A Critical Study of Teachers' Strategies for Coping with Challenges of Teaching Integrated English in Kenya Public Secondary Schools

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Abstract

Since the inception of the 8.4.4 system, integrated English has been educated as a consolidated subject within Kenyan high schools. Diverse research reviews have been carried out on Integrated English since then which concluded that this system has posed challenges to teachers. Inadequate in-service and pre- service training for teachers, most teachers lack the integrated English knowledge, negative attitudes towards the integrated English course, overloaded curriculum and difficult content among others are some of the cited causes of challenges. Evaluation reports by Kenya Institute of Education have also echoed this research. So far however, no research has been done on the measures teachers put into place so as to manage the challenges.Investigating the strategies adopted by Nyamira south region teachers, Nyanza Kenya was this study's purpose for managing challenges. It specifically sought to investigate how teachers manage understanding the concept of integration and difficult content challenge, manage their integrated approach attitude. The descriptive survey research design was employed by the study, which targeted the 34 secondary schools in Nyamira South. Respondents for the study were selected using purposive sampling where schools we selected according to various categories- provincial, district, private and others. Selection of heads of department and integrated English teachers in the selected 11 schools comprised in the purposive sample was done using the erratic sampling approach. Attending seminars and workshops and holding colleague consultations have been indicated to be the most employed strategies in handling lack of knowledge. Schools borrowed materials from other schools and encouraged sharing to manage resource scarcity while the time challenge was managed by employing additional coaching on holidays, weekends, and prep times. They attending seminars where department heads motivated them curbed negative attitude by respondents. No variation was found in strategies employed by respondents with different experience levels. The study's conclusion was that challenges of integrated English teaching were general and in response, strategies have been adopted by teachers for managing the challenges; involvement of relevant government agencies in assisting teachers.

Key Words: Teachers' Strategies, Coping, Challenges, Teaching Integrated English

1.0. Introduction

English is among the core subjects taught in the Kenyan education system. It is the language of instruction for all subjects apart from Kiswahili subject and foreign languages. English is the country's official language. Since the 8-4-4 system came into being, it has been the policy of the education ministry that English language and literature be taught in secondary schools. As such, various studies seeking to examine integrated English (IE) have been conducted with majority of studies establishing integration of English language in schools challenging. Some of the challenges cited in studies include lack of knowledge of IE, insufficient background on training background, inadequate resources, and lack of knowledge on IE among other problems. The Kenya Institute of Curriculum Development (KICD) formerly Kenya Institute of Education (KIE) numerous evaluations establish the same challenges throughout the country. KICD concluded that integration among tertiary facilities is not a priority. Because of lack of training or training development among existing staff, teachers are forced to fabricate their own means for integration in classrooms. This study therefore purposes to investigate the coping strategies adopted by teachers in Nyamira South to cope with challenges presented in teaching Integrated English. The study specifically seeks to explore the following areas:

- Coping strategies employed by Nyamira teachers to handle IE in consideration of insufficient teaching time as well as learning time
- Methods teachers apply in handling IE amidst lack of teaching and learning resources, and
- Efforts teachers make in a bid to improve skills of teaching IE

The design of IE among many studies has been faulted for failing standards of student's competence in English subject. Findings of these studies hold that consideration of teacher input in the centralized curriculum is missing. Nonetheless, teacher input is extremely critical in the education curriculum is the curriculum is to be effective.

2.0. Statement of the problem

In 1986, the integration of English language was introduced. Since then, several studies seeking to explore efficiency and strategies of implementation have been conducted. Majority of the studies zero in on

establishing challenges teachers face when teaching IE. Early studies by Omollo (1990), Magoma (1999), and Gichuki (2007) identify teacher competence as a challenge in teaching IE. Mainly, it become challenging to teach IE because teaches have inadequate resources, lack sufficient training, and an overload of curriculum that makes it impossible to teach IE. Teacher attitude and difficult concepts in IE also pose as challenging aspects of teaching IE. In the Nyanza region, there exists no literature that investigates how teachers in the area deal with these challenges. Lack of literature serves as a barrier to understanding how teachers in Nyamira south manage challenges of teaching IE. Therefore, this study seeks to fill in this gap and investigate strategies, which teachers in Nyamira South have devised for managing challenges of implanting IE in the region.

