ASSESSMENT OF IN-SERVICE TRAINING PROGRAMMES ON THE IMPLEMENTATION OF INTEGRATED ENGLISH CURRICULUM IN SECONDARY SCHOOLS IN NAIROBI PROVINCE, KENYA

By

Siribah Beatrice Mokeira

ABSTRACT

This study was to assess the in-service training programs on the implementation of the integrated English curriculum in Nairobi province. The study had four objectives: to establish the extent to which the time allocated for inset programs affect the implementation of integrated English curriculum, to determine how attendance of inset programs by English teachers affect the implementation of integrated curriculum, to determine the level of school involvement in the facilitation of inset programs and how it has influenced the implementation of integrated English curriculum, and to establish the extent of preparedness of inset trainers/organization before monitoring of the English curriculum inset and how it affects the implementation. Survey design was used and simple random sampling method used to pick 45 secondary schools. 9 provincial English panel specialists were sampled.

The findings of the study revealed that time allocated to INSET programmes was short and could not cover the training needs of the teachers adequately. It was also established that funding of the INSET programmes was a challenge as some teachers had not attended in-service training due to inadequate funds. It was found that some of the facilitators did not have a good mastery of the content and did not vary their training skills.

In view of the findings, this study recommended the following: that the duration for training should be made longer so as to make the courses more effective. Attendance of INSET by teachers should be organized at central point where data can be kept to monitor the teachers who attended and how many sessions undertaken so as to give an equal chance to all English teachers to participate, schools should create a common pool to make funds available for English teachers not to miss training sessions. At the same time the facilitators should do adequate research so that they can master their content and vary their training skills which are critical in making the courses more vibrant and involve the teachers in the planning process. The researcher made several suggestions for further research which included the perceptions of head teachers on the lack of in-service courses in relation to profession development of the teachers and future career profession.