

**FACTORS INFLUENCING IMPLEMENTATION OF THE INTEGRATED  
ENGLISH CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN MATHEINI  
ZONE, MATUNGULU DISTRICT.**

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## ABSTRACT

The teaching of English using the integrated approach in secondary school has been an issue of concern to Linguists and Literary scholars as well as educators for quite some time now, due to poor performance of students in K.C.S.E, coupled with their inability to communicate effectively in English.

This study sort to investigate factors that influence the implementation of integrated English curriculum in public secondary schools in Matheini Zone, Matungulu District. The study has five objectives these are; to asses the preparation of teachers of English to implement the integrated English curriculum, to find out influence of learners attitude to the teaching of integrated English curriculum, to explore how implementation of secondary integrated English curriculum can be improved and to investigate if the resources for implementing the integrated English curriculum are available and effective.

The study also has five corresponding research questions and these are; are the teachers ready and capable of implementing the integrated English curriculum; what are the learners contribution to implementation of the integrated English curriculum, among others. The study has five assumptions like; Teachers are not ready and capable of implementing the integrated English curriculum, Learners play a vital role in implementation of the integrated English curriculum; the implementation of secondary integrated English curriculum can be improved and the resources needed to implement the integrated curriculum are inadequate and not effective.

This study employed a mixed research design which involved using both qualitative and quantitave analysis of data and also questionnaires and interviews were used to collect data whereby the respondents consisted of fifteen teachers of English, three head teachers and thirty six learners. Various findings are discussed in this paper and these are the training, that teachers of English receive at pre-service level does not match the requirements of teaching integrated English.

In public secondary schools. Thus, the need for the Kenya institute of Education (KIE) to liase with teacher training colleges and schools of Education in the universities to ensure there is harmony between pre-service teacher training programmes for teacher on

Integrated English and the implementation of the curriculum in secondary schools as this would empower them to be better placed in implementing the curriculum with competence and confidence