A STUDY OF TEACHERS’ STRATEGIES FOR COPING WITH CHALLENGES OF TEACHING INTEGRATED ENGLISH IN PUBLIC SECONDARY SCHOOLS IN MOMBASA COUNTY, KENYA

BY RUTH WANGUI KANYI
E55/PUC/2033/011

A thesis submitted in partial fulfillment of the requirements for the award of the Degree of Master of Education in Curriculum Development of Pwani University

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Declaration

This thesis is my original work, and has not been presented for a degree in any other University or any other award.

__________________________   Date__________________
Ruth Wangui Kanyi
E55/PUC/2033/11

Approval

We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

1. ___________________________   Date__________________________
   Prof Helen Mondoh (PhD)
   Professor, Department of Curriculum, Instruction and Educational Technology,
   Pwani University.

2. ___________________________   Date__________________________
   Dr. Argwings Otieno (PhD)
   Lecturer, Department of Curriculum, Instruction and Educational Technology,
   Pwani University.
Dedication

To my parents, Allan and Felista; they planted the dream.

To my husband, John; he watered it with showers of love.

To my sons, Ken & Ian, for whom it is a germinal.
Acknowledgement

First and foremost, my utmost gratitude goes to God Almighty for His Grace, love and countless blessings.

Special thanks to my supervisors, Professor Helen Omondi Mondoh, and Dr. Argwings Otieno for guidance and direction. Your wealth of knowledge has inspired me to continually improve this piece of work, as well as to increase the expectations I have of myself and my work. Your insights, support and patience have been immeasurable. Dr. S. Ruto, Dr. H. Ong’ayo, Dr. J. Kwena and Prof. C. Mlewa: thank you for the wisdom that you offered.

My gratitude and appreciation to John, Ken and Ian, your company and presence in my life is gracious and I am incredibly proud of you. Ken, thank you for faithfully helping Mummy ‘Do homework’.

I acknowledge the invaluable inspiration and assistance offered by my colleagues and friends in the School of Education, Pwani University. It would also be remiss if I didn’t mention Faith Mtongwa, Mary Warukira, Laban Kagiz and Carolyne Mung’asia for their constant assistance during my study period. Many have been my benefactors but since I cannot mention each and every one, please accept my appreciation.

Finally, I have to register my appreciation to the Teachers Service Commission for granting me study leave. Thanks to all the respondents, without your support this study would not have been successful. It was a pleasure working with you and hope you will in one way or another find the outcome of your individual contributions as reflected in this thesis useful.
In Kenya’s education system English is a core subject as well as the language of instruction. It is through English that content for other subjects is taught and examined, except for Kiswahili and foreign languages. English is also one of the country’s official languages. Since the inception of the 8-4-4 system of education in Kenya, the policy is that English Language and Literature in English are taught as Integrated English in secondary schools. Various studies on Integrated English (IE) have been carried out and the general conclusion is that the IE course has posed challenges to teachers. The cited challenges include: teachers’ training background, lack of knowledge of Integrated English course by most teachers, inadequate resources, inadequate teaching-learning time and difficult content among others. Evaluation reports by the Kenya Institute of Education (now Kenya Institute of Curriculum Development [KICD]) have confirmed the same. According to research findings, integration is not a priority at the teacher training level. This implies that the teachers are left to use their own devices for integration in the classroom. The purpose of this study was to find out the coping strategies that teachers in Mombasa County have adopted with regard to the challenges of IE. Specifically, the study sought to find out the following: strategies teachers employ in handling IE regardless of the inadequate teaching/learning time; the strategies teachers employ in handling IE in the context of limited teaching/learning resources; and also to find out the effort teachers make to improve their skills of teaching IE considering their training background (which, did not factor in integration). The study adopted a descriptive survey design. The accessible population was teachers of IE in public secondary schools in Mombasa County, from which a sample of 74 IE teachers was purposefully selected. Both quantitative and qualitative data was collected using a self administered teachers’ questionnaire. Quantitative data was processed with the aid of Ms excel 2007 while qualitative data was subjected to content analysis from which relevant information was extracted. Research findings indicate that the most employed strategies in coping with inadequate time was extra teaching in the early mornings, evenings, weekends and school holidays. Others were use of questions to cover topics, issuing hand outs and notes. Attending seminars, workshops and consultations with colleagues were preferred in sealing the gap in their training. To manage scarce resources most teachers encouraged sharing of available resources amongst learners, using past exam papers, printing and photocopying of materials, to mention a few. In view of the findings, the researcher recommends: continuous teacher professional development programmes in addition to seminars and workshops, resources be availed to schools more efficiently and that the time allotted for English in secondary schools be revised with a view of increasing it.
### Abbreviations and Acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>CoK</td>
<td>Constitution of Kenya</td>
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<td>CBE</td>
<td>Curriculum Based Establishment</td>
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<td>CRE</td>
<td>Christian Religious Education</td>
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<td>F.P.E</td>
<td>Free Primary Education</td>
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<td>GHC</td>
<td>Geography, History and Civics</td>
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<td>GoK</td>
<td>Government of Kenya</td>
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<td>IRA</td>
<td>International Reading Association</td>
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<td>IRE</td>
<td>Islamic Religious Education</td>
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<td>HoD</td>
<td>Head of Department</td>
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<td>IE</td>
<td>Integrated English</td>
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<td>IEC</td>
<td>Integrated English Curriculum</td>
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<td>IFLA</td>
<td>International Federation of Library Associations</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>KICD</td>
<td>Kenya Institute for Curriculum Development</td>
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<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
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<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
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<tr>
<td>MoE</td>
<td>Ministry of Education</td>
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<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
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<tr>
<td>PD</td>
<td>Professional Development</td>
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<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officer</td>
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<td>SELP</td>
<td>Secondary English Language Project</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
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CHAPTER ONE: INTRODUCTION

1.1 Background of Study

English language was introduced in Kenya along East Africa’s coast as early as 1877, by the European colonial powers (Ongong’a, Okwara, & Nyangara, 2010). Over the years various language policies have been adopted with regard to the use of English language. Currently, English has been assigned the status of an official language, alongside Kiswahili,(Constitution of Kenya, 2010); making it imperative that the school leavers should acquire a good mastery of the language in a variety of professional, commercial, academic and day-to-day transactions in the Kenyan and indeed the international environment. Nunan (2003) points out that, English permeates every part of our livelihood. The writer further asserts that English is the language of business, technology, science, the internet, entertainment, and even international sports.

In Kenya’s education system English language is not only a core subject, but also the language of instruction and examinations in all school subjects except for other language subjects such as Kiswahili, German, French, Arabic among others (Ongong’a, Okwara, & Nyangara, 2010; Kioko & Muthwii, 2001). In their contribution to this discussion Okwara, Shiundu & Indoshi, (2009) point out that English language is not only useful to learners while in school but also, and most importantly, outside school.

Since Kenya’s independence in 1963, a number of reforms have been undertaken in the education sector to ensure that the education system is in line with the changing national development goals (Lumala, 2007). In 1981 the Mackay Commission, ushered in the 8–4–4 system of education and set in motion the concept of integration of subjects in the Kenyan school curriculum. English Language and Literature in English, initially
taught independently, were combined and taught as Integrated English (IE). Kiswahili Language and ‘Fasihi’ were integrated into Kiswahili. Clothing and Textiles, Home Management, Food and Nutrition were also integrated under the subject Home Science. At the primary school level, Geography, History and Civics were integrated to become part of Social Studies and offered as GHC: a combined course (Shiundu & Omulando, 1992).

According to Lumala (2007), the decision to adopt the integrated approach was arrived at in 1984 and by 1985 the new system was already being implemented. This change, while welcome, came without being piloted in schools and teachers were hardly prepared, let alone consulted, for the radical decision (Eshiwani, 1993). Given the short period between decision to change the education system and the implementation of the new system; it can be argued that the Ministry of Education (MoE) did not adequately prepare teachers to handle the new changes in the curriculum (UNESCO/IRA, 2004; Kioko & Muthwii, 2001). Lumala, (2007) asserts that there is no evidence to show that teachers of English were given clear guidelines on how to integrate English Language and Literature in English at the classroom level, other than the syllabus explaining the importance of integrating the two components, and setting out objectives for the same. Studies conducted in Kenya by Ong'ga, Okwara, & Nyangara, 2010; Lumala, 2007; Day & Sachs 2004; Kivuva, 2003; Kioko & Muthwii, (2001) posit that the pre-service training that teachers of English receive is not adequate to enable them implement the approach to teaching IE.

Jacobs (1989) cited in Wafula, (2012) describes integration as education that is organised in such a way that it cuts across subject-matter lines, bringing together
various aspects of the curriculum into meaningful association to focus upon broad areas of study. He views learning and teaching in a holistic way that reflects the real world, which is interactive. In agreement, Otunga, (2011) views integration as a philosophy concerned with horizontal relationship between various curricula areas in an attempt to interrelate learning experiences thus enabling learners to perceive unity of knowledge. These preceding views re-emphasise that of KIE (2002), that integration means merging two autonomous but related entities in order to strengthen and enrich both.

According to Wafula, (2012) there is a strong belief among those who support subject integration that the school must look at education as a process of developing abilities required by life in a holistic manner, rather than as a discrete departmentalised subject matter. Savvidou (2004) posits that integration of knowledge is an important issue for both the standpoint of explosion and specialisation of knowledge and from the standpoint of the social impact of technology.

KIE (2002) provides the various levels of integration. First, at Curriculum level it involves use of knowledge, ideas, and concepts, primarily from literature which, is closely related to language and from other school subjects to teach English. Second, at skills level it entails, a combination of reading, writing, listening and speaking skills during teaching and learning of English Language. Third, at the resource level it is a combination of different learning resources such as graphics and three-dimensional materials. Fourth, at the methodology level it is a combination of different language teaching methods such as grammar translation, direct method, structural approach, situational approach, audio-lingual method, functional approach and simulation. Fifth,
at the techniques level it is a combination of different teaching techniques such as verbal exposition, use of examples, questioning, reinforcement, set induction and stimulus variation. Finally, integration occurs through the effort and support from teachers of subjects other than English in maintaining correct English language usage among students.

Past studies, (Ongong’a, Okwara, & Nyangara, 2010; Okwara, Shiundu, & Indoshi, 2009; Sadeghi, 2007; Morris, 2003; Caine & Caine, 2001) have indicated positive effects of an integrated curriculum and argue in its favour. Sadeghi, (2007) argues that literature should be a powerful tool in the hands of any teacher of English as a second or foreign language, especially because learning English Language (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. In favour of integration, Indangasi (1991) in Wafula (2012) argues that, despite their subject boundaries, Literature in English and English Language are of mutual benefit to each other in the classroom situation since they reinforce each other. According to Nyakundi (2011), the 21st century requirements for knowledge use goes beyond a superficial understanding of multiple isolated events to insights developed by learning that is connected or integrated. It was perhaps with these ideas in mind that the integrated approach to the teaching of English was introduced in secondary schools in Kenya.

However, integration of Literature in English and English Language has been a source of great debate by educationists and there has been no consensus on the issue. The Kamunge report of 1988 received submission, from the public about the 8-4-4 system,
to the effect that integration of various subjects had made content too wide, superficial and unmanageable. Arguably, the time allocated for those subjects could not meet the depth of the content and teaching/learning resources were a challenge. In 1989, an evaluation by the KIE reported that the integrated syllabus was too wide to be covered in the allocated time. It also reported that the teachers of IE had a negative attitude towards the Integrated Approach and that the teaching and learning resources were inadequate. Consequently, in the report by Odhiambo’s Task Force, (2012) on the realignment of the education sector to the Constitution of Kenya 2010, issues of curriculum overload, scarcity of resources and teacher training programmes that are in need of radical reform were raised. Other studies, Wafula, 2012; Nyakundi, 2011; Ongong’a, Okwara, & Nyangara, 2010 and Lumala, 2007) have highlighted these and other challenges among them; lack of adequate training on the use of the integrated method, overloaded curriculum, teachers’ attitude, difficult concepts and overcrowded classrooms.

1.2 Statement of the Problem

Due to the centrality of English as a subject and as the language of instruction in Kenyan Secondary schools, leading educators and administrators argue that there is a lot that is wrong with the teaching and learning of English, as is evidenced annually by poor performance in national exams (Appendix F). The low score in English is blamed on teachers of the subject. This concern raises a question on the challenges that this state of affairs presents to an education system that relies heavily on the use of the English language.
Teachers of English have a crucial role to see to it that the above concern is addressed. In pursuit of this, there are bound to be many challenges, as mentioned in the background, and the teachers of English must devise strategies to manage these challenges in their effort to implement the Integrated English Curriculum in the classroom. The strategies they devise must therefore have a bearing on students' overall performance in English as well as in the other subjects. However, no study has been done in the Kenyan coast region that has looked at the strategies teachers employ to deal with challenges they encounter. It is in this regard that the study sought to find out the strategies that the teachers of IE employ to cope with the challenges of teaching IE in Mombasa County.

1.3 Purpose of the Study

The purpose of this study was to find out the coping strategies which, teachers of IE devise for managing the challenges of teaching IE in Mombasa County, with a view of determining the effective strategies for scaling-up the implementation of the Integrated English Curriculum.

1.4 Objectives

This study was guided by the following objectives:

a) To find out what strategies teachers employ in handling IE with regard to inadequacy of teaching/learning time.

b) To find out the strategies teachers employ in handling IE in the context of availability or unavailability of teaching/learning resources.
c) To find out the effort teachers make, to improve their skills of teaching IE.

1.5 Research Questions

a) What coping strategies do IE teachers employ to address the inadequacy of teaching/learning time?

b) What coping strategies do IE teachers employ to address the inadequacy of teaching/learning resources?

c) What efforts do teachers of English make to acquire skills for teaching Integrated English?

1.6 Significance of the Study

The study was very important given the crucial role English language plays in Kenya. Firstly, it is hoped that the findings may serve as a basis for assisting IE teachers to adopt teaching strategies that would enhance integration and development of the English language skills. Secondly, the study could contribute to knowledge of classroom research in the area of language teaching and learning process. Thirdly, if consulted, the researcher hopes that language teacher educators would also get some insight towards preparing teacher trainees adequately for the classroom challenges. Fourthly, besides serving as reference point for further research, it was equally hoped that the results might be utilised in decision making processes towards management and improvement of the curriculum, instruction and education standards in the county under study. In addition, the curriculum planners at the Kenya Institute of Curriculum Development (KICD) might be prompted to organise regular in-service courses for teachers of English.
1.7 **Scope and Limitations**

1.7.1 **Scope of the Study**

1. Participants were drawn from teachers of English in public secondary schools in Mombasa County.

2. The study was confined to schools that followed the K.I.E. syllabus (2005), since teachers in these schools were likely to have similar experiences.

3. Integration has been done across various subjects offered in the secondary school 8-4-4 curriculum; this study focused on integration of English Language and Literature in English.