3.0. Purpose of study

This study intends to go beyond what many studies have already achieved in establishing challenges of teaching IE and establish mechanism used by teachers to manage challenges they face in teaching IE. The study will be investigating the following:

- How teachers in Nyamira South manage challenge of understanding integration and difficult content
- Ways teachers cope with the available resources in teaching IE
- Ways in which teachers cover the IE syllabus in time, and
- How teachers manage their attitude towards teaching IE

Information collected from this study benefits all English teachers, the training curriculum, students, and QASO. English teachers would learn from each other, the strategies used in managing challenges of teaching IE, as well as learn effective strategies employed in combating challenges of teaching IE. The KICD and the QASO would benefit from the findings of the study, gaining insight into effective and non-effective strategies that teachers use in teaching IE. This would help in developing the training curriculum, allowing teachers to learn means of coping with challenges of teaching IE. The essence of this approach is an improved teaching instruction and improved performance in IE in the region.

4.0. Research objectives

This study focuses on the following research objectives

1. To establish means in which teachers manage challenge of understanding idea of integration and difficult content

2. To establish ways teachers cope with limited resources especially resource text books and curriculum support materials

3. To find out strategies used by teachers to manage their attitude towards IE

4. To establish mechanisms employed by teachers to manage time in covering the syllabus.

5.0. Research question

a) What strategies do teachers use to deal with the challenge of addressing integration and difficult content?

b) In what ways do teachers cope with limited resources in relation to IE?

c) How do teachers manage their attitudes towards teaching IE?

d) What mechanisms do teachers use to ensure coverage of syllabus is on time?

6.0. Significance of the study

The study will review strategies that teachers use to overcome the challenge of teaching IE in secondary schools. The study is limited to secondary schools in Nyamira County. The results of the study will provide insights into successful strategies used to implement IE. As such, the study will contribute to existing literature as well as help understand some of the effective strategies embraced by teachers in teaching IE. The study will also help influence teaching strategies across other counties.

7.0. Literature review

7.1.

Rieg Kelli, and Paquette (2007) and Esporito (2009) evidence existing literature on ways teaches manage challenges arising from day-to-day teaching experiences. Similarly, Omollo, (1990); Magoma, (1999); and Otieno, (2003), document means in which teachers manage challenges that arise with teaching Integrated English (IE) in the studies. In addition, the studies investigate ways that teachers deal with students' indiscipline, special needs, and stress. These studies show that, teachers undergo numerous challenges in teaching IE in secondary schools. For instance, Gichuki (2007) argues that teachers face the challenge of teaching IE owing to their limited background of lack of it in the same. Teachers not only lack experience in teaching IE but also lack training

background on IE (Otieno, 2003). Lack of in servicing is a major impediment in teaching IE because teachers tend to lack knowledge of teaching IE. Furthermore, lack of teacher preparation and inadequate training as well as attitude negatively affects the implementation of IE in schools (Esporito, 2007).

In his study on the exertion of social studies problems, Mbugua (1987) listed the following: lack of positive attitude towards social studies course by teachers, shortage of time to cover the syllabus, lack of proper integration and imbalance of content in the course syllabus and lack of essential resources e.g. text books. A few studies exist on how teachers manage these curriculum-related challenges such as a Kilgallon and Maloney's (2008) study on how educational amendment is managed by early infancy teachers analyzed later in this chapter. Opinions and research literature existing on each mentioned challenge that teachers face are discussed in this chapter plus teachers' coping mechanisms. It is divided into:

a) Availability of teaching and learning resources
b) Time

c) Teachers' attitude towards curriculum change
d) Teachers' understanding of educational change
e) Teachers' plans for managing problems in curriculum amendment

7.2. Teaching and Learning assets availability

Instructional assets are those planned to aid the tuition of a course including stationery, recordings, videos, other personnel resources and all technology-based resources (McBrien and Brandit, 1997). As classified by Dale (1996), teaching-learning assets are optical materials including projected and non-projected assets, audiovisual including television films, video tapes, sound filmstrips among others and audio resources including lectures, audio tapes, phonograph records among others.

7.3. Value of Instructional Resources

These are principal features of teaching because English tutors have a large number of these resources that they can use. However, the entitlement of the English teacher requires him or her to adopt these materials as an essential part of their teaching practices (Minae, 2004). He perceived that chalkboards, textbooks, set

books and reference books are the most commonly used instructional resources by teachers.

