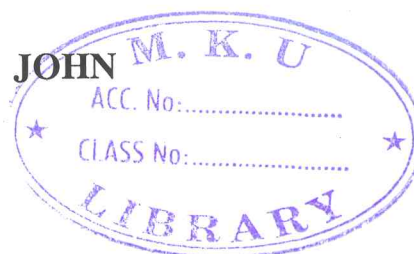


**EFFECTS OF THE INTEGRATED ENGLISH CURRICULUM ON
STUDENTS' PERFORMANCE IN K.C.S.E. IN KATULANI SUB-
COUNTY, KITUI COUNTY.**

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ABSTRACT

The purpose of this study is to investigate the effects of the Integrated English Curriculum on the students' performance in K.C.S.E in selected schools in Kitui District. The main research objectives are: to investigate the level of teaching learning resources used in secondary schools in Kitui County, to assess the challenges faced in the implementation of the Integrated English and to determine whether teachers have the capacity to handle Integrated English. The literature review is subdivided into four sub-headings: Teaching and learning resources, Challenges faced in the implementation of the Integrated English, Teachers capacity to handle Integrated English. From this review the theoretical and conceptual frameworks are developed. The study adopts the descriptive survey design and covers six schools, nineteen (19) English teachers and one hundred and fifty two (152) Form Four students are involved in the study. To collect data two categories of questionnaires are used, that is, for English teachers and for the Form Four students. The data collected is analyzed using the descriptive statistics. The main findings of this research are that, the Integrated English Curriculum is quite demanding and it has really affected the students' performance in the subject. In most schools teachers do not employ and emphasize on the right teaching techniques, despite the fact that the syllabus is covered in most schools, students still perform poorly in English, the teaching –learning resources are not adequate in schools. The study revealed that students have a positive attitude in English but do not allocate the subject sufficient time for revision, the use of vernacular is rampant and there is insufficient language policy in schools, also teachers have high workload. Based on these findings it is recommended that students should be encouraged a lot on usage of English language, they should be encouraged to set aside more time for English revisions and stringent language policy with consequences should be introduced in schools. The teaching – learning resources to be made readily available, the teachers should choose and use the right teaching methods and have evaluation tests frequently. It was further recommended that teachers should have lighter workload and more time to be allocated to the subjects so that teachers can have enough time to cover the syllabus content adequately. In the view of delimitations of the study it is suggested that similar research to be carried out on the Integrated English Curriculum to establish whether the complaint of it being too wide and demanding a lot from both the teachers and the students is justified.