1.7.2 **Limitation of the Study**

Kenya has 47 counties, but the study focused on only one, therefore, like any other work of research, this study was not free of the inescapable sampling errors. Time and resources as factors hindered the extension of the research to other parts of the country. However, the findings of the research might serve as a reference point for further educational research in other regions. The validity of the findings lies in the fact that all public secondary schools in Kenya follow the same curriculum and teachers of English undergo similar training programmes in public universities, prior to being employed by the Teachers Service Commission (TSC). The results of the study may essentially mirror the views of the majority of the teachers in secondary schools in Kenya, with regard to the teaching and learning of Integrated English.
The researcher could not assure ability to control all the confounding factors in the study. It may also be difficult to say with absolute certainty that the research instrument that was used collected a hundred percent of all the desired data.

1.8 Assumptions of the Study

The study made the following assumptions:

1) There were challenges in teaching Integrated English

2) That, all respondents provided reliable information

3) All the teachers of IE adhered to the KIE (2002) guidelines for teaching Integrated English.

1.9 Theoretical Framework and Conceptual Framework

1.9.1 Theoretical Framework

The Miller and Dewey (1971) Holistic model suggests that the integration of English Language and Literature in English is a multi-leveled experiential journey of discovery, expression and mastery where all learners and teachers learn and grow together. The proponents of the model explain that integration of English Language and English Literature is a quest for understanding and meaning. Its aim is to nurture healthy, whole, curious persons, who learn whatever they need to know in a new context.

This means that when learners go through an integrated course of learning, the integrated strategies which they get exposed to prepare them for context of their own future life because the teacher seeks to find the answer to the question, “what does the learner need to know and be able to do?” Answering this question becomes possible
because the holistic courses are supposed to be inquiry-driven, interdisciplinary, integrated and based on explicit assumptions of interconnectedness, wholeness and multi-dimensional being. In order to increase relevance of learning experiences, there is an encouragement of transfer of learning across teaching subjects and a simulation of a variety of contextualised real life learning situations. Such learning outcomes call for suitable integration strategies in the teaching of Integrated English and better training of the teachers of the integrated course.

In their model, Miller and Dewey (1971) further argue that the integrated approach to language teaching aims at maximising meaningful communication and classroom interaction in genuine and authentic real life situations. They point out that integration fosters whole persons learning such as sharing of information, experiences and development of values. It gives language skills their most meaningful practical and relevant application while at the same time giving the learner the necessary tools for full exploration and creation of literature.

The Miller and Dewey (1971) holistic model posits that the integrated approach to teaching of language and literature as integral parts of a single subject matter in which literature is treated as an integral extension of language is a strategic move in which language is reinforced, sensitised and enriched meaningfully by good literature. It forms a dramatic shift from the traditional approaches that tended to make grammar and structural drills the sole overriding factors in teaching and learning of English Language. To achieve all the integral parts, the Integrated English course offers teachers opportunities to apply strategies that can enable them to teach all the skills appropriately. One may argue that this is easier in theory than it is in practice. As such
the research sought to find out the strategies used by teachers of IE to cope with the challenges they encountered. Arguably, without proper strategies of teaching, the teacher might not be able to achieve the goals and objectives of the Integrated English as laid out by policy makers.

The study was further based on Fullan’s (1991) education change model. Fullan has argued that for teachers to implement an innovation in a curriculum such as Integrated English Course, they need to understand the characteristics of the change being considered. Teachers need to recognise the integration for them to have a realistic perception of its difficulty level or complexity. Teachers are likely to face various challenges while integrating the two subjects. This may prompt resistance to the innovation if they do not understand its basis very well. The Fullan (1991) model further argues that for the IE teacher to accept an innovation, he/she needs to perceive its quality, worth and practicality. An English course may have sound ideas but if the teachers do not perceive its quality, worth and practicality the course may not be effectively implemented. Effective teacher preparation, according to Oluoch, (1982), enables teachers involved in any programme to understand and accept the ideas contained in the new curriculum being proposed for implementation regardless of the challenges.

Teaching of English involves integration of linguistic as well as literary skills. To achieve this, teachers need materials and resources such as: pictures, charts, real objects, CDs and DVDS while delivering content. It is also worth noting that time, as timetabled, plays a major role in the teaching learning process.
Effective implementation of any curriculum innovation can only happen if the teacher’s pre-service training is adequate. In addition, it is through in-service training that teachers get the opportunity to advance their knowledge in their areas of specialisation. In-service of teachers greatly affects the quality of curriculum implementation by keeping the teachers updated on new trends and innovations in teaching.

1.9.2 Conceptual Framework

The conceptual framework of this study as presented in Figure 1, shows the interplay among the variables which are: challenges of teaching IE, independent variable. To cope with the independent variables, teachers develop coping strategies, dependent variables, which the researcher was to find out from the field. Through sampling, the effect of the intervening variables on the independent and dependent variables was minimised.
1.10 Operational Definitions of Terms

The study assumed meanings of the following terms as given below:

**Challenges:** These are the difficulties/drawbacks/obstacles that hinder the achievement of set objectives. In the study challenges given attention are: inadequate teaching/learning time, inadequate teaching/learning resources, inadequate pre-service and in-service training.

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<tr>
<th>Independent Variables</th>
<th>Intervening Variables</th>
<th>Dependent Variables</th>
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<tbody>
<tr>
<td>Challenges of teaching integrated English</td>
<td>1. Obligation to perform well in the National Exam</td>
<td>Teachers’ Strategies for coping with challenges of teaching Integrated English</td>
</tr>
<tr>
<td>1. Adequacy of teaching/learning resources e.g. chalkboard, pictures, charts, tape recording, class readers, language laboratories, and library.</td>
<td>2. Class size</td>
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<tr>
<td>3. Two subjects specialisation during training of teachers of English.</td>
<td>4. Learner Ability</td>
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Figure 1: Conceptual Framework
Integration: The term means merging two autonomous but related entities in order to strengthen and enrich both (KIE, 2002). The two autonomous, but related entities are English Language and Literature in English.

Integrated Approach (IA): IA refers to the method of teaching where different content areas of English Language and Literature in English are combined and presented as a single examinable subject at the secondary school level.

Strategies: They are the moment-by-moment techniques, thoughts and behaviour employed by a teacher during Language instruction, to solve problems resulting from integration of English language and Literature (Brown, 2001).

Teacher Education: The process of developing student teachers’ critical knowledge of theories, principles, concepts, methodologies, skills, attitudes and perceptions that inform teaching and learning.

Teaching/learning time: The time directly associated with teaching/learning as per the timetable. i.e. Six lessons per week, forty minutes each for Forms One and Two, and eight lessons per week, forty minutes each, for Forms Three and Four.

Teaching/learning resources: Teaching-learning resources/ materials refer to a spectrum of educational materials: such as; textbooks, videos, software, and other materials that teachers use in the classroom to support specific learning objectives and assist students to meet the expectations of learning defined by the curriculum (Mwangi, 2004). The standard ratio of students to resources such as books during an English lesson as recommended by K.I.E (2004) is 2:1.
Public School: Refers to a basic education institution established, owned or operated by the government, usually through taxes (The Basic Education Act, 2013).

Private School: Connotes a basic education institution established, owned or operated by individuals, entrepreneurs or institutions. These schools are diversely resourced depending on who owns them (The Basic Education Act, 2013).

Professional Teacher: Means a person who meets the prescribed admission criteria for teacher training and has gone through a recognised and accredited training programme and attained the appropriate attitudes, skills, competencies and subject mastery for the purpose of becoming a teacher (The Basic Education Act, 2013).

National Schools: They are prestigious public boarding schools, which are well resourced in terms of facilities, personnel, honor and finance and they admit students with the highest scores in KCPE from all the 47 Counties to represent the face of Kenya.

District Schools: These are mostly public day schools which admit pupils from the County in which they are situated. The performance of the pupils selected to join these schools is normally below 350 marks out of the possible 500 marks in KCPE. They are currently being referred to as County schools.
CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter deals with existing literature on various opinions and research findings, on the challenges that the teachers of Integrated English face. The literature presented herein is organised under four main sections:

a) Preparation of teachers of IE
b) Teaching/learning resources
c) Teaching/learning time
d) Teacher’s strategies for managing challenges in curriculum change.

2.1 Preparation of Teachers of IE

The training of teachers plays an important role in an educational system, since teachers are central to the change process. Sifuna (1992) argues that a well designed and effectively implemented teacher training programme is the key element to the successful implementation and institution of change programmes. He attributes failure of intended educational changes mainly to ineffective teacher training programmes.

The 8-4-4 system requires that the teacher teaches both English Language and Literature in English, using the integrated method. Therefore, there is need to enhance teachers' knowledge on the use of the integrated method. According to Miruka (2002), teaching and learning IE in secondary schools is beset with many problems experienced by both students and teachers. One of these as aptly put by Nyakundi (2011), Okwara, Shiundu & Indoshi (2009), and Gichuki (2007) is the irrelevant and inadequate training on the concept of integration. This has serious implications for the IE curriculum. It
means that teachers implement this syllabus to varied degrees depending on their conception.

Ng’ong’a (2002) points out that integrating the curriculum is a challenging activity. In support of this view, Waters (2009) argues that new language teaching methodologies such as those in the integrated approach are alien to language teachers. The readiness of teachers to handle the 8-4-4 curriculum is particularly important in the case of teachers of English, because IE requires that a teacher handles both English language and English literature and hence must devise new teaching strategies (Lumala, 2007). This implies that teachers must understand this curriculum well before implementing it in order to meet its challenges.

2.1.1 Preparation of Teachers of IE at Pre-service Level

Studies by Ongong’a, Okwara, & Nyangara (2010), Lumala (2007), Day & Sachs (2004) and Kioko & Muthwii (2001) reveal that the pre-service training that IE teachers receive is not adequate to enable them implement the integrated approach to teaching the two components. The practice is that though student teachers are required to study both English language and English Literature while training as teachers at either Diploma College or university, one finds that the course reflects nothing closer to integration. Students are taught English by the English Department, Literature by the Literature Department, Teaching Methods for Literature by the Literature Specialists in the Department of Educational Communication and Technology, and Teaching Methods for English by the English Methods specialists in the same department. Simply put, the students are trained in two different subjects to go and teach them as one subject at secondary school level. More so, in some institutions trainees still take
English Language with another subject, not Literature, contrary to what is required by the Ministry of Education.

Miruka (2002) reported that most teachers of IE do not perceive the integrated method as good for teaching, thus the failure of classroom practices to reflect the integrated method in teaching English. Responses from teachers of IE in a study by Okwara, Shiundu, & Indoshi, (2009) indicate that teachers of IE are not trained to teach English Language and Literature in English using integrated methods in their pre-service teacher education. The same study reports policy makers (100%), to attribute poor performance in English to the training of teachers for secondary schools which, is not based on the Integrated Approach. Otieno, (2003) affirms that if during pre-service training teachers are not exposed to effective models of teaching; it may be unrealistic to expect them to engage in effective models in their own classrooms. The same is true of use of the integrated approach in classrooms. Verspoor, (2004) believes that the teacher and his training are two faces of the same coin; one cannot be seen in isolation from the other.

Universities are responsible for the four year pre-service training of the teachers of English. A study by Ong’ondo (2009) however, showed that they did not seem to be aware of what the Ministry expected teachers of IE to know and be able to do in classrooms. Accordingly, as autonomous entities the universities make their own decisions about the content and weighting of the various courses that make up the pre-service English teacher education curriculum. Ong’ondo (2009) points out that in most universities this curriculum is taught by a number of different departments, often with little or no co-ordination between them. The university teacher education curriculum
also views English Language and Literature in English as two separate subjects, taught in two different departments and assessed separately, (Shulman 1987) cited in Kivuva (2003). Trainee teachers therefore receive little exemplification of how the two strands might be taught in an integrated fashion, which the curriculum expects them to do once they enter schools. After the above pre-service training, the teachers are thus professionally unprepared for teaching in a multitude of ways. As future teachers of English their lack of adequate preparation means that they lack a key set of understanding and skill on when, why and how to teach English in an integrated manner.

The study took cognisance of the fact that majority of the teachers of English at the secondary level in Kenya went through this kind of training. This therefore means that the major challenges facing teachers as far as the integrated method is concerned can be traced back to their training. It is therefore evident that a gap exists between the meaning of integration by the initiators and the conception of the same by the teachers. This challenge is compounded by the fact that even those teachers who have been trained after the introduction of IE have no adequate knowledge of the concept of integration (Mbogori, 2007). In addition, the overall arrangement and the execution of the English course in the university divides the course into English language and literature in English.
2.1.2 Relevance of In-Service Education and Training (INSET) programmes to IE

Watuulo, (2007) argues that theories of learning are informed by two opposing knowledge paradigms: the positivist (‘knowledge-centered’) and phenomenological (‘person-centered’) paradigms. These theories lead to differences in perception of teacher’s knowledge and teaching methodology. There is, however, general agreement among researchers in the education sector that learning to teach is a lifelong process and that a teacher has to be equipped with sufficient knowledge, skill, and attitudes in order to carry out his or her job professionally. Thus, it is commonly held that teachers should remain involved in continuous education throughout their teaching career (Sprinthall, Reiman, & Thies-Sprinthall, 1996) cited in Bwire, Huang, Masingila & Ayot, (2011). According to Knight (2002), In-Service Education and Training (INSET) aims at improving classroom teaching practice and is available to teachers, following their initial teacher education. He further argues that, INSET programmes are intended primarily and exclusively to stimulate the professional competence and development of teachers, to improve classroom teaching practice and to implement educational innovations decided upon at government level.

INSET inspired by a positivist paradigm is characterised by objectives that are motivated by some sort of deficit. This deficit, argues Watuulo (2007), may be a deficit in teaching skills, curricular knowledge, or another area of expertise and is typically defined as a gap between the teacher’s current level of skill or knowledge and the level required by his or her role in the system. The INSET programmes are, therefore, ‘training’ oriented and aim to promote the development of specific skills. This training
orientation to INSET is informed by the knowledge transmission and process–product models where specific teacher behaviour are identified as training objectives. Sprinthall, Reiman, and Thies-Sprinthall (1996), cited in Knight, (2002) are of the view that, skills are shaped through behaviour modification and teachers are expected to incorporate such individual behaviours (process) to promote student learning (product).

On the other hand, INSET inspired by the phenomenological paradigm is ‘developmentally’ oriented. There is, thus, an emphasis on the importance of the practitioners’ beliefs and recognition that these beliefs serve as filters screening new information and determining which elements are accepted and integrated into the knowledge base.