Kamn and Tylor (1966) express the view that the textbook has been the most essential tool for teachers and the audio-visual era for a long time and has sustained the leading role in the processes of teaching and learning. Therefore, all other reading materials act as supplementaries since what is to be taught and learnt is indicated in the text book which also facilitates organization of instruction which is followed sequentially. Wen Chien (2004) evaluated English integration into an elementary school life course in her study in a Taiwan School. She observed that local publishers provided insufficient teaching materials which have also been picked by local studies.

The best techniques for executing curriculum are resource materials and willing teachers as observed by Masulu (1985). Lack of resources has been identified as a main problem by several studies done during the new curriculum implementation. Malusu (1985) in his study on problems influencing application of the new Christian Religious Education curriculum in primary schools noted that pupils did not have relevant C.R.E. course book. Rombo (1985) on her study on factors affecting the implementation of integrated home science in Kenyan high schools observes a 'cobweb' of the problems affecting integrated home science integration in any given school. Lack of facilities, tools and equipment were the outstanding problems. She also observed that there was scarcity of teaching and learning resources in schools and would be shared between many students where available. Responses obtained from the study by Anyona (1990) on problems influencing 8.4.4 curriculum execution in primary schools show that teaching and learning materials were inadequate and this made it difficult for teachers to instruct adequately.

Interested in finding out the problems teachers experience concerning instructional resource use, Namach (1990) found that 71.4% of teachers indicated that course materials such as official course books for English, supplementary books, library books, and teaching aids were not readily available. All teachers complained of having instructional resource shortage according to Minae (2004). In his study on use of resources in secondary schools in the

teaching of history, Kimani (1999) observed that there was an instructional resource shortage. Textbook shortage is a hindrance to effective instruction therefore little gain can be expected since when more than three students share a textbook, some may not access the few that are available. This would be a problem especially to the slow learners (Minae, 2004).

Availability of resources (textbooks) does not necessarily translate into effective teaching of a subject as observed by Achoki (2004). Resource adequacy is much more important in achieving the latter. However, Rombo (1989) notes "…if the teacher is not competent; the provision of these resources would be a waste. It is therefore necessary that before the resources are provided, teachers are equipped with the relevant knowledge to enable them to handle all areas of the subject." The K.I.E Report on Monitoring of the Execution the Reviewed Secondary School Curriculum (2004) shows that most secondary schools had not procured the approved books due to delay in receiving the list of approved text books, lack of approved text books in the local bookshops and lack of funds to buy books. Most schools had not also bought teachers' guides; the syllabus was not available in some schools and lack of curriculum support materials. There were also no reference materials and pupils' books were limited to a 1:8 ratio. Inadequacy of textbooks and other curriculum support substances within most secondary institutions is a fact established by studies looked at in this section, which intended to find out how teachers manage teaching of integrated English with the available text books, set books and other curriculum support materials in Nyamira South District of Nyanza Kenya.

Approach to teaching English in KPSS becomes practical in nature when teachers tend to use integrated approach (Giroux, 1998). He further observes that in school, literature serves to provide learners with ample source of context from which learners get to understand the language. As such, teachers use literature to help students develop competent language skills. Classrooms benefit from language and literature since the work closely reinforcing each other, serving as complementary units (Indangasi, 1991). Despite the subject boundaries, literature and language blend perfectly, thus posing importance of their integration. Contrary arguments by scholars oppose this view citing that language and

literature have distinct characteristics. Those of a differing opinion maintain that curriculum should desist from IE to preserve the identity of each subject. For instance, in his study, Wanjala (2007) argued that IE would erode the identity and unique qualities when the two are taught in an integrated approach. He disputes IE citing it would wash away the great efforts of scholars such as Ngugi wa Thiong'o and Taban Lo Liyong, who saw the need to establish literature as core subject that has distinct features from language.

Such attempts according to the study destroy literature. Furthermore, IE tends to merge the language and literature department or else make the literature department redundant. The fear of IE strongly emerges in a study in 2003 by Kibaji who points out that previous education system under the 8-4-4 curriculum allowed students to have exposure to variety of literacy skills. Nonetheless, newer studies refute the narrow view of IE by studies that tend to dismiss importance of integration terming them as non-changing conservatives.

In IE, students are exposed to a robust learning experience. Not only learn language as an integrated component, but also get the chance to experiment language in literature and literature in language. The 8-4-4 system exposes students to various literature categories including anthology of short stories, novel, play, and oral literature. This makes it important to integrate English with literature under the umbrella of English to allow students to develop robust understanding of the subject.

