

An Assessment of the Influence of School Contextual Dynamics on Implementation of English Curriculum in Public Secondary Schools in Nakuru East Sub-county, Nakuru County, Kenya

Cyrus Githinji Wambugu, Dr. Charles Magoma

Abstract— Schools play a critical role in the implementation of the English curriculum. They ensure that syllabus is adequately covered and that students register impressive academic grades in internal and national examinations. Thus, the purpose of the study was to investigate the influence of school contextual dynamics on the implementation of the English curriculum in public secondary schools in Nakuru East Sub-county, Nakuru County, Kenya. The objectives were: to investigate the influence of teacher factors on implementation of English curriculum in public secondary schools, examine the influence of instructional resources on implementation of English curriculum in public secondary schools, establish the influence of students' characteristics on implementation of English curriculum in public secondary schools and find out the influence of the school community support on implementation of English curriculum in public secondary schools in Nakuru East Sub-county. The study was guided by the Ecological Systems, the Modern Cognitive and the Curriculum Implementation Theories. The study applied mixed methods approach and explanatory sequential design which involved collecting, analyzing, and mixing both quantitative and qualitative methods. Questionnaires were used to collect data from students whereas interview schedules were used to collect data from teachers and principals. Data analysis began by identifying common themes from the respondents' description of their experiences. Qualitative data was analyzed thematically along the objectives and presented in narrative forms whereas quantitative data was analyzed descriptively using frequencies, percentages, mean and standard deviation and inferentially using ANOVA Test Analysis and presented using tables. The study established that teacher factors, instructional resources, school characteristics and school community influence implementation of English curriculum in public secondary schools. Thus, the study recommends that English teachers should undertake refresher courses to acquire emerging strategies on how to implement English curriculum. Schools should ensure availability of suitable, relevant and appropriate teaching and learning resources. Schools should provide opportunities which allow students to interact with colleagues to acquire new approaches of studying English. The Ministry of Education should provide adequate funding coupled with timely disbursement to enable school administrators procure resources for implementation of English curriculum.

Index Terms— School contextual dynamics, English curriculum, Teacher factors, Instructional resources, students' characteristics, school community support.

I. INTRODUCTION

Schools provide some useful information with which to evaluate effective preparation practices for English teachers. However, much of the research is limited in scope, focuses on inputs to the process of implementation of English curriculum rather than outcomes, uses data that are only loosely connected to the concepts being examined, or employs case-study methodologies from which it is difficult to determine causal relationships or generalize to other populations (Atkins, 2006). As a result, there is still much to learn about effective practices for secondary schools. Adelman (2006) posits that schools provide tools, organize English workshops and guidance for students to adapt to new strategies for learning English subject. In a longitudinal study conducted in California, Ball (2000) revealed that discussions of the preparedness of most schools in California have focused on the percentages of English teachers without credentials or, at the middle and high school levels, teachers without the appropriate single-subject credential for the subject areas to which they are assigned.

Ball (2000) established that Critical Path Analysis of California's Science and English Curriculum Preparation System and that little attention has been paid to the preparation of secondary schools to provide dynamics such as teachers, instructional resources, learners' readiness and stakeholders' attitudes towards implementation of English curriculum. Given this scenario, Ball (2000) indicated that much of the discussion about English curriculum and education and the need for teachers to be proficient in these fields has focused on high school, where single subject credentials are required to teach in the various disciplines and the primary metric for success is often seen as a successful transition of students to a higher education school. Assessing the preparedness of fully credentialed multiple-subject teachers to teach English concepts such as language and literature is a different matter.

In Ireland in recent years, mainly as a result of the interest in the articulation of learning theories, Fonseca and Conboy (2006) posited that researches are increasingly able to differentiate pedagogical strategies for English by reference to developmental levels of students. This implies serious re-consideration, in the Irish context, of the nature of the role of the English teacher in secondary school students' learning and mastery of different concepts in English. In Sub-Saharan

Africa, most studies seeking to evaluate teachers' proficiency in a given subject area have focused on interview studies measuring teachers' perceptions of their own preparedness, without a comparative analysis of schools' contextual dynamics and students' English outcomes (Biggs & Tang, 2007).