The nature of teaching demands that teachers engage in career-long professional growth because as Knight (2002) posits, teaching expertise does mature over the span of a career. Therefore, one of the main tasks of teachers is to give importance to their own development and continue learning through making use of the opportunities they have. Significantly, English Language Teaching (ELT) has its own challenges and is highly demanding due to a set of valid reasons. To begin with, keeping up with the changes in the field is especially important for teachers of English because there are rapid innovations and changes to keep up with in this field. Curtis (cited in Bailey, Curtis, and Nunan, 2001) states that staying abreast of the rapidly evolving field of ELT is a reason to participate in professional development. Similarly, Pachier and Field (1997) cited in Karaaslan (2003) argue that being an effective teacher of Language requires a commitment to keep up with the developments in the field and a willingness to engage in continuous professional development.
Indeed, for the government of Kenya and the rest of the world, there is an emerging consensus that points to the view that what teachers know, do and care about, will determine what students learn, how they learn it and what the students turn out to be (Bwire, Huang, Masingila & Ayot, 2011; Darling-Hammond & Bransford, 2005 and Borko, 2004). Literature by Verspoor (2004) and UNESCO (2005) reveal that, effective teachers are a key enabling factor in the realisation of quality education in both more- and less-developing countries. Consequently, Johnson, (2006) argues that, improving the effectiveness of teachers has become a favoured strategy and one that donors like World Bank and the United Kingdom’s Department for International Development (DFID) have invested in heavily. This is a departure from the former trend, where international agencies made investments in the ‘hardware’ of education that includes textbooks and other materials, and rarely in the ‘software’ or the teachers (MacLeod, 2007) in Bwire, Huang, Masingila, & Ayot, (2011).

The impetus to invest in teachers could be informed by views like those of the American Federation of Teachers (AFT) (2002) that:

> The nation can adopt rigorous standards, set forth a visionary scenario, compile the best research about how students learn, change text books and assessment, promote teaching strategies that have been successful with a wide range of students and change all other elements involved in systemic reform, but without professional development, school reform and improved achievement for all students will not happen (P. 2).

The above view places teachers’ professional development at the centre of school improvement that is evident in among others, improved learning outcomes for all
students. Current thinking about teacher learning consistently points to the view that when teachers improve their skills, aptitudes, understanding and ability to adopt innovations, then they will be able to get their students academically engaged (Wong, Britton & Ganser, 2005; Borko, 2004; Hoban, 2002).

It is worth noting that it is the teacher who translates the broad general curriculum goals into learning experiences and the method of presenting content. Teachers also do most of the evaluation. Therefore, the teacher initiates, develops and directs student learning so as to realise good results at national exams. The teacher being the implementer of change at the classroom level needs to be kept abreast with new trends in education especially new teaching pedagogies through regular in-service courses. Olembo, Wanga, & Karagu, (1992) cited in Ogero, (2012) observed that in the Kenyan education system, the term in-service education has at various times been referred to as refresher courses, orientation courses, updating courses. They conclude that in-service training is a life-long process in which the teacher is constantly learning and adopting the new challenges of his job. Darling-Hammond (2000) posits that, it is a truism that no teacher knows everything and thus a professional teacher is one who continues to learn from and about teaching, rather than one who has finished learning. Undoubtedly, it is when teachers admit their inability to know everything that they will be ready to seek for knowledge and improve practice.

Teachers' qualifications tend to affect their behaviour positively, but policies to improve qualification of teachers in developing countries, Kenya included, go unsupported (Wellingsky, 2000; World Bank, 2010, 2012). In many countries, teacher
education programmes are of low quality and lack relevance to school needs (Mckenzie & Santiago, 2004; Wasanga, Ogle & Wambua, 2011).

Over the past decade, the government of Kenya has made efforts to ensure continuous professional development of teachers through in-service training (INSET). Most of the said INSET programmes are undertaken in primary schools and those in secondary schools target other subject areas. For example, development and implementation of School Empowerment Programme (SEP), Strengthening of Primary Education (SPRED), Strengthening of Mathematics and Sciences in Secondary Education (SMASSE Project) which seek to upgrade the capability of students in Mathematics, Biology, Chemistry and Physics, and Primary School Management (PRISM) between 2001-2010, with the aim of strengthening subject specialists in primary Mathematics, English and Science. Despite these efforts, Gurt (2001) and Kanyike, (2005) found that, for the teachers in the INSET programmes, the emphasis was on upgrading their qualifications for higher job mobility and better salary prospects, consequently, teachers improved their credentials without improving classroom practice.

Following the introduction of IE, the KIE, the MoE and the British Council introduced the Secondary English Language Project (SELP) in 1988; to help acquaint the practising 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 collapsed due to financial problems. The failure of SELP meant that teachers were not prepared to teach IE.
Kivuva, (2003) argues that there was need not only for pre-service training, at the launch of the integrated English syllabus, but more importantly in-service training opportunities for teachers of English who were already in the field. Teaching as a career needs constant development (Nunan, 2003), particularly where new changes are introduced in an education system. Nunan further argues that, professional development (PD) in such a situation would involve opportunities for teachers to attend seminars and conferences, where they would share ideas with one another from the vantage point of classroom experiences. As noted by Day and Sachs (2004), developing and implementing a coherent strategic plan for continuous PD of teachers in Kenya has not been a national priority, despite major curriculum changes to accommodate the various emerging issues in a rapidly changing society. Although there have been efforts by education authorities and schools through a series of short in-service training of teachers at various times, Onyango (2009) has reported that most of the in-service programmes Kenyan schools engage in are one-off seminars intended to update teachers on the changes in the curriculum and examination techniques among other issues.

The challenge facing many developing countries, as aptly put by a World Bank study (World Bank, 2005), is generally not the availability of newly trained teachers, but improving the quality of the available teaching force in terms of qualifications, experience and competence. During the Sub-Saharan Africa (SSA) Regional Workshop for African Teachers held in Nairobi in 2007, the then Kenya’s Minister for Education lamented the fact that most SSA countries had poorly trained teachers.
In their studies on various aspects of the integrated English curriculum in Kenya, Wafula (2012), Macharia (2011), Okwara, Shiundu, & Indoshi, (2009), Lumala (2007) and Otieno (2003), uncover the teachers’ needs, challenges and their suggestions on improvements needed with regard to teacher training. While the above mentioned research centre on some of the issues that this research is concerned with, they only look at the challenges the teachers of IE encounter as they implement the course. They do not pay attention to the strategies teachers adopt to cope with each mentioned challenge, especially on the training background that negates the spirit of integration. This study therefore sought to find out the coping strategies employed by teachers of IE in Mombasa County to handle challenges they encounter in spite of their training background.

2.2 Teaching / Learning Time

Some of the most famous and successful examples of curriculum integration came from Wigginton’s (1985) foxfire experience. In attempting to reach a group of students who were basically failing in school, Wigginton (1985) thought of a mode of teaching that would motivate students and give them a meaningful education experience. He coordinated students to develop the foxfire publication; letting them write, edit and even negotiate book contacts. He obviously achieved the motivation he desired but time constrains and particular curriculum requirements were constant hindrances (Morris 2003).

In her study on IE in an elementary school life course, Wen, (2004) made the observation that the limited class period was a problem. The Kamunge Commission (R.O.K., 1988) noted that whereas the aims and objectives of the secondary school
curriculum were noble, they were not fully achieved because the curriculum was overloaded in terms of the content. In Forms One and Two, IE is allocated six lessons a week and in Forms Three and Four, eight lessons a week (KIE, 2002). Mbogori (2007) argues that this time is not adequate for syllabus coverage since so much has to be covered. The Koech Commission (ROK, 1999) and the Needs Assessment report by KIE (1999) expressed similar sentiments and suggested the revision of some of the subject content of IE. This problem was not solved by the curriculum revision of the year 2002. The report on the monitoring of the implementation of the revised secondary school curriculum (2004) noted that time allocated to individual subjects was insufficient and that few teachers had difficulty in implementing the revised curriculum in their subject areas because of inadequate time allocated. The teachers of IE who participated in this evaluation suggested that the Form One and Two lessons be increased from six to eight per week for further practise in oral skills. This has not been effected to date.

In her study on challenges facing teachers implementing revised IE curriculum, Gichuki (2007) notes that time was a problem as there was too much to be covered compared to the time allocated. The same problem was identified in studies by Wanjiku (2000), Okwara, Shiundu & Indoshi, (2009) and Macharia (2011) among others.

In an earlier study, Njeru and Orodho (2003) found out that almost 70% of the teachers countrywide offered extra tuition to cope with the broad 8-4-4 curriculum. Ng’ong’a (2002) also noted that most teachers complained that time allocated to teaching English was grossly inadequate. Seventy five percent (75%) of the teachers in a study by Lumala (2007) argued that because of the integrated approach, there lacks sufficient
time for studying and examining aspects of English Language and English Literature in a more practical way. The above reservations revealed that the content of the secondary school English curriculum was too broad to be covered within stipulated time and this has adversely affected teaching/learning process in schools. This supports the views of Otieno (2003) and Abagi (2001) on the challenge of inadequate teaching learning time.

Ali (1994) cited in Nyakundi, (2011) observes that as is often the case, whenever centrally prescribed contents of a subject or a course are incompatible with the allotted time, the question which turns out to be most important to those who are in charge of the teaching is how and when to cover the prescribed content before exam time; not how well to treat each content. Thus teaching goes on in a rush, and learners are left with very little or no opportunity to master the necessary knowledge and skills that they are expected to gain out of learning. Nyakundi, (2011) concludes that what is most important is not the fact that there is inadequacy in terms of time, but rather the probable actions that may be enforced by teachers to cope with the problem, and the effects of those actions on the teaching learning process of the course. The interest of this study was to find out the strategies that are put in place by teachers of IE to manage the problem of insufficient time.

2.3 Inadequacy of Teaching and Learning Resources

MCBrien and Bradit (1997) cited in Mwangi (2004), define instructional resources 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, recording, videos, DVDs, pictures, exhibits, slides, transparencies, online
recourses, speakers and other personal resources, and all technology based resources. According to Garrison and Terry (2003) of the Association for Educational Communications and Technology (AECT), learning/teaching resources are materials intended to supplement or reinforce teaching learning process. They further classify teaching-learning resources as follows: visual materials that include both projected resources, audio-visual resources that include T.V films, videotapes, sound filmstrips, printed materials and field trips and audio resources that include lectures, audiotapes, compressed speech, phonograph records, radio and telephone.

On their part, Indimuli, Mushira, Kuria, Ndungu and Waichanguru, (2009) view teaching/learning resources, also known as teaching aids, as tools that classroom teachers use to help their students learn quickly and thoroughly. They state that a teaching aid must as the name suggests, aid the teaching of a topic. This implies two things, it does not do the whole job, parts of the jobs are performed by other methods, and usually a human teacher. This basically implies that a teaching resource is basically an aid to help teaching and learning and it should be treated by the teacher as no more than that. The teacher is expected to prepare well for the topic; he/she should be ready to use two or three other methods in order to help him/her deliver the lesson’s contents and achieve the intended objective. According to Wanjiku, (2000) the teacher is also expected to administer the aid in the most effective manner while in the classroom.

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 at their disposal. It is however the prerogative of the teacher of English to make these materials an integral part of their instructional practices (Minae, 2004). Minae further
observed that the most commonly used instructional resources by teachers of English were the chalkboard, textbook, set book and reference book. This is in agreement with, Wanjiku (2000), who expresses the view that textbooks have been for a long time the most important tool for the teacher and even in the audio-visual age, they have retained the leading role in the teaching and learning process. In her study in a Taiwan school, Wen (2004) evaluated the integration of English into an elementary school life course. Among her observations was that the local publishers provided insufficient materials for integrating English and literature into a life course.

According to Mwangi (2004), resource materials and well prepared teachers are the best means of implementing any curriculum. In his study, he noted that teaching and learning resources were inadequate in school and where they were available; they would be shared among many students. Confirming this, Adhiambo, (2011) reported that in some secondary schools the text books were too few; a ratio of 1:8 and reference materials lacked altogether in some schools. Gichuki (2007) noted that some learners lacked relevant IE course, supplementary books and the school libraries were poorly stocked with obsolete books. Adhiambo (2011) further reports that, in well established schools, libraries are well-built, modern, conducive but lacking in materials especially current relevant books and computers for research. Seventy one percent of the teachers in a study by Musyoki (2008) shared the same sentiments. All the teachers in studies by, Minae (2004), Mobisa (2003) and Wanjiku (2000) complained of having a shortage of instructional resources and that in some schools the syllabus was not available. The upshot is that there is no interactive learning, and rote learning with its inherent drawbacks takes the centre stage.
Mwangi, (2004) observed that teachers provided instructions with only a chalk board as a teaching aid; learners may have exercise books and a few textbooks shared among groups. Textbooks and other support materials are inadequate in most secondary schools as the mentioned studies reveal. The absence of certain teaching /learning materials places serious limitations on what teachers and learners could achieve. A teacher cannot tell students to read widely if there are no books to read. Availability of teaching /learning resources offers opportunities to the teachers to make learning more effective, lack of them imposes restriction, which may mean that the learners are not be taught using the methods that would otherwise be the most suitable. Mobisa, (2003) argues that teaching/learning resources play a vital role in the learning process and have been proven to have several inherent advantages when used. His study revealed that these resources help reduce the length of time required for instruction.

Many studies (Adhiambo (2011), Musyoki (2008), Gichuki (2007), Minae (2004), Mwangi (2004), Wen (2004), Mobisa (2003) and Otieno 2003) on teaching /learning resources have been done in the Kenya and beyond, with many focusing on the availability of teaching/learning resources as shown in the above review. However, none of these studies relate to how teachers cope with the inadequacy or lack of the teaching/learning resources. This study therefore attempted to fill in this gap by finding out the strategies teachers employ in handling IE in the context of inadequate resources in Mombasa County.

2.4 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, education change, in the form of imposed and mandated changes of policy practice and resource allocation has become common place in Kenya (Nyakundi, 2011). Educational change impacts on those working within these systems, challenging teachers in their role as educators. Teachers are not only expected to persevere in their performance of teaching duties, but also implement, at a school based level, new initiatives and reforms mandated by the organisations they work for (Newhouse, 2001). Educational change in the work place impacts on teachers’ beliefs and practices (Hall & Hord, 2001), influencing their ability to ‘cope’; that is, 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 influence students.

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 find out the strategies teachers have devised for managing the challenges of implementing the integrated English curriculum in secondary schools in Mombasa County.

2.6 Summary

This chapter has dealt with challenges of teaching IE and what various studies have said about these challenges in relation to teaching and learning of IE. However, the studies do not give any insight on how teachers cope with these challenges. This study concerned itself with investigating the strategies teachers of IE in Mombasa County have adopted to cope with the challenges they face in the process of teaching/learning of IE.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

The chapter explains in detail the procedures that were followed to obtain the required data and information. The study setting is described, giving reasons why and how the area was chosen. The sampling techniques used to identify the study sample are explained. This is followed by the explication of the research instrument used and measures taken to ensure the research tool was valid and reliable. Consideration is also given to logistical and ethical issues, which are crucial features of research. Finally, an explanation on the procedure followed during data collection, analysis and data presentation methods is given.