7.4. Secondary school curriculum

The 8-4-4 system introduced in 1985 requires students to undertake 4 years in secondary school. Since its inception, the secondary school curriculum has undergone various reviews in a bid to improve it to meet needs of the education system. For instance, in 1992, under Kenya Institute of Education, the secondary school curriculum was revised reducing examinable subject from eight to seven, and content reduced from thirty five to twenty one subjects. The main objectives of the review were to prepare learner for self-reliance.

7.5. English curriculum in secondary schools

In Kenyan education, English serves as a medium of instruction. English is a service subject in the curriculum. English curriculum aimed to increase competence in speaking, listening, and writing among students in language (KIE, 2004).

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According to KNEC (19990, the most critical years in English curriculum are the first two years because they make or break leaners through experience. Form three and form four aims to develop learners with skills developed in the first two years. During this period, learners develop confidence in using and manipulating different materials of language and literature.

Makers of the curriculum developed four components of English language. These components are grammar, comprehension, summary writing, and composition. On the other hand, they developed five components of literature. Components of literature include novel, short story, oral literature, drama, and poetry (KNEC, 1999). This makes nine components under English umbrella examinable in Kenya Certificate of Secondary Education.

The integrated approach seeks to pursue the following objectives of English language teaching:

Learners completing English curriculum should be able to:

- Use listening skills to deduce and construe meaning accurately from spoken discourse

- Listen and respond to comprehension appropriately

- Accurately listen and process information from various sources

- Correctly use punctuation, spellings and paragraphs

- Appropriately communicate in creative and functional writing

- Exhibit ability to correctly use variety of vocabulary and sentence structures

- Use idiomatic and grammatical forms of English

- Demonstrate ability to write neatly, effectively, and legibly

- Think creatively and critically in English

- The student should be able to speak accurately, confidently, and fluently in variety of contexts

- Other objectives of English is to enable students appreciate importance of reading, writing, and universal human values that literacy works contain (KIE, 2002)

7.6. Integrated English approach

Various studies exploring IE approach recommend use of a multidimensional approach in teaching and learning. The type and nature of learners determine learning

strategies used. Furthermore, availability of learning resources as well as interesting experiences and experience situations determine the choice of teaching/learning approach. IE postulates environment where teacher serves as a facilitator while the learner is a contributor in learning. As such, IE calls for use of modern day teaching where learners use discovery method to discover concepts and knowledge that is critical for learning. Learners also use discussion, problem solving, storytelling, dramatization, and role-playing techniques to enhance learning. There is however, no specific methodology recommended for integration of language and literature. Effective methodology nonetheless takes into account vitality of using methodologies that are; student-based and process oriented. In addition, IE envisages learning environment where learners are resources working from experience and intuitive poetic awareness. Similar principles are predictable in studies by Drew (2001) and Katonah (2001) who underscore on idea of direct approach to studying literature. Group-work and student centered learning also receives literature support by Harel et al (2005).

7.7.Integrated English curriculum content and methodologies.

As stated by Okwaro (2009), the completely academic syllabus has English as a service subject. English has been performed poorly in both spoken and written forms and at the examination level despite its importance. In a study by Magoma (1999), English teachers felt overburdened by the work they had to cover since the English content was too much. This led to the recommendation of the separation of English and literature. Its implication was that the methodologies to be used dictated the content to be covered in teaching process. The ministry of Education (1992) urges for the use of learner-centered techniques, which include group work, dramatization, simulations and games, discussions and fieldwork. According to teachers, this was time consuming and a lot of work is done during marking of the student's work. Several teachers, in a study by Okwaro (2009), were educated on lecturing the subject with another one for example History and Physics among others. Teachers are therefore overworked, leaving insufficient time to teach integrated English curriculum as they teach the second subject. The Ministry of Education curricular (2009)

directs that teachers of English should have at least 28 lessons per week.

7.8 Teaching methods for teaching IEC

Teachers must understand the content of the lesson before deciding on the teaching methods. These methods and learning activities should be those that bring about the students' behaviors stated in the daily lesson plans objectives. Furthermore, the most appropriate teaching methods are those that create interests and encourage student participation because students differ in learning styles just as in personalities and temperaments. The IEC assumes a cohesive approach to teaching of English where a language expertise should not be tutored in isolation. All the four skills should accompany each other. Listening and speaking skills primarily enhance the social and acidic life of a person. It is advocated that these two skills be evaluated because they too cause growth in writing skills and reading expertise. Evaluation can be done by exegetic reading of book excerpts, poem recitation, role plays or correspondence (KIE 2002).