However, research on school dynamics and teacher efficacy has indicated that there is a relationship between self-assessments of preparedness and behaviors that affect student English learning, including a willingness to try new English instructional techniques, persistence in problem-solving, and levels of planning and organization. In a study conducted in Ghana about what certification does tell about teacher effectiveness on students' English test scores, Crossley and Murby (2004) indicated that teachers who are prepared with instruments of teaching such as schemes of work, lesson plans, records of work and are competent in their delivery have the greatest impact on students' achievement and this could also inform the design of teacher training programs. The study further indicated that any form of preparedness such as provision of teachers, instructional resources, support and manifestation of positive attitude are among the principal components of any pedagogical program aimed at improving English curriculum implementation.

In Kenya, efficacy and school dynamics influence the effort teachers invest in teaching, the goals they set for their classes and their level of aspiration and, in addition, teachers with a strong sense of efficacy, often tend to manifest greater levels of planning and organization of English lessons (Kenya Institute of Education, 2002). They are also more open to new ideas and tend to experiment with new methods and strategies to better meet the needs of their learners. These studies affirm the fact that dynamics within schools are key in enhancing syllabus coverage and students' performance in English in joint and KCSE examinations. Despite these assertions, little is known about how such aspects of school dynamics impact on implementation of English curriculum in public secondary schools.

In Nakuru East Sub-county, implementation of English curriculum in secondary schools has experienced numerous challenges. Despite the importance of identifying observable aspects of schools' preparedness as determinants of students' performance in English, researchers have had difficulty identifying specific types of dynamics that are related to schools' effectiveness for implementation of English curriculum (Gathumbi & Masembe, 2005). In other words, there is no clear evidence linking observable aspects of preparedness such as adequate levels of staffing, provision of instructional resources, students' readiness and school community support and implementation of English curriculum. These research and knowledge gaps sustained the curiosity of the researcher which the study sought to fill.

II. STATEMENT OF THE PROBLEM

Schools play a critical role in the implementation of English curriculum. They ensure that the syllabus is adequately covered and that students register impressive academic grades in both internal and national examinations. However, in Nakuru East sub-county, the situation is

different and implementation of English curriculum has not been devoid of challenges. Most schools have lagged behind in syllabus coverage and students continue to register low grades in English subject in both joint and KCSE examinations. For example, in last year's (2015) KCSE examinations, Nakuru East Sub-county registered an aggregate of 33.1% in English subject against the national aggregate which stood at 40.29% (Ministry of Education, Science and Technology, 2016). These statistics point to a glaring picture of low grades in English subject amongst students. However, it is not yet fully clear how different dynamics in the school microsystems interplay to enhance implementation of English curriculum. In other words, influence of teachers, availability of instructional resources, students' readiness and school community support on implementation of English curriculum, reflected through syllabus coverage and students' performance in English subject, has not been exhaustively interrogated; hence the need for this study.

III. THEORETICAL FRAMEWORK

This study was guided by the ecological systems theory which was proposed by Bronfenbrenner (2001). This theory underscores the ever-changing interactions of individuals within the context of their ever-changing environments. Bronfenbrenner (2001) perceives four aspects of the ecology in which children grow up, that is, microsystems, mesosystems, exosystems, and macrosystems. Microsystems relate to children's experiences and interactions with peers, teachers and caregivers in everyday settings, at home, school and child care center amongst other places. Mesosystems are the relation between these different microsystems such as the complementary and conflicting practices and belief systems at home and at school and the informal or formal communications between parents and teachers.

Bronfenbrenner (2001) argues that any setting involves direct or indirect relations with other settings. According to Bronfenbrenner (2001), dynamics in the school environment play a significant role in enhancing children's transitions. It recognizes the fact that, as participants both within the school microsystems and at the exosystem intersections between microsystems, that is, transitions and border crossings, children are not only influenced by their school environment but actively change it.