3.1 Area of the Study

The study was carried out in public district secondary schools in Mombasa County (See the Administrative Map of Mombasa, Appendix: E). The County is located in the Coast region of Kenya and covers an area of 218.9 km². The County is divided into four divisions namely: Mombasa Island, Changamwe, Likoni and Kisauni. The choice of the county is based on KCSE English performance. A study by Onyinkwa, (2011) confirmed that candidates in Mombasa County have over the years posted poor results in the English subject, always lower than the National KCSE English mean, (Appendix F) which has itself been wanting.
3.2 Research Design

This study adopted a descriptive survey design combining both qualitative and quantitative methods of data collection. The decision to amalgamate the two methods was based on the desire to come up with comprehensive findings which have internal consistency and which could easily be cross-referenced for validity and reliability. The case has been made, by Neuman, (2003), that using both qualitative and quantitative methods in a single study can help explain various aspects of the phenomenon under investigation, providing a more holistic understanding of it, and resulting in better formed conclusions. In this study, the mixed method was employed for complementary intents. The objective was to use the results from the quantitative strand to elaborate, enhance and illustrate the results from the qualitative aspect of the study and vice-versa.

3.3 Variables of the Study

3.3.1 The independent variables

The Independent Variables in the study were challenges of teaching Integrated English. This was taken as an embodiment of three factors namely:

(1) Formal Teaching/learning schedule

(2) Teaching/learning resources availability

(3) Type of training experience as reported by individual teachers

3.3.2 Dependent Variables

The Dependent Variable of this study were strategies for coping with the challenges of teaching integrated English. The study sought to find out from the IE teachers in the field, the strategies they employ to cope with specific challenges.
3.3.3 The Intervening Variables

The Intervening Variables in the study were identified as: - obligation to perform well in the national examination, class size, school type and the learner ability.

3.4 Population of the Study

3.4.1 Target Population

The target population for the study was the secondary school teachers teaching the IE curriculum in public schools in Mombasa County.

3.4.2 Accessible Population

Mombasa County has a total of 33 Public secondary schools (refer to Appendix: G). Out of the 33, two are National Schools and were not included in the study. The 33 schools had a total of 92 teachers of English, TSC employees, (Table 2). Public Schools were singled out for this study because of the uniformity in the curriculum offered. The accessible population consisted of all teachers of IE (83), who were purposefully selected from the 31 District Secondary Schools in Mombasa County.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Cohen, Manion, & Morrison, (2011) argue that samples may be selected based on convenience (for example, proximity of the researcher, available time and resources, purpose of the inquiry) or on the basis of strategic considerations. The idea of sampling is to get what O'Leary (2005) cited in Nyakundi, (2011) calls 'a snap-shot' of what is
actually going on in the schools. For the purpose of this study, purposive sampling was used to select IE teachers in district public secondary schools in the County.

Schools in Kenya can be categorised in various ways: Public and private schools on the basis of ownership; boarding and day; some are mixed schools, others single sex. However, the most important classification is based on the schools' pupils' catchment area. National schools admit top performing pupils from primary schools all over the country; provincial schools are restricted to top pupils in the whole province, while district schools are mostly day schools, whose intake is fairly localised, with pupils coming from nearby homes. For the purposes of this study, focus was on District schools. This category of schools was considered appropriate because district Schools constitute a bigger percentage of the schools in Mombasa. Learners who join district schools score comparatively within the same range of marks in the KCPE examination. With this kind of entry behaviour, it was assumed that the teachers in these schools dealt with learners of uniform abilities.

All public schools sit the same summative examination (KCSE), and it is an obligation of all the IE teachers to produce results that would secure their learners’ a place in institutions of higher learning. IE teachers in public schools are also guided by the KIE syllabus and KNEC guidelines in their implementation of the integrated curriculum. Use of public schools limited the impact of discrepancies in participants that could in turn affect the findings of the study.
Table 1: Distribution of Schools and Teachers of English in Mombasa County

<table>
<thead>
<tr>
<th>Divisions in Mombasa district (County)</th>
<th>No. of District Secondary schools</th>
<th>No. of teachers of English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Island</td>
<td>14</td>
<td>46</td>
</tr>
<tr>
<td>Changamwe</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Kisauni</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Likoni</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td><strong>83</strong></td>
</tr>
</tbody>
</table>

Source: Mombasa County Director of Education Office

Simple random sampling was used to select nine (9) teachers, out of the 83 who teach in the County district schools, into the pilot sample. Mombasa County has 31 district public schools distributed throughout the four divisions (Table 1). According to, Cohen, Manion, & Morrison, (2011) in simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population. All teachers of English (74), not in the pilot samples, were taken as the respondents in the study.

3.5.2 Sample Size

Mugenda and Mugenda, (2003) recommend that a sample of 50% of the population is adequate. In this study 89.16 % of the accessible population was sampled, it comprised of 74 teachers of English from the Public District Secondary schools in Mombasa County.
3.6 Instrumentation

3.6.1 Research Instruments

A self administered teachers’ questionnaire (Appendix: A) designed by the researcher with the guidance of the research supervisors, was used to solicit information from the teachers of English. The questionnaire was divided into two sections with either of the sections having both open and closed ended items. The first section had five items and solicited the respondents’ demographic data. The second part of the questionnaire had four items soliciting information on the strategies that teachers of IE employed in order to cope with the challenges of inadequacy of teaching/learning time, inadequacy of teaching/learning resources and the effort teachers made to acquire professional skills for teaching IE respectively.

The researcher settled for a questionnaire due to its objectivity. Cohen, Manion & Morrison, (2011) posit that questionnaires are widely used and useful instruments for collecting survey information, providing structured, often numerical data, and often being comparatively straightforward to analyse.
3.6.2 Piloting

A pilot study was carried out with nine (9) teachers who were not considered in the actual study. This took place during the month of February 2014. The nine (9) teachers were randomly sampled from the four (4) geographical strata, (South, North, West and island). From each stratum (South, North and West) two (2) teachers were randomly selected making a total of six (6) teachers. The remaining three (3) teachers were randomly selected from the Island, since it had the highest number of teachers compared to the others. Neuman (2003), views piloting of instruments on a small representative sample that is identical to, but not including the group to be studied as important. The responses from the pilot study were assessed those items found to be ambiguous and poorly prepared were reviewed to enhance their validity and reliability.

3.6.3 Validity

The questionnaire was validated by assistance from the supervisors and other experts from the Pwani University School of Education. They (supervisors and experts) extensively reviewed and analysed the items in the questionnaire in relation to the research objectives, to ascertain suitability of the instrument for the purpose for which it was designed. During this process, the content, structure and emphases were compared with accepted curricula and recommended textbooks, aiding in ensuring the face and content validity of the instrument.

3.6.4 Reliability

Reliability of instruments was established through test-retest method. The research instruments were readministered to the nine (9) teachers in the pilot study. A reliability
index of 0.82 obtained by use of Cronbach’s alpha formula was considered acceptable and the instruments deemed reliable. According to Cohen, Manion and Morrison (2011), a reliability index of 0.8 is considered high and therefore significant.

3.7 Data Collection Procedures

The researcher sought authorisation (see Appendix D) to conduct research in schools by following standard procedures. The respondents’ consent was sought (see Consent Form attached, Appendix B). The point of entry to schools was through Head teachers who directed the researcher to the Heads of Departments (HoDs) of Languages or head of English subject (HoS).

The researcher personally distributed the questionnaire to the teachers of English on the appointed day and required them to complete it independently, after which the questionnaire was collected. Data collection took a period of two weeks.

In order to address research objective one, data was collected through section B of the tool, and in particular question two in that section. For research objective number two, question three in section B was used, it consisted of four parts, a checklist on availability of resources which, was item number three (a) in the section and four more open ended questions (3 b, c, d & e). In the checklist, the respondents in each case were requested to indicate the extent to which they agreed or disagreed with each item. Information to address research question three was solicited through questions four of section B, which consisted of five parts (i, ii, iii, iv & v). Part i, ii and iv were close ended while, parts iii and v were open ended.
3.8 **Data Analysis Methods**

Data analysis is the process of examining data with the purpose of drawing conclusion about the information. Most of the data collected was qualitative. As such analysis was majorly qualitative with the little quantitative data being processed by help of Ms-excel 2007 to do descriptive analysis. Qualitative data obtained was subjected to content analysis from which relevant information was extracted. Data were presented in form of frequencies and percentages in tabular form. All the responses were organised into various categories and themes pertinent to the study. The results of the analysis are presented in Chapter Four.

### 3.8.1. Analytical Methods

Table 3 gives a summary of the methods that were used to analyse data.

**Table 3: Analytical Methods**

<table>
<thead>
<tr>
<th>Research question</th>
<th>Independent Variable</th>
<th>Dependent Variable</th>
<th>Methods of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) What strategies do teachers of IE use to maximise the utilisation of the time allocated for IE in the timetable in their effort to integrate?</td>
<td>Teaching/Learning time</td>
<td>Strategies for Management</td>
<td>Mean and Percentage</td>
</tr>
<tr>
<td>2) What strategies are the IE teachers adopting to address the teaching and learning resources available?</td>
<td>Teaching/Learning resources</td>
<td>Strategies for Management</td>
<td>Mean and Percentage</td>
</tr>
</tbody>
</table>
3) What efforts do teachers of English make to acquire skills for teaching integrated English?

<table>
<thead>
<tr>
<th>Professional Qualification</th>
<th>Strategies for Management</th>
<th>Mean and Percentage</th>
</tr>
</thead>
</table>

3.9   Logistical and Ethical Considerations

The participants were informed fully of the nature and purpose of the research, the procedures to be used, and the expected benefits to the participant. The participants consent to participate in the research was sought (refer to Appendix C).

In addition, ethical approval to conduct the research was sought from the Ethics Review Committee at Pwani University (see appendix B & H). In order to protect the schools and respondents’ identity, schools and respondents were assigned a unique code that was only known to the researcher. When the study was completed and the data analysed, any information that could link the respondents to the study were destroyed. Study findings were presented in summary form and the names of the schools or respondents were not used anywhere in the report.

3.10   Summary

This chapter on methodology discussed the following areas: - research design, sampling and sampling procedures, piloting, data collection techniques and methods, measures of consistency like validity and reliability and data analysis methods. The chapter also discussed logistical and ethical considerations in research. Results of the analysed data are presented in chapter four.
CHAPTER FOUR: RESULTS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents and interprets the results of the data analysis. The findings of the study are also discussed herein. Background of the respondents is summarised in tabular form. The chapter also presents information that is indirectly related to the research questions; albeit not the actual subject of study. For better comprehension the results are presented under four major sub headings:

i. Respondents’ Background Information

ii. Challenges Encountered by Teachers of IE

iii. Coping strategies to address the challenges

iv. Discussion

4.1 Respondents’ Background Information

The background information of teachers of English was based on academic qualification, years of experience in teaching IE and pre-service and in-service training orientations. It was also necessary to establish whether the teachers were trained in an integrated approach or not. The information gathered is summarised in tables 4, 5, 6, 7, 8 and 9.

4.1.1 Teachers’ Level of Education

Professional qualification is a critically important aspect for educators, and also an aspect of teacher preparedness. The teachers were asked to state their peak professional qualification. Their responses are as tabulated in Table 4.
Table 4: Respondents’ level of Education

<table>
<thead>
<tr>
<th>Level</th>
<th>No. of respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>2</td>
<td>2.70</td>
</tr>
<tr>
<td>Degree(B.ed)</td>
<td>59</td>
<td>79.73</td>
</tr>
<tr>
<td>Degree(B.A/P.G.D.E)</td>
<td>6</td>
<td>8.11</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
<td>9.46</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

N=74

Table 4, shows that the majority of teachers of English who taught in the sampled schools were holders of Bachelor of Education degree (79.73%), followed by masters degree holders (9.46%). The responses further revealed that 6 teachers, representing 8.11% were holders of a Bachelor of Arts degree with post graduate diploma in education (B.A/P.G.D.E); while only 2.70% were holders of Diploma in education.

### 4.1.2 Respondents’ Level of Teaching Experience

Teaching experience meant the length, in terms of number of years, a teacher has been teaching. As part of the background information, teachers were asked to state for how long they had been teaching. This aspect was included in the study since a teacher's experience could influence his/her way of teaching, readiness to adapt to changes in syllabus design and methodology as well as determine the choices of strategies to cope with challenges that may crop up with any curriculum change or innovation; integration in this case.

As far as years of teaching experience are concerned, the following data were obtained (Table 5).
The data in Table 5 shows that most of the teachers in the study, had teaching experience of 10 years and above (72.97%) with only 8.11% having taught for less than five (5) years. The implication of this is that the teaching force is fully aware of the IE course objectives and its challenges. It is also anticipated that there are strategies that teachers employ to handle the challenges they meet. The continued poor results in examinations every year would suggest that the teachers' long experience has not helped improve the teaching and learning of the subject. However, this is an observation that needs further research to validate.

### 4.1.3 Training and Professional Preparedness of Teachers of English

From the responses in Table 6, it emerged that 66.22% of the respondents had qualified to teach both the English Language and Literature in English at the secondary school level after their pre-service training. The remaining 33.78% were qualified to teach either English or Literature with another different subject. This category included teachers who had trained to teach English language with another subject such as History, Kiswahili, Physical Education, Geography, French, Business studies, Religion and Home Science.
Table 6: Subject Combination Offered in Training of Teachers

<table>
<thead>
<tr>
<th>Subject trained to teach</th>
<th>No. of teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Literature</td>
<td>49</td>
<td>66.22</td>
</tr>
<tr>
<td>English and Kiswahili</td>
<td>7</td>
<td>9.46</td>
</tr>
<tr>
<td>English, Business Studies and office Practice</td>
<td>1</td>
<td>1.35</td>
</tr>
<tr>
<td>English and C.R.E</td>
<td>4</td>
<td>5.41</td>
</tr>
<tr>
<td>English and I.R.E</td>
<td>2</td>
<td>2.70</td>
</tr>
<tr>
<td>Literature and French</td>
<td>1</td>
<td>1.35</td>
</tr>
<tr>
<td>English and French</td>
<td>1</td>
<td>1.35</td>
</tr>
<tr>
<td>English, History and P.E</td>
<td>5</td>
<td>6.76</td>
</tr>
<tr>
<td>English and Geography</td>
<td>2</td>
<td>2.70</td>
</tr>
<tr>
<td>English and Home science</td>
<td>2</td>
<td>2.70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

A further question in the teacher questionnaire read: In your pre-service teacher education, were you trained to teach English and Literature as integrated? Table 7 gives a summary of the teachers’ responses.