Speaking is an inherent part of listening since responding to what has been heard is involved in it. This interaction presents difficulties to learners. English teachers should aim at helping learners attain accuracy and fluency in speech because when they don't listen, speak fluently and accurately there is no communication causing a breakdown in communication. Consequently poor performance in exams is witnessed as learners cannot express themselves (Gathumbi and Masembe 2005).

Grammar is mainly taught to aim at assisting learners comprehend the manner in which language works and how they can use it in a correct and suitable manner in various contexts. The way words are combined to form larger and meaningful units can be describes as grammar. Grammatical structure should be presented in context to help learners obtain an in-depth whole language mastery. Students will understand a grammar item's structure thoroughly if it is submitted to the class it appears. Innovativeness and creativeness are very important when teachers are preparing for the best ways of deploying literary and non-literally information in order to help the student gain competence in grammar. They must deduce the most appropriate techniques of language usage, films and games, essay writing and plays to intensify gain of grammatical skills. Reading fluently is valid for both school and life.

Performance in all school subjects is improved by good reading skills.

Reading exposes students to new vocabulary, sentence structures, different register, assists in accumulation of information and abstract learning and familiarizes the student with fine language use representation. Teachers should encourage learners and facilitate them to read extensively while devising programmes that will satisfy and captivate the reading process. The study of literature should enhance reading expertise and grow other language expertise. What a learner reads could construct foundation of their verbal presentations or composition writing (KIE2002). Quality of reading and its quantity determines the performance (Gathumbi and Masembe, 2015). Poor performance of English has been contributed by poor reading culture since little reading leads to less development of reading skills.

Writing has across-the-board repercussions for the manner in which people think and learn. It is important to write well in order to be successful since it influences chance of success, personal development and relations with others. Therefore, learners should be helped to acquire good writing skills in order to be organized and creative in thinking. Very closely related skills are writing and reading. Learners need to be encouraged to observe how language is used as they read critically Sources such as literature set books, class readers and pictures should be used to generate writing ideas. Distinguishing and remedial assignments could be applied and independent learner's needs pinpointed and addressed (KIE 2002). Learner's interests and experiences should base writing tasks. Group consultations and other pre-writing pursuits may be applied to demystify writing (KIE 2002). Gathumbi and Masembe (2005) state a psychological and academic approach designed to evoke certain conduct from which a person can refer to about precise characteristics of a person can be referred to as a test. Methods of testing and examining perform vital role in the performance of students since they establish learner's strength and weaknesses to make instructional decisions .

7.9. Preparation of Teachers of IE

It is important to train educators on integrated method use since they are central to the change process. The key component to triumphant execution and commencement of change programme is a well outlined and effectively enacted teacher training schedule

as argued by Sifuna (1992). According to the 8-4-4 system, teachers should teach integrated English using cohesive method. Miruka (2002), thinks that learning and teaching IE is faced with many problems to both students and teachers in secondary schools such as irrelevant and inadequate training on the integration concept. The Integrated English curriculum is affected by this where teachers execute it to multiple degrees according to their conception. Ng'ong'a (2002) points out that integrating the curriculum is a challenging activity and is supported by an argument by Waters (2009) where he states that new tutoring techniques are alien to teachers of English; for example the integrated technique.

The Integrated English necessitates the need for teachers to handle the Integrated English (Language and Literature) therefore it is important for teachers to be ready to tackle the 8-4-4 curriculum and formulate new teaching policies (Lumala 2007). It is moreover essential for the teachers to understand this syllabus before executing it in order to meet this difficulty.

