

Attitude of Teachers of English towards Implementation of Integrated English Curriculum in Public Secondary Schools in Kinangop Sub-County, Nyandarua County, Kenya

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Abstract

Despite drawing a lot of praise from scholars, the Integrated English Curriculum continues to face obstacles in its enactment. This paper seeks to assess the impact of attitude of teachers of English towards integrated English on the implementation of integrated English curriculum. The research was guided by the concerns-based conceptual change model. A convergent parallel research design was applied for this study. Systematic sampling was applied to select 36 teachers of English. Simple random sampling was used to select 19 principals and 19 Heads of Departments while purposive sampling was applied to select the sub-county Director of Quality Assurance and Standards Officer and sub-county Director of Education. The study used questionnaires, interview schedules and an observation check list in data collection. The main findings of the study are that, majority of the teachers of English have a positive attitude towards Integrated English curriculum. On the impact of attitude towards implementation of Integrated English Curriculum, majority of the teachers of English who had a positive attitude towards Integrated English curriculum also had Integrated English Curriculum successfully implemented. However, majority of the teachers of English who had a negative attitude towards integrated English curriculum also had Integrated English Curriculum not successfully implemented; an indication that attitude has an impact on implementation of Integrated English Curriculum.

Key Words: attitude, integrated English curriculum

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