Table 7: Percentage of Teachers Trained to Teach English and Literature as Integrated

<table>
<thead>
<tr>
<th>Nature of training</th>
<th>No. of teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained to teach English and Literature as integrated</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not trained to teach English and Literature as integrated</td>
<td>74</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

N=74

Responses from teachers of English (100%) indicated that they had not been prepared, during their pre-service teacher education to teach English Language and literature in English using integrated methods. They specialised in the teaching of English and Literature in English as separate subjects.
Table 8 indicates the teachers’ involvement in in-service education.

Table 8: Percentage of Teachers Involved in In-service Education

<table>
<thead>
<tr>
<th>Involved</th>
<th>No.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>involved</td>
<td>59</td>
<td>79.73</td>
</tr>
<tr>
<td>not involved</td>
<td>15</td>
<td>20.27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>74</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

N=74

To ascertain the frequency of the in service course attendance for those who were involved teachers were asked to state how many times they had attended. Table 9 shows that of the 59 teachers who had been involved 51 teachers (86.44%) had done so once while 5 (8.47%) and 3 (5.09%) had attended twice and thrice respectively. All the respondents who had attended in-service training regardless of the number of times were of the opinion that it was extremely beneficial.

Table 9: Frequency of Involvement in In-service Education

<table>
<thead>
<tr>
<th>Frequency of attendance</th>
<th>No.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>51</td>
<td>86.44%</td>
</tr>
<tr>
<td>Twice</td>
<td>5</td>
<td>8.47%</td>
</tr>
<tr>
<td>Thrice</td>
<td>3</td>
<td>5.09%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>59</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

N=59

4.2 Challenges Encountered by Teachers of IE

It was necessary to confirm whether teachers of IE in Mombasa County encountered challenges as they implemented the integrated approach. Their responses are summarised in Table 10.
The Majority of teachers (87.84%) said that; ‘because of the integrated approach, there was lack of sufficient time for teaching/learning to take place in a more practical and comprehensive way’. The integrative approach would call for more time which the timetable could not accommodate. From the teachers' responses, it is clear that most of them, 71.62%, view focus on the examination as a major stumbling block. Examinations and teaching are so closely intertwined in Kenya that it seems impossible to operate in either field without being constantly concerned about the other. Many teachers (71.62%) thought the IEC syllabus was very wide, covering grammar, comprehension, creative writing and five major Literature genres- The Novel, Play, Short Stories, Poetry and Oral Literature- which, teachers found to be very demanding areas. This concurs with what Wafula (2012) found out in her study. Arguably, teachers cannot afford to give individual attention to pupils due to class workload and time factor.

Furthermore, 44.60% of the teachers reported that some pupils had negative attitudes towards learning English and 12.16% of the teachers exhibited a negative attitude towards integration. Attitude towards language is a significant factor in successful language learning and teaching (Edwards, 1994) as cited in (Lumala, 2007) and thus teachers’ and learners’ negative attitudes pose additional barriers for teachers to tackle in their choice of strategies for teaching and learning IE.

Despite more than 27 years of the Integrated Approach being in existence, 85.14% of the teachers in this study viewed English and Literature as separate subjects. It was also reported by 68.92% that they lacked adequate knowledge on how to carry out the implementation of the said approach.
Table 10: Challenges of the Integrated Approach from the Teachers' Perspective

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate teaching /learning time</td>
<td>65</td>
<td>87.84</td>
</tr>
<tr>
<td>Having to treat two subjects as one</td>
<td>63</td>
<td>85.14</td>
</tr>
<tr>
<td>Lack of adequate teaching/ learning resources</td>
<td>61</td>
<td>82.43</td>
</tr>
<tr>
<td>Much content to be covered (wide syllabus)</td>
<td>53</td>
<td>71.62</td>
</tr>
<tr>
<td>Emphasis on teaching to make learners pass exam/pressure of exam</td>
<td>53</td>
<td>71.62</td>
</tr>
<tr>
<td>Lack of adequate knowledge on integration</td>
<td>51</td>
<td>68.92</td>
</tr>
<tr>
<td>Large number of learners in classes/ high learner teacher ratio</td>
<td>47</td>
<td>63.51</td>
</tr>
<tr>
<td>Inadequacy of teachers</td>
<td>41</td>
<td>55.41</td>
</tr>
<tr>
<td>Preference of Kiswahili and sheng over English</td>
<td>34</td>
<td>45.95</td>
</tr>
<tr>
<td>Learners’ negative attitudes towards English</td>
<td>33</td>
<td>44.60</td>
</tr>
<tr>
<td>Lack of support from the administration</td>
<td>29</td>
<td>39.19</td>
</tr>
<tr>
<td>Lack of support from other subject teachers</td>
<td>26</td>
<td>35.14</td>
</tr>
<tr>
<td>Poor selection of set books</td>
<td>23</td>
<td>31.08</td>
</tr>
<tr>
<td>Sometimes literary language may not conform to the dictates of conventional language</td>
<td>21</td>
<td>28.38</td>
</tr>
<tr>
<td>Large number of lessons</td>
<td>16</td>
<td>21.62</td>
</tr>
<tr>
<td>Difficulties in integrating some areas</td>
<td>13</td>
<td>17.57</td>
</tr>
<tr>
<td>Teachers’ negative attitudes towards integration</td>
<td>9</td>
<td>12.16</td>
</tr>
<tr>
<td>More value attached to Arabic by some students as compared to English</td>
<td>6</td>
<td>8.11</td>
</tr>
</tbody>
</table>

N=74

A majority of the respondents, 87.84%, 82.43 %, reported that teaching /learning time and resources respectively, were inadequate to effectively teach IE. Of the 74 respondents who participated in the study, 63.51% reported that there were large numbers of learners in classes, 21.62% reported that the number of lessons were too
many to handle and another 55.41% argued that the number of teachers to handle IE was inadequate. They observed that “The rising numbers of learners and the inadequacy of teachers in the county could be due to the influx of pupils in primary schools due to Free Primary Education (FPE), which has had a spillover effect to secondary schools”.

In the study it was found out that 45.95% of the students preferred using Kiswahili or ‘sheng’ to English. A further 8.11% of the respondents reported that students thought Arabic would be of more importance to them as compared to English and 44.60% viewed the learners’ negative attitude as a challenge. Lack of support from other subject teachers was reported as a challenge by 35.14% of the respondents.

Another group (28.38%) said that, “Sometimes literary language may not conform to the dictates of conventional language. Poetic license, for example, allows a writer to distort concepts, meanings, word order and sometimes new word coinage to achieve a desired poetic effect.” Lack of support from administration, poor selection of literature set books and difficulties in integrating some areas were classified as challenges by 39.19%, 31.08%, and 17.57% of respondents respectively.

From Table 10, it is evident that all the teachers indicated that they encounter challenges in their teaching of IE. The challenges they faced in teaching IE in their schools included inadequate teaching/learning time, having to treat two subjects as one, inadequate teaching/learning resources to cater for all the students during and after the lessons among others. Some previous studies on challenges of implementing IE have reported those and other challenges.
4.3 Coping Strategies to Address the Challenges

A number of questions revolving around the challenges of concern to this study were posed to the respondents and the results are tabulated in Tables 11, 12, 13, 14, 15 and 16.

4.3.1 Inadequate Teaching/ Learning Time

Responses in Table 11 indicate that majority of the teachers (87.84%) identified time as a challenge while 12.16% had no problem with the allocated time. This was a clear indication that time allotted on the time table for integrated English was not sufficient.

<table>
<thead>
<tr>
<th></th>
<th>No. of respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sufficient</td>
<td>9</td>
<td>12.16</td>
</tr>
<tr>
<td>Insufficient</td>
<td>65</td>
<td>87.84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The respondents were further asked how the sufficiency or insufficiency impacted on their effectiveness. The 87.84% who thought the time was insufficient took issue with having to rush through the syllabus in order to complete it before the KCSE as this did not, in their view, result in useful learning. They also pointed out that the English curriculum was too wide. Hence some areas such as the Short Stories and the Novel could hardly be effectively taught within the given time other than just reading through with the learners and preparing them on how to answer examination questions.
The respondents also argued that if one had to vary the teaching approach/methods to suit the integrated approach for better results, then more time would be needed. The teachers argued that to complete the syllabus, teacher-centered methods had to prevail and other important activities like marking, correcting learner’s work and even giving quality tasks were compromised due to the limited time.

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 summarised in Table 12.

The responses revealed, extra teaching, in the evenings, early mornings, Saturdays and holidays, to be the most popular strategy practised by 93.24% of the respondents. This percentage was greater (93.24%) than that of the respondents who reported that time was a challenge (87.84%) indicating the depth of the challenge. Another aspect of extra teaching that emerged was the use of free lessons to teach English; 9.46% of the respondents adopted it.

Issuing hand-outs and notes was another strategy adopted by the teachers in an overwhelming percentage 77.03%. Respondents who asked learners to read in advance were 48.65%. A reasonable percentage of respondents (58.11%) encouraged learners to use group work and presentations, while 12.16% used peer teaching and 22.97% embraced team teaching. Noteworthy, but questionable, is leaving learners to discuss easy content on their own as indicated by (14.87%), and using class time to discuss difficult content only as reported by 25.68% of the teachers. Use of technology to cover reading texts was also a strategy embraced by 6.76% of the respondents. It was
rather interesting to find out that a few (4.05%) employed no coping strategies and did just what they could within the allotted time.

Table 12: Strategies Adopted to Counter the Challenge of Insufficient Time

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra teaching(lunch time, evenings, very early in the morning, weekend and holidays)</td>
<td>69</td>
<td>93.24</td>
</tr>
<tr>
<td>Using questions to cover topics</td>
<td>57</td>
<td>77.03</td>
</tr>
<tr>
<td>Issuing hand-outs and notes</td>
<td>53</td>
<td>71.62</td>
</tr>
<tr>
<td>Encouraging group work and presentations among students</td>
<td>43</td>
<td>58.11</td>
</tr>
<tr>
<td>Asking learners to read in advance</td>
<td>36</td>
<td>48.65</td>
</tr>
<tr>
<td>Selective teaching/ teaching content deemed difficult only</td>
<td>19</td>
<td>25.68</td>
</tr>
<tr>
<td>Team teaching</td>
<td>17</td>
<td>22.97</td>
</tr>
<tr>
<td>Learners discussing easy content on their own</td>
<td>11</td>
<td>14.87</td>
</tr>
<tr>
<td>Peer teaching</td>
<td>9</td>
<td>12.16</td>
</tr>
<tr>
<td>Using free lessons to teach English</td>
<td>7</td>
<td>9.46</td>
</tr>
<tr>
<td>Using DVD’S and CD’S to cover reading texts</td>
<td>5</td>
<td>6.76</td>
</tr>
<tr>
<td>No strategy taken(letting nature take cause)</td>
<td>3</td>
<td>4.05</td>
</tr>
</tbody>
</table>

N=74

Asked how many lessons the teachers would recommend in lower and upper forms respectively, from the responses it is clear that majority (90.54% and 97.30%) of the teachers would like an increase in the number of lessons in both lower and upper forms. Tables 13 summarises their response.

Related to the time constraint was the number of English lessons the teachers had to teach in a week. Based on the responses in Table 13, many of the teachers were of the opinion that lessons should be revised upwards.
### Table 13: Current and Recommended Number of Lessons by Teachers in Forms 1-4

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of lessons</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Recommended</td>
<td></td>
</tr>
<tr>
<td>Form 1 &amp; 2</td>
<td>6</td>
<td>8</td>
<td>67</td>
</tr>
<tr>
<td>Form 1 &amp; 2</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Form 3 &amp; 4</td>
<td>8</td>
<td>10</td>
<td>72</td>
</tr>
<tr>
<td>Form 3 &amp; 4</td>
<td>8</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

N=74

#### 4.3.2 Teaching/Learning Resources

Another objective of the study was to investigate the strategies that teachers of IE use so as to manage the challenge of inadequacy of resources. In Table 10, 82.43% of the respondents reported that they faced challenges with resources.

The researcher intended to establish whether there were enough teaching learning resources/materials for IE in Mombasa County. The respondents were asked to rate seven (7) statements in relation to this and their responses are summarised in Table 14.

The responses as summarised in Table 14 clearly indicate that schools did not have adequate English course books. Majority of the respondents 66.22% disagreed and 6.76% strongly disagreed with the view that there were adequate English course books in the schools. The number of teachers who agreed with the view constituted 36.48%. This seems to indicate that inadequate textbooks could be a major determinant of the teachers’ choice of teaching strategies in the county.

The researcher sought the opinion of teachers with regard to the availability of teaching and learning aids. As in Table 14, 75.68% of the teachers were of the view that the teaching and learning materials in their schools were inadequate for effective teaching. Another 8.11% of the teachers were undecided while 16.21% of the teachers were of
the view that there were enough teaching and learning materials to enhance effective teaching.

Table 14 shows the teachers’ responses on whether revision and supplementary books for English were available. Majority (83.79%) were categorical that revision books for English were not available while 16.22% of the teachers felt that revision books for English were available. It is apparent from the responses that majority of teachers were of the view that revision books and other supplementary books for English were inadequate.

According to KIE (2005) Literature is an integral part of the English language. It was therefore vital for the researcher to establish whether schools had enough recommended Literature books. Table 14 strongly indicates that, there was indeed an inadequate number of recommended literature books in the area studied. Eleven teachers (14.87%) strongly disagreed with the view that recommended literature books were available while 52.70% of the teachers disagreed. This communicates a major problem in the teaching of literature in the area because the literature books were inadequate
In relation to the school’s support in the teaching and learning of English, in relation to provision of resources. Majority of the teachers 86.49% (68.92% agreed and 17.57% strongly agreed) concurred with the view that they were satisfied with the kind of support they received from the school while 2.7% were undecided. Teachers who were not satisfied with the school support constituted 10.81%. The kind of support expected from the school include: purchasing the right textbooks for English and any other relevant materials. The table below provides a detailed breakdown of the teachers’ perception on the availability of resources:

<table>
<thead>
<tr>
<th>Availability of Resources</th>
<th>SA %</th>
<th>A %</th>
<th>UD %</th>
<th>D %</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Class course books for English are adequate e.g. Integrated English, Excelling in English or other recommended books.</td>
<td>13.51</td>
<td>22.97</td>
<td>9.46</td>
<td>66.22</td>
<td>6.76</td>
</tr>
<tr>
<td>- There are enough teaching and learning aids, E.g. Manila papers, sugar papers, visual and audio-visual aids, etc.</td>
<td>0</td>
<td>16.21</td>
<td>8.11</td>
<td>52.70</td>
<td>22.98</td>
</tr>
<tr>
<td>- The school has adequate no. of revision books and other supplementary books</td>
<td>0</td>
<td>16.22</td>
<td>0</td>
<td>55.41</td>
<td>28.38</td>
</tr>
<tr>
<td>- The recommended literature set books are available for each student.</td>
<td>0</td>
<td>20.27</td>
<td>12.16</td>
<td>52.70</td>
<td>14.87</td>
</tr>
<tr>
<td>- I am satisfied with the school’s support in the teaching and learning of English, in relation to provision of resources.</td>
<td>17.57</td>
<td>68.92</td>
<td>2.70</td>
<td>10.81</td>
<td>0</td>
</tr>
<tr>
<td>- There is a library in my school</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>- The library in my school is quality and functional</td>
<td>9.46</td>
<td>14.87</td>
<td>24.32</td>
<td>39.19</td>
<td>12.16</td>
</tr>
</tbody>
</table>

N=74

SA- Strongly Agree A-Agree UD-Undecided
SD-Strongly Disagree D-Disagree.
learning/teaching materials as recommended by teachers’ of English. Such books include; course books, literature set books, supplementary revision books, poetry and oral literature books. These books are not only crucial but mandatory due to the integration of English language and literature in English. Schools are also expected to finance symposiums organised by teachers of English as well as encourage students to participate in drama together with their teachers.