7.10. Integrated English teacher's preparation at pre-service level

Teachers do not receive sufficient pre-service schooling to enable them to execute the integrated method to educating the two constituents as exhibited by Lumala's (2007), Kioko & Muthwii's (2001), Ongong'a, Okwara & Nyangara's (2010) and Day & Sachs's (2004) study. English teachers are required to study the Integrated English while being tutored but they observe that the curriculum does not reflect anything close to integration. They are alternatively trained in two divergent subjects to go and educate them as a single subject in high schools. Classroom practices fail to demonstrate the integrated approach because most Integrated English teachers do not recognize the integrated approach in educating English as reported by Miruka (2002). Teachers respond to a study by Shiundu, Indoshi & Okwara by saying that they are not tutored to educate Integrated English through the use of integrated approaches while studying for their pre-service tutor education. The tutoring of secondary teachers based by strategy makers is not the integrated method and therefore this study outlines accreditation to substandard performance to this training. Teachers cannot be expected to take part in successful models in classes if they were not adequately familiarized with effective teaching techniques throughout their pre-

service tutoring as claimed by Otieno (2003). Verspoor (2004) asserts that teachers and their educating practices are two appearances of one coin and cannot be assumed in separation from each other.

7.11. Importance of INSET training strategies and in-service Education to Integrated English

Contrast in teaching practices' perception and comprehension by teachers is brought about by learning theories, which are either knowledge- centered, or person centered as Watuulo (2007) argues. Teaching is a permanent process therefore every tutor must be wholly qualified to be able to handle teaching in a professional manner as most researchers conquer with. As cited in Huang, Bwire, Masinga & Ayot (2011) by Thies-Sprinthall, Sprinthall & Reiman (1996), educators should always be engaged in education all through their career of teaching. Objectives of In-service Education and Training (INSET) aim to encourage professional competence and general growth of teachers, executing scholastic innovations that have been agreed upon at the national rank as stated by Knight (2002). They also seek to upgrade the teaching process at classroom level that is obtainable to the teachers after their initial tuition. Watuulo

(2007) observes that an INSET that is positivist inspired is one that is distinguished by its objectives that are deficiency motivated in either teaching expertise or curricular comprehension. He also defines it as breach between the demanded level of teachers' system position and their contemporary level of expertise. Another main objective of INSET is to foster in expertise development that are intended to train. Skills are shaped through behavior modification and teachers are expected to incorporate such individual behaviors (process) to promote student learning (product) as quoted from Knight(2002) by Reiman, Thies-Sprinthall and Sprinthall (1996)

7.12 Teaching / Learning Time

Wigginton's (1985) foxfire experience (letting students write, edit and negotiate book contacts) gives the most successful examples of curriculum integration. He came up with a thoughtful mode that definitely worked despite the time problem and other syllabus obstacles as noted by Morris (2003); which was basically meant to incentivize students through fostering them with meaningful learning experience while systemizing them to incorporate the foxfire publication.

Wen (2004), observes that limited class period was a problem in her IE in an elementary school life course study. Gichuki (2007) among other researchers such as Macharia (2011) and Okwara, Shiundu & Indoshi (2009) just to mention but a few, observed that the time allocated was not enough to cover the much work that was supposed to be covered therefore time was a big challenge. Earlier, Njeru and Orodho (2003) had carried out a study that showed that extra tuition was being offered by almost 70% of educators countrywide so that they could be able to deal with the 8-4-4 curriculum. In addition to these researchers, Lumala (2007) and Ng'ong'a (2002) also observed that a great percentage of teachers were in need of extra time since the time they were allocated with was so much inadequate to cover the broad curriculum and also to be able to scrutinize English aspects more experimentally due to the integrated technique. These arguments moreover support the ideas of Abagi (2011) and Otieno (2003).

7.13. Teaching and learning assets inadequacy

There are different types of teaching and learning resources and among them are the instructional assets. These assets intend to support the teaching of certain subjects. These may include resources such as the stationary and all technology related resources. MCBrien and Brandit (1997) describe this definition of these resources. Moreover, Garrison and Terry also define the teaching/ learning assets as those elements that are deliberated to augment on the process of learning and teaching and as display materials including projected and non-projected materials. In addition to this, these assets are also defined as the tools meant to assist teachers to help their learners to grasp quickly and perfectly by Mushira, Kuria, Waichanguru & Indimuli (2009). They also affirm that the tutoring of a specific topic must be aided by a teaching aid. Wanjiku (2002), states that a teacher must deliver the aid most effectively.

7.14. Strategies that teachers use to manage the problems of curriculum innovation

Most academic organisations and systems are adapting the feature of organizational change, which has impacted negatively on those working inside the systems through disputing teacher's place in the system. According to (Nyakundi 2011), the reason as to why this directive amendment of policy and assets allocation

has taken a big part in Kenya is mainly that schools are being propelled by the urge to upgrade the organization and effectiveness of the instructional services. (Newhouse, 2001) argues that teachers are mandated to persist in their performance of tutoring practices while executing new changes and initiatives that have been directed by educational systems they are working for.

