------------

   e)-----------------------------------------------------------------------------------------------
# APPENDIX III

## Work Schedule

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Writing</td>
<td>January-April 2011</td>
</tr>
<tr>
<td>Data Collection</td>
<td>May 2011</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>June-Aug 2011</td>
</tr>
<tr>
<td>Report Writing</td>
<td>Aug-October 2011</td>
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## APPENDIX IV

### Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost in Ksh</th>
</tr>
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<tbody>
<tr>
<td><strong>1 Proposal Development</strong></td>
<td></td>
</tr>
<tr>
<td>a) Printing</td>
<td>1500</td>
</tr>
<tr>
<td>b) Reproduction</td>
<td>200</td>
</tr>
<tr>
<td>c) Binding</td>
<td>500</td>
</tr>
<tr>
<td>d) Travel</td>
<td>3000</td>
</tr>
<tr>
<td>e) Miscellaneous</td>
<td>5000</td>
</tr>
<tr>
<td><strong>2 Data Collection</strong></td>
<td></td>
</tr>
<tr>
<td>a) Data Collection</td>
<td>3000</td>
</tr>
<tr>
<td>b) Data Analysis</td>
<td>2000</td>
</tr>
<tr>
<td>c) Printing</td>
<td>3000</td>
</tr>
<tr>
<td>d) Reproduction</td>
<td>500</td>
</tr>
<tr>
<td>e) Binding</td>
<td>500</td>
</tr>
<tr>
<td><strong>3 Others</strong></td>
<td></td>
</tr>
<tr>
<td>a) Miscellaneous</td>
<td>5500</td>
</tr>
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</table>

**Grand Total** 25,000