From the data obtained, 74 (100%) respondents said their schools had libraries as shown in Table 14. The researcher, though informally, also observed that all the schools had a room labeled ‘library’ but could not ascertain their functionality. The researcher further sought to establish if those libraries were quality and functional. From the response 9.46% and 14.87% teachers strongly agreed and agreed respectively with the view that their schools had quality and functional libraries. A majority of the teachers 51.35% disagreed with the functionality and quality of the libraries in their schools, and 24.32 % were undecided about the status of the libraries in their school.

From the above data, it is quite evident that the majority of secondary schools in Mombasa County seem to have identified a library as an important component in the education process and therefore have put up or set up a library in the school.

4.3.3 Student- Textbook Ratio

The researcher also sought to establish the student text-book ratio. Table 15 reports the teachers' responses to the question relating to the student-textbook ratio. From Table 15, it can be seen that 28.38 % of the teachers reported that the student text-book ratio was 3:1, 21.62% - 4:1, 25.68% - 5:1, 13.51% - 6:1, 4.05% - 7:1, 4.05% - 8:1 and
another 2.70% - 9:1. It is clear from the table that there are insufficient numbers of textbooks in schools in the study area.

Table 15: Teachers’ View on the Student: Textbook Ratio

<table>
<thead>
<tr>
<th>Teachers Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:1</td>
<td>21</td>
<td>28.38</td>
</tr>
<tr>
<td>4:1</td>
<td>16</td>
<td>21.62</td>
</tr>
<tr>
<td>5:1</td>
<td>19</td>
<td>25.68</td>
</tr>
<tr>
<td>6:1</td>
<td>10</td>
<td>13.51</td>
</tr>
<tr>
<td>7:1</td>
<td>3</td>
<td>4.05</td>
</tr>
<tr>
<td>8:1</td>
<td>3</td>
<td>4.05</td>
</tr>
<tr>
<td>9:1</td>
<td>2</td>
<td>2.70</td>
</tr>
<tr>
<td>TOTAL</td>
<td>74</td>
<td>100</td>
</tr>
</tbody>
</table>

N=74

4.3.4 Strategies Teachers Adopt to Manage the Challenge of Limited Resources

Strategies employed by respondents who had the challenge of limited teaching and learning resources are summarised in Table 16.

The results from Table 16 reveal that most of the respondents who faced the challenge of resources (66.22%) indicated that they encouraged students to share books and the available materials. Use of past exam papers (Mock and KCSE) was embraced by 58.11% while, 51.35% relied heavily on photocopying and printing of materials. Consultation amongst teachers is also a strategy that 41.89% of the respondents reported to be employing. A strategy worth noting is extraction of content from old syllabus books. Use of the internet was another strategy, though employed by only 28.38% of the respondents; it could go a long way in alleviating the problem of
insufficient resources. The internet would be a handy solution but computer technology was not available in most schools.

Table 16: Strategies for Managing the Available Resources

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students share books and other available materials</td>
<td>49</td>
<td>66.22</td>
</tr>
<tr>
<td>Using past exam papers (Mock and KCSE)</td>
<td>43</td>
<td>58.11</td>
</tr>
<tr>
<td>Printing and photocopying of materials</td>
<td>38</td>
<td>51.35</td>
</tr>
<tr>
<td>Consulting other teachers within and beyond my school</td>
<td>31</td>
<td>41.89</td>
</tr>
<tr>
<td>Providing the course content to be covered for each year early so that learners can read on their own</td>
<td>27</td>
<td>36.49</td>
</tr>
<tr>
<td>Teacher buy personal books</td>
<td>24</td>
<td>32.43</td>
</tr>
<tr>
<td>Using the internet</td>
<td>21</td>
<td>28.38</td>
</tr>
<tr>
<td>Extracting content from the old syllabus book especially grammar</td>
<td>18</td>
<td>24.32</td>
</tr>
<tr>
<td>Using available resources only</td>
<td>15</td>
<td>20.27</td>
</tr>
<tr>
<td>Encouraging learners to provide materials e.g. in Oral literature</td>
<td>13</td>
<td>17.57</td>
</tr>
<tr>
<td>Borrowing materials from other schools</td>
<td>9</td>
<td>12.16</td>
</tr>
<tr>
<td>Inviting resource persons</td>
<td>7</td>
<td>9.46</td>
</tr>
<tr>
<td>Giving learners tasks in good time</td>
<td>3</td>
<td>4.05</td>
</tr>
<tr>
<td>Encouraging donations from local community/ and well wishers</td>
<td>2</td>
<td>2.70</td>
</tr>
</tbody>
</table>

Providing the course content to be covered for each year early so that learners could read during their free time on their own is also a strategy that 36.49% of the teachers employed. This strategy though used by a sizable percentage can be counterproductive. Some other strategies, though used by a few also featured in the study, these were: [1]
using available resources only (20.27%), [2] encouraging learners to provide captions e.g. in Oral literature (17.57%), [3] borrowing materials from other schools (12.16%), [4] inviting resource persons 9.46% and [5] giving learners tasks in good time (4.05%). Another innovative strategy worth noting and employed by 2.70% of the respondents was encouraging donations from the locals and well wishers.

Asked to outline efforts if any that are being made by the school administration to address the improvement of the teaching learning resource Most of the respondents were contented with the efforts being made by the school administration and Table 17 sums up what was reported.

From the responses 63.51% of the respondents reported that learners coming with required course books during admissions was really emphasised on by management, 28.38% reported that the school had a photocopying machine making it easier for the teachers to photocopy materials. The administration extended support to 44.60% of the respondents if they organised a field trip or symposia while, 36.49% reported that DVDs and CDs from KICD were availed in their school. Of the respondents 22.97% echoed the support given to them by being reimbursed their money when they buy books.

Other strategies included, urging the BoM / PTA to encourage parents and other interested parties to support in equipping the school (20.27%), installing internet in school and buying computers (18.92%), encouraging teachers’ collaboration (12.16%), and appreciating resource persons or facilitators invited by teachers (9.46%). A percentage of the respondents, 8.11% reported that they were encouraged to attend PD sessions, at Aga Khan Academy PDC which provide resources to participants. This
could be a subject of interest to researchers in future.

### Table 17: School Administration’s Effort to Improve Teaching/Learning Resources

<table>
<thead>
<tr>
<th>Effort</th>
<th>frequency</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking learners to buy book on admission</td>
<td>47</td>
<td>63.51</td>
</tr>
<tr>
<td>Buying a photocopying machine</td>
<td>21</td>
<td>28.38</td>
</tr>
<tr>
<td>Supporting academic field trips/ symposiums requested by teachers</td>
<td>33</td>
<td>44.60</td>
</tr>
<tr>
<td>Buying the DVDS’ and CDS’ from KICD</td>
<td>27</td>
<td>36.49</td>
</tr>
<tr>
<td>Supporting buying of books by teachers and even Reimbursing them when they do so</td>
<td>17</td>
<td>22.97</td>
</tr>
<tr>
<td>Urging the BoM to encourage parents and other interested parties to support in equipping the school</td>
<td>15</td>
<td>20.27</td>
</tr>
<tr>
<td>Installing internet in school and buying computers</td>
<td>14</td>
<td>18.92</td>
</tr>
<tr>
<td>Encouraging teachers’ collaboration</td>
<td>9</td>
<td>12.16</td>
</tr>
<tr>
<td>Appreciating resource persons or facilitators invited by teachers</td>
<td>7</td>
<td>9.46</td>
</tr>
<tr>
<td>Encouraging teachers to attend sessions at Aga Khan Academy PD (Provide resources to participants)</td>
<td>6</td>
<td>8.11</td>
</tr>
</tbody>
</table>

N=74

#### 4.3.5 Familiarity with the Concept of Integration

Another question asked to the teachers was regarding their familiarity with the concept of integration. The entire respondents agreed that they are familiar with the concept. Asked whether they find the concept of integration difficult to understand, they all admitted that they sometimes found it difficult to understand. This has serious implications for the IEC. It means that at times, teachers implement this syllabus to varied degrees depending on their conception.
As asked whether there were any efforts being made to create awareness on the concept of integration, majority of the teachers (93.24%) said yes, though in their explanation 58 (86.96%) of the 93.24% argued that the seminars and workshops that were common, were prepared by publishers, groups of teachers or drama groups not KICD which should have a lead role in awareness creation. The other eleven (15.94%) applauded Aga Khan Academy PD centre for their effort in educating teachers of IE on integration. 6.76% were of the opinion that nothing is being done, reasons being they have not seen anything happen for the years they have been in service. This implies they could be among the ones whose experience is less than 5 years (Table 4) or they are ignorant. The respondents were also asked of the personal efforts they have made to better their knowledge of integration. Their responses are summarized in Table 18.

Table 18: Personal Efforts by Teachers to Familiarize Themselves with Integration

<table>
<thead>
<tr>
<th>Effort by Teachers to Familiarise Themselves with Integration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending seminars and workshops</td>
<td>55</td>
<td>74.32</td>
</tr>
<tr>
<td>Teamwork/ team teaching</td>
<td>43</td>
<td>58.11</td>
</tr>
<tr>
<td>Attending in service course if opportunities crop up</td>
<td>27</td>
<td>36.49</td>
</tr>
<tr>
<td>Reading Widely/researching</td>
<td>23</td>
<td>31.08</td>
</tr>
<tr>
<td>Further studies (Masters )</td>
<td>17</td>
<td>22.97</td>
</tr>
<tr>
<td>Personal evaluation through writing reflection journals</td>
<td>5</td>
<td>6.76</td>
</tr>
</tbody>
</table>

N=74

Results indicated that attending seminars and workshops was preferred by a majority of the respondents (74.32%). Attending in service course if an opportunity cropped up is
also another strategy very closely related to seminars and workshops, 36.49% applauded it. The other popular strategy is teamwork/team teaching practiced by 58.11%, Personal evaluation through journal and reflection writing, though employed by 6.76% only is quite an innovative and worthwhile strategy.

4.4 Discussion

The purpose of this study was to find out the strategies which, teachers of IE have devised for managing the challenges of teaching IE in Mombasa County, with a view of determining the most effective strategies and recommending them for scaling-up. The objectives were to: to find out what strategies teachers employ in handling IE with regard to adequacy of teaching/learning time; to find out the strategies teachers employ in handling IE in the context of availability or unavailability of teaching/learning resources; and to find out the effort teachers make, to improve their skills of teaching IE.

4.4.1 Profile of the Respondents

With reference to the academic qualification of the respondents, 2.70% are holders of Diploma, 79.73% are holders of Bachelor’s degree (B.Ed), and 8.11% have a bachelor’s degree and post graduate diploma in education (PGDE) while 9.46% are holders of masters. This implies that the teachers were professionally qualified and had a vital ingredient that was likely to improve their effectiveness in ensuring successful implementation of a curriculum. This also means that they would be able to gauge how effective their training was in the field in order to seek further professional development. The findings concur with Bailey, Curtis & Nunan (2001); Ongong’a,
Okwara, & Nyangara (2010), who argue that trained teachers are likely to interpret and implement integrated English curriculum better as compared to their colleagues who are untrained. Results in Table 5, indicates that the teaching workforce in the sampled location is made up of experienced teachers who have been in the teaching career for quite some time and should therefore be fully aware of the integrated English and literature curriculum. However, it is a matter of conjecture whether the training received thereof matched the demands made of the teachers in the classroom set-up, in their quest to teach English using an integrated approach.

About the teaching subjects trained for, 66.22% had trained to teach English and Literature in English, while 33.78% had English and another teaching subject. This means that although most of the teachers had the required qualifications to teach secondary school, not all received pre-service training for both English and Literature hence the necessity for effective professional development. The failure for teachers to train for both English and Literature in the Kenyan teacher training institutions could affect the teaching of the integrated curriculum negatively because as McRae (1992) in Lumala (2007) asserts, teachers are often inadequately equipped to cope with the difficulties of having to teach both the English language and Literature when they have not been trained to teach one of the components. A study by Johnson (2006) also found that initial teacher education (pre-service) did not seem to prepare student teachers adequately for practice in terms of subject matter, among other aspects, in English Language Teaching. This is reflected in the responses in Table 7 which, indicate that all the teachers in the study were not trained to teach English Language and Literature in English in an integrated manner. This is reflective of the claims by Lumala (2007) that teachers' inability to effectively handle the integrated syllabus at the classroom level
can be attributed to the inadequacy of the training they received at the teacher training institutions, which reflects nothing close to integration. This concurs with findings in a study by Okwara, Shiundu & Indoshi, (2009) as well as in Magoma’s (2011) study.

Teacher training is seen as an important factor in any successful implementation of a curriculum (Nunan 2003). Prior to the introduction of the 8-4-4 system of education in 1985, and even after its introduction, it was not compulsory for teacher-trainees in tertiary institutions such as universities and Diploma Colleges to take English language and Literature in combination as their teaching subjects. Only recently, from 2002, were undergraduate students required to study English Language and Literature in combination at the university level. Yet when the new syllabus was introduced, anyone who had trained to teach either of the components was immediately required to teach both components of the IEC, and from the approach of integration.

Another issue related to training that was posed to the respondents was the teachers’ involvement in in-service education/training (INSET). This aspect was included because according to Bwire, Huang, Masingila & Ayot, (2011), professional development would affect the way a teacher handles challenges in teaching of IEC. It was reported by 79.73% of the teachers, (Table 8), that they had attended INSET while, 20.27% of the teachers reported not to have attended workshops or seminars that would boost their teaching skills. It is also important to note that a majority of the workshops, seminars and field days that teachers said to have attended were not initiatives of the core stakeholders in curriculum development (KICD; MoEST), they were from beneficiaries like publishers, drama groups and other organised groups who did it to make money. It therefore means that the teachers lacked in-service training in the field
of IE, which according to Quan-Baffour, (2007) is beneficial to the teacher as it improves the teacher’s general educational background, knowledge and understanding of their teaching subjects, developing teaching strategies and how to use new technologies, improved professionalism and ethics, providing knowledge and skills linked to the ever changing needs of a dynamic society. It is therefore advisable for the Ministry of Education Science and Technology in Kenya to undertake a survey on the qualifications of the teachers in the secondary schools for the integrated curriculum to proceed smoothly and with success.