The ability of teachers to participate in their tutoring practice is affected by educational change, which influences their personal opinions and practices thus affecting their capability to 'cope', (Hall & Hord 2001). The manner in which teachers manage the execution of the instructed institutional change also determines their capability to influence their learners. A variety of factors affects the potentiality of childhood teachers to manage during the execution of the instructed educational adjustment as displayed in Kilgallon and Maloney's (2008) study on the way childhood tutors cope with educational change. These factors include; teachers' service and the cooperation of teachers with their professional associates, possession of a positive attitude regarding the enforced changes in institutional strategies and practices, the technique that teachers embraced when executing educational change and teachers taking part in expert development meetings. Through this, teachers managed to report on how all these elements influenced their daily teaching activities thus affecting their capability to cope up with the implementation of the directed adjustments and their capability to be able to be maintained in the educating occupation.

8.0. Research Methodology

The Study Area

The study area was in Nyamira Country in various public district high schools.

Study variables.

3.3.1 Independent

In this study, the variables that were found to be independent were the problems experienced when teaching the Integrated English which was majorly viewed as a representation of three factors, which are:

(1) Formal tutoring/ studying time table
(2) Availability of educating/ studying assets
(3) The various kinds of tutoring experience as disclosed by specific individual tutors

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3.3.2 Dependent

This study came up with the policies that could help in managing the many challenges that face tutoring of Integrated English as the dependent variables. The study aimed at researching from the IE tutors, the programmes they engage in so as to cope with these challenges in the field.

Intervening factors

The responsibility to achieve excellent results in national examination, the size of class, type of school and the learner potential were the intervening variables that the study identified.

3.4 The study's population

3.1.1 Target population

High school teachers from Nyamira County that tutor using the IE syllabus.

3.5 Sample size and Sampling methods

3.5.1 Sampling methods

Strategic contemplation basis and convenience may be used to select samples as argued by Morrison, Cohen & Manion (2011). Understanding what O'Leary (2005) terms as 'a snap –shot' as referenced from

Nyakundi (2011), which is actually happening in institutions, is the main sampling idea. Purposive sampling, for this study's sake, was applied for selection of IE tutors in the district public institutions. All students in the country are supposed to take the same final examination (KCSE) where the IE teachers are expected to make sure that their students secure a place in higher studying institutions. The KIE curriculum and the KNEC recommendations guide IE tutors of public institutions on their execution of the integrated syllabus. Impacts of disagreements between the participants were reduced due to the use of public institutions. These discrepancies could have ended up affecting the results of the whole study.

3.5.2 Sample size

This study sampled 89.16% of the approachable population which constituted of 74 English teachers from Nyamira County.

Instrumentation

3.6.1 Instruments

Information was gathered from English teachers using a questionnaire administered to each teacher with guidance from the

supervisors. They were divided into sections that had both the open and closed ended items. Demographic information and five other times were contained in the first section. Other four items were contained in the second section where the policies applied by tutors in managing the challenges of IE curriculum were solicited.

Validity

Experts from Bondo Teachers Institution justified the questionnaire together with supervisors. They assessed and scrutinized the questionnaire items extensively in accordance to the research goals in order to examine its suitability for the intended purpose.

3.6.4 Dependability

This was determined using the test-retest strategy. The nine tutors in pilot study were reissued with research implements. The satisfactory Cronbach's alpha formula was used to acquire a dependability index of 0.82 and the instruments were considered reliable. Dependability index of 0.8 is significant according to Morrison, Cohen, and Manion (2011).

Procedures for data collection

Head teachers were the main point of entry into the school. They directed the researchers to department heads. English teachers were then given questionnaires by the researchers. They were required to fill them independently then the questionnaires were collected thereafter. This took a fortnight.

Data analysis strategies

Mostly, qualitative data was collected therefore analysis was vitally qualitative. This data would be examined to extract pertinent information then presented in percentage and frequencies form. To perform descriptive analysis, little qualitative figures would be processed using Ms-excel 2007. Feedbacks were then structured categorically and into themes relevant to the research.

