EFFECTS OF TEACHER RELATED FACTORS ON IMPLEMENTATION OF INTEGRATED ENGLISH CURRICULUM IN SECONDARY SCHOOLS IN NAIVASHA DISTRICT, KENYA

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ABSTRACT
The purpose of this study was to establish the effects of teacher-related factors on the implementation of the Integrated English Curriculum (IEC) in public secondary schools in Naivasha division. The main objectives of the study were; effects of teacher's pre-service and in-service training on implementation of IEC, effects of teaching experience on implementation of IEC. Also the effects of teacher's academic and professional qualifications on implementation of IEC, teacher's attitudes towards IEC implementation, the choice and use of teaching styles by teachers of English and their effects on the implementation of IEC. The study also sought to identify the strategies that should be put in place to enhance implementation of IEC.

The study adopted the descriptive survey design. All the teachers of English language, all heads of English department and all head teachers of secondary schools in Naivasha division were targeted for the study. A sample of thirty six teachers, seventeen head teachers and seventeen heads of department participated in the main study. The study adopted purposive sampling technique.

The study revealed that majority of teachers of English feel that teacher's pre-service and in-service teacher training have effect on implementation of IEC. In addition the teachers said that, teaching experience, academic and professional qualifications, attitudes that teachers of English have towards the implementation of IEC as well as the choice and use of teaching styles affect the implementation of the integrated English curriculum in public secondary schools in Naivasha division, Naivasha district.

The study recommended made the following recommendations; during pre-service training in teacher training colleges, English should be taught to teacher trainees as an integrated course to prepare them to teach in secondary schools. The study also recommends that the Ministry of Education, the schools and publishers should organize frequent in-service courses for teachers so as to impart skills needed in the implementation of IEC in schools whenever the curriculum is revised. The study further recommends that curriculum
developers should incorporate views of teachers when selecting set books to ensure that they are not too complex to students and that they are also relevant to students.

In view of the delimitations of the study, the researcher suggests further research to be carried out in other secondary in the rest of the country and also to target students who are major stakeholders as far as the implementation of IEC is concerned. A similar study should be conducted incorporating views from students on IEC.