4.4.2 How Teachers Deal with Challenges they Encounte

A common thought about teaching a subject is that mastery of content is all a teacher requires in order to effectively carry out teaching. However, teaching requires that a teacher transforms the knowledge possessed into suitable tasks, which promote learning. Thus the question of teaching-learning strategies comes in. The teacher’s principle job is to ensure that the learners learn. Capel, Marilyn, Turner (1996) cited in Kiarie, Okemwa, Makworo, & Okemwa, (2011) posit that teaching/learning strategy to be used should be left to the discretion of the teacher. However there is a core of good teaching that should result in effective learning. Teachers employ different strategies to solve the challenges that they face in the course of implementing secondary integrated English curriculum.

Lumala (2007) points out that integrating the curriculum is a challenging activity. This view is supported by Waters (2009) who points out that new language teaching methodologies such as those in the integrated approach are alien to language teachers. This implies that teachers must understand this curriculum well before implementing it.
This way they will be better equipped to face and cope with the challenges it presents. For the teachers who do not understand the approach, the challenges must be greater.

i) **Strategies Used by Teachers to Address the Inadequacy of Teaching / Learning Time**

The current study confirmed that the time allocated on the timetable for teaching IE is insufficient, concurring with previous studies by Macharia, (2013); Nyakundi, (2011); Macharia, (2011); Misati, (2009); Mbogori, (2007); Lumala, (2007); Gichuki, (2007); Otieno, (2003) and Ng’ong’a, (2002).

Table 12 shows strategies used by teachers to deal with the challenge of inadequate time in the process of implementing secondary IE curriculum. The responses revealed that teachers use both student oriented and teacher oriented strategies; teacher centered strategies seem more prevalent. Although against the ministry’s policies, extra teaching in the morning, evening, during weekends and school holiday, was the most popular strategy. Using questions to cover topics, issuing hand outs/ notes, group presentations and asking learners to read in advance were widely used strategies especially in the intensive reading of set books. Teachers also consolidate related topics and discussed content they deemed difficult only, while learners read the simpler topics on their own. Learning through peer teaching, team teaching and use of other collaborative and authentic methods of teaching did not feature much though they should because their worth is proved by research. The findings of the study confirmed some of the observations by Macharia’s (2011) study in Kiambu District.
ii) Strategies Employed by Teachers of IE to Address the Inadequate Teaching/ Learning Resources

Data in Table 14 and 15 reveals that majority of the teachers felt that teaching/learning resources were inadequate a factor that inhibits their (teachers’) effective implementation of the IEC. The results are consistent with those of Macharia 2013; Adhiambo 2011; Magoma 2011; Musyoki 2008; Gichuki 2007; Lumala, 2007; Otieno 2003; Mobisa 2003 and Wanjiku (2000), in previous studies, emphasizing the inadequacy of teaching/learning resources in schools. The assertion by KIE, (2005) that, IE Curriculum requires teachers to emphasise fully on teaching the Language skills, which are, listening, speaking, reading and writing, in an integrated manner is only possible with adequate teaching/ learning resources, but going by the responses in Tables 14 and 15 , it has not been so in most schools in Mombasa County.

Instructional resources such as course books are not teaching substitutes and therefore should be used alongside various techniques in order to realize the lesson objectives. By using these resources to teach language skills, the learners are able to conceptualise teacher’s explanation of abstract ideas. In support of this sentiment, Mwangi (2000) argues that for the goals and objectives of teaching and learning to be achieved, educational practices, and participatory methods should be well applied; that the effectiveness of teaching and learning is determined by the type of teaching techniques, strategies and methods applied.

It is clear from responses in Table 16 that to address the issue of inadequate teaching/learning resources, sharing of books amongst the learners, using past exam papers, printing /photocopying of materials and consulting other teachers were the most
preferred strategies. Apart from borrowing materials from other schools, teachers also
gave assignments in good time to allow learners enough time to share books and other
materials. Other strategies that also featured though not prominently include: teachers
buying personal books, extracting content from the old syllabus books, improvisation,
borrowing from other schools and inviting resource persons. MOEST (2005) stipulates
that use of a resource person can enrich teaching especially in areas where the teacher
is not competent. Although considered appropriate, only 9.467% of the sampled
teachers use it. Strategies like use of internet though not used by majority would come
in handy in assisting teachers as well as learners.

Lack of sufficient teaching resources constrain the teachers from comparing topics and
giving diverse materials to students. This plays a direct role in influencing the students' performance in English and also the teacher’s choice of teaching approaches. Sharing the available copies makes it hard for students to complete their assignments and also it discourages the students from doing extra work and personal revisions. Classroom teaching is mostly dominated by teacher talk and explanations, this ends up consuming too much of the already limited time. At times teachers skip some items in the hope of sourcing for resources to teach it in future or even ignore them completely.

Inadequacy of teaching/ learning resources has a direct negative impact in the outcome of learning in any subject. Just like in the study by Macharia (2011), the choice of teaching strategies among IE teachers in Mombasa county might have been greatly influenced by the inadequacy of educational resources, apart from the other inherent factors that influence learning of a second language.
Effectiveness of Teaching/ Learning Strategies Used by Teachers of IE

Murray et al (1997) cited in (Kiarie, Okemwa, Makworo, & Okemwa, 2011) postulate that a teacher should employ a wide range of teaching-learning strategies that engage the learner. Effective teaching is said to have taken place where learning takes place as well. Whichever strategy the teacher chooses should suit the learners. Over time many scholars have come to advocate for learner-centered strategies of teaching. Kiarie, Okemwa, Makworo, & Okemwa, (2011) posit that teaching is not the same as learning thus the teacher should choose strategies that engage learners actively so as to promote learning. Parsloe & Wray (2000) argue that teacher oriented strategies are limiting to the learners as they only play the passive role of listening, which does not let them go beyond the knowledge level. Bwire, Huang, Masingila & Ayot (2011) add that such strategies only train the learner to rely on memory and to be heavily dependent on the teacher. KNEC (2005) stipulates that learners are expected to be in a position to apply knowledge especially in functional writing: cloze tests and the set-book based essay questions in paper three.

Elmore (2002) emphasizes that effective teaching comes about when teachers understand the content and manifest it effectively in the classroom. Mckenzie & Santiago (2004) argue that teachers should prepare learners to have flexibility of mind and development of an independent capability not merely reproducing teachers’ notes. This is only possible with the use of learner centered teaching-learning strategies that engage the learner in the learning process. Additionally, these strategies ensure that knowledge is shared among learners hence improving the performance of all learners. Learners feel motivated to learn after observing and listening to their peers perform and
demonstrate their understanding of different concepts. The testing approach adopted by KNEC requires teachers to adopt more enquiry teaching-learning strategies such as peer/team teaching and group discussion/presentation in order to help learners to internalize the subject content. Lumala (2007) posits that discussions enable learners to internalize the subject content. Ayot and Patel (1992) cited in Bwire, Huang, Masingila & Ayot (2011) add that peer/team teaching and role play instill in a learner a long memory by putting the information given as close to the real situation as possible. Thus, use of inappropriate teaching-learning strategy implies that the learner fails to internalize the course hence the poor performance in final examinations.

iii) Effort IE Teachers Make to Improve their Skills of Teaching

Research by Bwire, Huang, Masingila & Ayot, (2011) provides extensive evidence of the links between professional development and improved teacher effectiveness. The researchers support Haslam & Seremet’s, (2001) assertion that professional development lies at the center of educational reform and instructional improvement. Bwire, Huang, Masingila & Ayot, (2011), argue that, there are limits to the effectiveness of any pre-service course of preparation, however well conceived. Practising teachers find themselves requiring an in-service programme that can increase their competence and confidence through actual experience. Again, there is the reality of an ever ‘evolving’ curriculum and there are emerging issues in a rapidly changing society, which demand the continued ‘updating’ of teachers’ knowledge, skills and even attitudes.

This argument is consistent with Day and Sachs (2004) observation that despite major curriculum changes to accommodate the various emerging issues in a rapidly changing
society, developing and implementing a coherent strategic plan for continuous professional development (PD) of teachers in Kenya has never been a national priority. Although there have been efforts by education authorities and schools through a series of short in-service training for teachers at various times. Day and Sachs (2004) and later Onyango (2009) argue that PD for teachers, in Kenya, remains a relatively ad hoc response to ‘events’ instrumentally tied to a mode of teacher as a technician.

Glazer, Hannafin, & Song (2005) argue that workshops that focus on the specific needs of teachers and involve authentic classroom environments have been found to be more successful in developing teaching strategies. Therefore it is necessary to provide teachers with regular in-service training to enhance learning of new changes in the teaching profession and labour market requirements. According to Quan-Baffour (2007), in-service training is beneficial to the teacher as it improves the teacher’s general educational background, knowledge and understanding of their teaching subjects, developing teaching strategies and how to use new technologies, improved professionalism and ethics, providing knowledge and skills linked to the ever changing needs of a dynamic society. Although time is a constraint in the implementation of any innovation, sufficient time needs to be allocated to the training of teachers before and especially during in-service training.

There is no doubt that teachers make an effort to improve their skills and knowledge, going by responses in Table 18. They make use of outside resources and opportunities, by attending seminars, workshops and INSET. As well as these, teachers have many more opportunities to develop professionally by working with or getting help from their colleagues, team teaching, through research, reflection journals and furthering their
studies. The results support the views of Day & Sachs, (2004) emphasizing the need for professionally trained teachers to find ways of updating their knowledge, skills and attitudes in a rapidly changing society necessitating curriculum modification. Elmore, 2002 and Darling-Hammond (2006) in separate studies also confirm that, teacher professional development enhances teacher effectiveness, and has been associated with higher student achievement and overall school improvement.

From the responses in Table 9, the Majority of teachers have attended INSET at least once. Meaning the one day duration was the most popular mode for professional development activities and it might be inadequate to help teachers effectively better their performance and raise students’ achievement. This concurs with finding of Onyango (2009), who suggests that training for improvement must be sustained over an extended time period and have sufficient duration so that teachers can have the time to learn and improve because a professional development activity is not an event but a process. Glazer, Hannafin, & Song (2005) also concur that effective ongoing professional development programs usually require large time commitment.

All the teachers also pointed out that professional development focused on content knowledge and integration of the English curriculum. The teachers further noted that, at times, the new knowledge that was specifically learnt was mainly on handling examination setting and marking requirements and little of integration of Literature into English language skills. The content covered in some of these programs therefore seems to be irrelevant to the demands of the integrated curriculum.

During the Sub-Saharan Africa (SSA) Regional Workshop for African Teachers held in Nairobi in 2007, it was observed that lack of structured teacher development
programmes was a major challenge militating against realization of EFA (Kiminza, 2007). PD is equally an important vehicle to identify gaps in knowledge that can be addressed in future professional-development workshops (Veespoor, (2004)). Garmston (1997) asserts that adults learn more when they collaborate, work harder, support one another emotionally, and commit to cumulative efforts and effects, and only PD can ably provide such opportunities. It is therefore advisable for the Ministry of Education Science and Technology in Kenya, KICD as well as other stakeholders to undertake a survey on PD approaches that would promote teachers learning, for the integrated English curriculum to proceed smoothly and with success.
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of Study Findings

This study sought to answer the following research questions:

a) What coping strategies do IE teachers employ to address the challenge of inadequacy of teaching/learning time?

b) What coping strategies do IE teachers employ to address the challenge of inadequacy of teaching/learning resources?

c) What efforts do teachers of English make to acquire skills for teaching integrated English?

The key Findings of the study are:

1. Most teachers are trained and professionally qualified to teach the two components of IE but not in an integrated manner or to teach at least one of the two components.

2. Teachers of IE have devised strategies to manage the challenge of insufficient time. Teachers use both student oriented and teacher oriented strategies to manage the challenge of inadequate time, teacher centered strategies are more prevalent.
The most used strategy is extra teaching in the morning, evening and during school holiday. Using questions to cover topics, issuing hand outs/notes and group presentations were widely used especially in the intensive reading of set books. Teachers also consolidate related topics and discuss difficult content only while learners read the simpler topics on their own. Learning through peer teaching, team teaching and use of other collaborative methods of teaching did not feature much though they should because their worth is proven by research.

3. To address the issue of inadequate teaching/learning resources, sharing of books amongst the learners, using past exam papers, printing and photocopying of materials and consulting other teachers were the most preferred strategies. 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. Strategies like use of internet though not used by majority would come in handy to assist teachers.

4. To answer the question on efforts teachers make to acquire skills for teaching IE, results reveals that teachers view seminars and workshops as of utmost value followed by team teaching and team work in the department. Teachers also research on integration and source for extra material instead of relying on the recommended texts only. Personal evaluation, through writing of journals and reflections, as well as enrolling for masters are also strategies employed by teachers to improve their skills.
5.3 Conclusion

Based on the findings of this study several conclusions can be made. Firstly, secondary school teachers in Mombasa County are educationally and professionally qualified. Despite their education and professional qualifications, IE teacher education is out of tune with the classroom needs of the teachers. The IE curriculum for secondary schools has been with us for the last 27 years and yet English language teachers graduating from universities and colleges of education are not educated to teach using this approach. The closest it gets to this is having teachers trained to teach both English Language and literature in English but as separate subjects. Kenya still has teachers prepared to either teach English Language or Literature in English, with a second subject that is not related to the IE components. The implication of this for the curriculum is that there is a weak link between curriculum developers and faculties or schools of education and teacher education colleges.

Secondly, teachers are making an effort to better their skills in order to effectively cope with the challenges that come with integration of English Language and Literature in English. On average, most teachers indicated that they had attended seminars, workshops and conferences even though the frequency of these was wanting. They also embraced team work and other collaborative and authentic strategies of teaching/learning.

Finally, from the findings of the study, it can be realized that integrated English curriculum was introduced to enable teachers use integration as a teaching approach across the two disciplines and also between and among their constituent parts. Despite this good intention, a majority of the teachers of IE did not undergo any type of in-
service training before they started the actual teaching of IEC. Therefore, it is notable that a bulk of the teachers started implementing the curriculum without proper understanding as regards the implementation of integrated English curriculum.

As a consequence, a substantial number of teachers faced difficulties when implementing the IEC. Due to these difficulties, most of the concerned teachers have devised strategies to cope with the challenges and in the process the majority of teachers do not exploit the complementary relationship between the two subjects to teach the integrated English curriculum. Therefore, it can be concluded from the findings that there has been no effective implementation of integrated English innovation in Mombasa County as was/is intended by the curriculum developers.

5.4 Recommendations

The following policy and practice recommendations emanate from this study:

1) There is need to review the Integrated English curriculum to take into account the teachers’ views about it. The reservations the teachers raised should be taken into account in all the stages of curriculum development so that there is easier movement from the planning stage to the stage of use of the curriculum in the schools.