Findings and discussion

This study sought to address the objectives aforementioned in the objectives section. In addressing these objectives, the study aimed to answer the following research questions:

a. What coping mechanisms do teachers employs to address challenges posed by IE?

b. How do teachers address the problem of inadequacy of teaching and learning time in IE?

c. What are strategies used by teachers in addressing inadequacy of learning/teaching resources?

d. What are the efforts taken by English teachers to acquire skills for teaching IE?

The study obtains the following results

I. Majority of teacher in Nyamira County who teach English are trained to teach English and literature as separate, and not in an integrated approach. Most of the teachers lack professional qualification for teaching IE.

II. Minority of teachers who have professional qualification for teaching IE have developed strategies to handle the problem of insufficient time. They use teacher-oriented and student-oriented strategies to manage time. The study established prevalence of teacher-centered strategies. In addition, during holidays, morning preps, and evening preps, teachers engage in extra teaching in order to complete IE syllabus on time. Teachers also provide students with handouts and questions that help cover topics in IE. Majority of teachers reported using notes and presentations especially when teaching set books. Another strategy employed to manage challenge of time is consolidating related topic, tackling the hard topics, and allowing students to learn the simpler topics on their own. Peer teaching was also evident whereby students used groups to discuss and learn IE concepts. However, group learning was not as paramount.

III. Teachers promoted the idea of book sharing among students to curb the problem of learning resources. In addition, teachers distributed past exam papers, printouts, and photocopied resources to students to supplement scare materials. Teachers also borrowed textbooks and other materials from other schools. Use of internet was prevalent in a few schools.

IV. Teachers with IE skills attributed their skills to seminars and workshops organized by the Kenya Institute of Education. Some of the

teachers cited having acquired IE skills from reading extra materials and the internet. Teachers engaged in research on integration instead of relying on provided text alone. Some teachers engaged in personal evaluation through writing reflections and journals. Others enrolled for master's degree to learn IE skills and knowledge.

9.0.ConclusionS

The study established various conclusions based on study findings. The study established that secondary school teachers in Nyamira have education and professional qualifications. Nonetheless, they lack competence in teaching IE owing to insufficient knowledge and resources to teach the subject. This means IE teacher education is not in tune with classroom needs. While IE curriculum for classroom has been around for 27 years, teachers continue to graduate from training institutions without IE knowledge. Colleges train teachers on English and Literature, as separate entities, yet field requirements demand teachers have IE skills. The implication of lack of teacher knowledge results in weak connection between

curriculum developers and schools of education.

Teachers have resulted to fabricating means to teach IE irrespective of their lack of knowledge. Teachers are making an effort to furnish their skills as a means of dealing head-on with IE challenges. Teachers use platforms such as seminars, conferences, and workshops to learn and gain understanding of IE. However, the frequency at which teachers attend these workshops is wanting. There are hardly, sufficient seminars to help teachers gain IE knowledge.

Another approach used by teachers to embrace integrations of English and literature is teamwork. Teachers are collaborating between and among schools to teach IE, thereby allowing those with knowledge to display their skills as well as teach others.

The study also observed that IE curriculum was introduced to help teachers use integration as a teaching strategy across the two disciplines. IE would also allow teachers to use it as a means to connect English and literature. However, despite the intentions of IE, majority of teachers never underwent any type of service training to facilitate teaching of IE. Many teachers

started implementing the curriculum without proper knowledge and understanding of it. Teachers therefore faced the challenge of implementing IE without prior knowledge. They resulted in devising strategies to cope with these challenges. Unfortunately, they did not exploit complementary relationship between English and literature to teach IE curriculum. Therefore, teachers have not embraced innovations to teach IE in Nyamira County.

10. Recommendations

The study recommends the following for teaching practice

1. Curriculum developers need to review IE curriculum taking into account teachers' experience with IE. They should consult with teachers to tailor IE curriculum with classroom and teachers' needs.

2. There ought to be constant monitoring at county level to enable identify challenges facing teachers in their implementation of IE curriculum. This needs to go in hand with frequent in-service training services, seminars, and workshops. Quality Assurance and Standards also require enforcement such that teachers will have an equal platform to teach IE.

3. Teachers training institutions need to equip tutors with facilities and resources to teach IE curriculum implementation. Curriculum developers will also need to work as partners with education institutions to make all stakeholders knowledgeable in IE curriculum. This would enable easier adjustments within learning institutions to equip teachers with skills.

4. Develop a policy that makes it mandatory for teachers to undergo IE training before implementing it in schools.

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