2) At the county level, constant monitoring and evaluation, coupled with frequent in-service training courses, workshops and seminars should be carried out with the assistance of Quality Assurance and Standards Officers. This would be undertaken with a view to providing strategies for addressing the challenges teachers face in delivery of the content through integration. This should become a common feature in the teaching of English language since it is the central means of ensuring the
teaching techniques that enhance integration and development of language skills are effective.

3) Teacher education colleges and faculties of education should be properly related and linked with the other stakeholders i.e.; MoEST, KICD, TSC and KNEC. This will ensure that the curriculum developers work as partners with teacher education institutions so that all parties initiate innovations in the curriculum. This would lead to easier adjustments in the curricular of teacher education institutions to be in line with changes in school curricular.

4) On relating coursework to practice, the curriculum should focus on equipping trainees with content knowledge, pedagogical knowledge and pedagogical content knowledge. There is a need to create more linkage between the departments that offer the subject matter and pedagogy courses at university, on one hand, and to link the coursework to subject matter in schools, on the other. Such linkages might partly address the huge challenge of lack of integrative skills and therefore failure to use communicative language teaching approaches and implement the integrated approach in teaching of IE in schools, as recommended by MoEST.

5) A policy on PD should be articulated urgently by MOEST as a first step to institutionalizing PD as a strategy for improving the quality of teaching English and English education in Kenya. In this regard, it is necessary that further critical analysis, of the PD programmes already in existence, is carried out to inform a government driven and sustained English PD programme for secondary school teachers. There seems to be a theoretical recognition of the importance of PD, however, little has been done to institutionalize and improve the quality of PD
programmes for English in Kenya. Becoming a competent teacher should be viewed as a process rather than a training event.

6) On integration of ICT in curriculum delivery, MoEST, TSC, KICD and other stakeholders should aim at strengthening existing initiatives on the same in curriculum implementation. This should entail a re-orientation of the teacher towards embracing ICT integration in pedagogy within an established standard framework.

7) The Government of Kenya should strive to promote equitable distribution of educational resources to all schools in the country. This will go a long way in eradicating the existing inequalities. It will also improve educational standards in all areas, more so in English.

8) KICD should allocate more official lesson time to Integrated English curriculum so as to enable teachers have enough time to teach as per the demands of the subject - eight lessons per week for Forms One and Two, and ten lessons per week for Forms Three and Four.

5.5 Suggestions for Further Research

The following suggestions for further research are made:

1) This study was conducted in public secondary schools in Mombasa County. A similar study should be carried out in private schools in the same region for purposes of comparison of the findings in regard to the strategies teachers of IE employ to manage the challenges they face.

2) The findings of this study are limited in terms of the study locale and design. There is need therefore to conduct further research (using either the same or a
different design in private and other public secondary schools) in different parts of the country and/or the whole country in order to get a clear picture and understanding of this subject.

3) Other studies can be conducted on other forms of integration that are ongoing in Kenyan schools.

4) Further research should be conducted on how the various curriculum innovations have been conceived, introduced and implemented in Kenya.
REFERENCES


Knight, P. (2002). *A Systematic Approach to Professional Development; Learning as Practice*. Teaching and Teacher Education. 18; 229-41.


Unpublished M.Ed Thesis, KU.


APPENDICES

Appendix A: Teachers’ Questionnaire

The purpose of this questionnaire is to correct information on the strategies that teachers use to cope with the challenges of teaching integrated English in public secondary schools in Mombasa County. This is part of a research study being carried out at Pwani University. All the responses and information you give will be treated with utmost confidentiality and will only be used for analytical purposes of this study. Please give your personal responses by filling in the blank spaces or putting a tick in the appropriate corresponding space.

SECTION A: Background Information

1. What is your highest level of education?
   - Diploma [ ]
   - Bachelor [ ]
   - Masters [ ]
   - Other (specify) ______________

2. For how long have you been teaching integrated English?
   - Less than 5 years [ ]
   - 5-9 years [ ]
   - 10-14 years [ ]
   - 15+ years [ ]

3. What subjects were you trained to teach during your pre-service training?
   ____________________________________________________________

4. In your pre service teacher education, were you trained to teach English and literature as integrated?  
   - Yes [ ]
   - No [ ]

5. (a). Have you had in-service training on the teaching of English using the integrated approach?
   - Yes [ ]
   - No [ ]

   (b). If yes state how many times?

   (c). In your opinion the in service training mentioned in (a) above was
       - Extremely beneficial [ ]
       - Beneficial [ ]
       - Not beneficial [ ]
SECTION B

1. What in your opinion are some of the challenges you encounter in relation to teaching of integrated English?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. (a) Do you think the time allocated for English on the time table is sufficient?

Yes [   ]   No [   ]

(b) How has the sufficiency or insufficiency impacted on your effectiveness?

____________________________________________________________________
____________________________________________________________________

(c) What strategies have you as a teacher of English adopted to counter the challenge of insufficient time?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

(d) How many lessons of English would you recommend in:

Form one and two? _____________
Form three and four? _____________

3. Availability of resources

(a) For each of the following statements please tick a choice that corresponds to your views on the availability of resources in your school for teaching learning English
Key: SA= Strongly Agree, A=Agree, UD=undecided, SD=Strongly Disagree, D=Disagree.

<table>
<thead>
<tr>
<th>Availability of Resources</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Class course books for English are adequate e.g. Integrated English, Excelling in English or other recommended books.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. There are enough teaching and learning aids, e.g. Manila papers, sugar papers, visual and audio-visual aids, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The school has adequate no. of English readers, revision books and other supplementary books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The recommended literature set books are available for each student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. I am satisfied with the school’s support in the teaching and learning of English, in relation to provision of resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. There is a library in my school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. The library in my school is quality and functional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) On average, what is the student-text book ratio in your class?

____________________________________________________________

(c) Where you encounter challenge of limited resources, what strategies do you adopt to manage the challenge?

____________________________________________________________

____________________________________________________________

(d) How has the inadequacy affected teaching learning of English?

____________________________________________________________
(e) Outline efforts if any that are being made by the school administration to address the improvement of the teaching learning resource


4. (i) Most teachers of English are not familiar with the concept of integration. Do you agree? Yes [ ] No [ ]
(ii) I find the concept of integration difficult to understand
Always [ ] sometimes [ ] not at all [ ]
(iii) What are the effects of lack of awareness on teaching learning of English?


(iv) Are there any efforts being made to create awareness on the concept of integration?
Yes [ ] No [ ]
Explain__________________________

(v) What efforts have you personally made to be more familiar with the concept integration?


Thank you.
Appendix B: Research Permit

INTERNAL MEMO

TO: Ms. Ruth Wangal Kanyi

FROM: Dean - School of Graduate Studies

DATE: 19th February 2014

SUBJECT: CONFIRMATION & APPROVAL OF MASTERS RESEARCH PROPOSAL

We are pleased to inform you that your Masters research proposal has been confirmed and approved by the Ethics Review Committee and are therefore advised to proceed with your research. Attached is the copy of the certificate of approval.

You can collect your original certificate of approval from the Chairman of Ethics Review Committee office (Room 306).

Best wishes in your research.

Thank you.

[Signature]

Prof. Milan C. Mwetele
Dean, School of Graduate Studies

End.

Cc

- Dean, School of Education
Appendix C: Informed Consent Form

PART I: General Information about the Study

You are invited to participate in a research about teachers’ strategies for managing challenges of teaching integrated English in public secondary schools in Mombasa County. The Purpose of the research is to find out the strategies which teachers of IE have devised for managing the challenges of teaching IE in Mombasa County. The effective practices will also be identified and recommended for scaling up. The research will be conducted by Ruth Wangui Kanyi, a master’s degree student in the School of Education, Pwani University.

Participation in this study is voluntary. If you agree to participate in this study, you will be requested to fill out a questionnaire, soliciting for relevant information on the subject.

Participating in this study may not benefit you directly, but the information that you provide will help me learn more about strategies used in coping with challenges of teaching English and possibly recommend the best practices for scaling up.

I assure you that all the information that you share with me through your participation in the study will be kept completely confidential. In order to protect your identity, your information will be assigned a unique code that will be known only to the researcher. When the study is completed and the data analysed, any information that could link you to the study will be destroyed. Study findings will be presented in summary form and your name will not be used in any report.

Please note that my proposal had was reviewed and approved by the Ethics Review Committee (ERC) of Pwani University, a committee whose task is to make sure that research participants are protected from harm.

PART II: Certificate of Consent

I have read the foregoing information. I have had the opportunity to ask questions about it, and all my questions been answered to my satisfaction. I therefore give my consent to voluntarily participate as a respondent in this research.
Name of Participant .................................................................
Signature of Participant........................................Date----------------------

**Statement by the Researcher**

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:

A questionnaire will be administered.
Confidentiality will be upheld.
I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.
A copy of this informed consent form has been provided to the participant.

Name of Researcher
.................................................................
Signature of Researcher........................................
Date.................................................................

Please sign, if this is okay with you and you would like to participate in the study.

Name of participant.................................................................
Signature..............................................................................

Researcher: **Ruth W. Kanyi**

Signature.................................................................
Date.................................................................
Appendix D: Letter to the Principal

Pwani University,
P.O. Box 195,
Kilifi.
Telephone: 0721786595,

Dear Principal,

Re: Permission to conduct research

I am requesting permission to conduct research in your school. I am currently doing my Masters degree in Curriculum Development. As part of my studies, I am doing a research on teachers’ strategies for coping with challenges of teaching integrated English in public secondary schools in Mombasa County. With your permission, data will be collected using a self administered teachers questionnaire. The school is not obliged to participate and may withdraw at any time during the study.

I intend to protect your school and teachers’ anonymity and confidentiality. Their names will not be used in the final report. Any reference to personal information that might allow someone to guess the school’s name and teachers’ identity will be removed. If you require any further information about the research, do not hesitate to contact the researcher.

Yours faithfully,

Ruth Wangui Kanyi
Appendix E: Mombasa County Map
Appendix F: KCSE Performance in English between 2000 -2012

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MEAN MARK</th>
<th>MEAN GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>37.06</td>
<td>D+</td>
</tr>
<tr>
<td>2001</td>
<td>34.25</td>
<td>D</td>
</tr>
<tr>
<td>2002</td>
<td>29.47</td>
<td>D-</td>
</tr>
<tr>
<td>2003</td>
<td>32.43</td>
<td>D</td>
</tr>
<tr>
<td>2004</td>
<td>34.57</td>
<td>D</td>
</tr>
<tr>
<td>2005</td>
<td>42.74</td>
<td>C-</td>
</tr>
<tr>
<td>2006</td>
<td>39.64</td>
<td>D+</td>
</tr>
<tr>
<td>2007</td>
<td>39.70</td>
<td>D+</td>
</tr>
<tr>
<td>2008</td>
<td>33.79</td>
<td>D</td>
</tr>
<tr>
<td>2009</td>
<td>39.26</td>
<td>D+</td>
</tr>
<tr>
<td>2010</td>
<td>38.91</td>
<td>D+</td>
</tr>
<tr>
<td>2011</td>
<td>36.42</td>
<td>D+</td>
</tr>
<tr>
<td>2012</td>
<td>37.88</td>
<td>D+</td>
</tr>
</tbody>
</table>

Source: KNEC KCSE Performance Data
# Appendix G: List of Public Schools in Mombasa County

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Allidina Visram</td>
</tr>
<tr>
<td>2.</td>
<td>St Charles Lwanga</td>
</tr>
<tr>
<td>3.</td>
<td>Makande Girls</td>
</tr>
<tr>
<td>4.</td>
<td>Miritini</td>
</tr>
<tr>
<td>5.</td>
<td>Coast Girls</td>
</tr>
<tr>
<td>6.</td>
<td>Kajembe</td>
</tr>
<tr>
<td>7.</td>
<td>Khamisi High</td>
</tr>
<tr>
<td>8.</td>
<td>Moi Forces Academy</td>
</tr>
<tr>
<td>9.</td>
<td>Mvita Boys</td>
</tr>
<tr>
<td>10.</td>
<td>Likoni</td>
</tr>
<tr>
<td>11.</td>
<td>Makupa Boys</td>
</tr>
<tr>
<td>12.</td>
<td>Shikaadabu</td>
</tr>
<tr>
<td>13.</td>
<td>Mama Ngina</td>
</tr>
<tr>
<td>14.</td>
<td>Vuma</td>
</tr>
<tr>
<td>15.</td>
<td>Mbaraki Girls</td>
</tr>
<tr>
<td>16.</td>
<td>Mrima</td>
</tr>
<tr>
<td>17.</td>
<td>Sheikh Alfarsy</td>
</tr>
<tr>
<td>18.</td>
<td>Bububu</td>
</tr>
<tr>
<td>19.</td>
<td>Sacred Heart</td>
</tr>
<tr>
<td>20.</td>
<td>Mtongwe Girls</td>
</tr>
<tr>
<td>21.</td>
<td>Sharrif Nassir</td>
</tr>
<tr>
<td>22.</td>
<td>Mtopanga Secondary</td>
</tr>
<tr>
<td>23.</td>
<td>Serani</td>
</tr>
<tr>
<td>24.</td>
<td>Mwakirunge</td>
</tr>
<tr>
<td>25.</td>
<td>Star Of The Sea</td>
</tr>
<tr>
<td>26.</td>
<td>Shimo La Tewa</td>
</tr>
<tr>
<td>27.</td>
<td>Tononoka</td>
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<tr>
<td>28.</td>
<td>Maweni</td>
</tr>
<tr>
<td>29.</td>
<td>Tudor Day</td>
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<td>30.</td>
<td>Hassan Joho</td>
</tr>
<tr>
<td>31.</td>
<td>Changamwe</td>
</tr>
<tr>
<td>32.</td>
<td>Mwijabu</td>
</tr>
<tr>
<td>33.</td>
<td>Mombasa School For The Physically Handicapped</td>
</tr>
</tbody>
</table>

Source: Mombasa county director of education office, 2013
Appendix H: Certificate of Ethical Approval

CERTIFICATE OF ETHICAL APPROVAL

THIS IS TO CERTIFY THAT THE PROPOSAL SUBMITTED BY:

RUTH WANGUI KANYI

REFERENCE NO:
ERC/MED/001/2014

ENTITLED:
A Study of Teachers’ Strategies for Coping with Challenges of Teaching Integrated English in Public Secondary Schools in Mombasa County

TO BE UNDERTAKEN AT:
Mombasa County, Kenya

FOR THE PROPOSED PERIOD OF RESEARCH HAS BEEN APPROVED BY THE ETHICS REVIEW COMMITTEE AT ITS SITTING HELD AT PWANI UNIVERSITY, KENYA ON THE 18TH DAY OF FEBRUARY 2014

CHAIRMAN SECRETARY LAY MEMBER

[Signatures]