Thus, the rationale of using the ecological theory in this study is that it recognizes the role of schools in implementation of English curriculum. It appreciates the fact that the school microsystems are composed of teachers with different characteristics, students, learning resources and school management which are key dynamics within school environment which influence implementation of English curriculum. This study was also based on The Modern Cognitive Theory which was postulated by Jonathan (2006). This theory infers linguistic patterns from language examples. Furthermore, it makes crucial use of a linguistic memory and is able to deal with mistakes in the input by employing statistical techniques to filter noise. This theory also recognizes the environmental influences on acquisition of English skills. Just like Skinner (1957), Jonathan (2006)

shares the view that acquisition of English skills depends largely on environment. Thus, the role of the school environment is important in acquisition of English skills amongst secondary school learners. Teachers and their competency are also important in acquisition of English skills.

Relevant activities include review and revision, class vocabulary bags, using a scaffolding approach with young learners, analysis and discussion of language and topics, inductive approaches and learner training. Thus, the rationale of using this theory in this study is that it recognizes the influence of teachers' teaching approaches, competency, instructional materials and play activities on acquisition of English skills. This study was also guided by the curriculum theory by Franklin (1956). According to this theory, human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities.

However numerous and diverse they may be for any social class they can be discovered. Franklin's (1956) long lists of objectives and his emphasis on order and structure hardly sat comfortably with such forms. Franklin (1956), in particular, has made a lasting impression on curriculum theory and practice. His theory was based on four fundamental questions which borders on the factors which affect implementation of school curriculum. This theory thus rationalizes the fact that school dynamics play critical role in successful implementation of English curriculum.

IV. RESEARCH METHODOLOGY

The study applied mixed methods approach, that is, quantitative and qualitative methods and thus applied explanatory sequential design which involves collecting, analyzing, and mixing both quantitative and qualitative methods to understand a research problem.

This research design was relevant in this study since the study involved collecting and analyzing both quantitative and qualitative data. The target population comprised of 28 principals, 300 teachers and 6000 students all totaling to 6328. Using the Central Limit Theorem, a sample of 9 schools, that is, 30% of 28, and 300 respondents, that is, 4.74% of 6328,

were selected. Stratified sampling was applied to create 3 strata based on the number of zones. From each zone, 3 principals and 30 teachers were selected using purposive sampling considering schools which have registered low performance in English. On the same breath, 67 students were selected using simple random sampling. This procedure enabled the researcher to realize a sample of 9 principals, 90 teachers and 201 students.

Data analysis began by identifying common themes from the respondents' description of their experiences. Relevant information was broken into phrases or sentences, which reflected a single, specific thought. Qualitative data was analyzed thematically along the objectives and presented in narrative forms whereas quantitative data was analyzed descriptively using frequencies, percentages, mean and standard deviation and inferentially using ANOVA Test Analysis with the aid of Statistical Packages for Social Science (SPSS Version 23) and presented using tables.

V. RESULTS AND DISCUSSIONS

In this section, the data analysis, presentation and interpretation are reported. The following main questions guided the study:

- i. What is the influence of teacher factors on implementation of English curriculum in public secondary schools in Nakuru East Sub-county?
- ii. What is the influence of instructional resources on implementation of English curriculum in public secondary schools in Nakuru East Sub-county?
- iii. How do students' characteristics influence implementation of English curriculum in public secondary schools in Nakuru East Sub-county?
- iv. To what extent does the school community support influence implementation of English curriculum in public secondary schools in Nakuru East Sub-county?

Respondents' Background Information

The researcher administered 201 questionnaires to students and 200 were successfully filled and returned. At the same time, eight principals and 80 teachers and were interviewed. These gave response rates as indicated in Table 1;

Table 1: Response Rates

Respondents	Sampled Respondents	Those who Participated	Achieved Response Rates (%)
Principals	9	8	88.9
Teachers	90	80	88.9
Students	201	200	99.5
Total	300	288	96.0

From Table 1, principals, teachers and students registered a response rate of 96.0%. This affirmed the assertions of Creswell (2009) that a response rate above 75.0% is sufficient and of acceptable levels to enable generalization of the results to the target population.

Teacher Factors and Implementation of English Curriculum in Secondary Schools

The study sought to establish how teacher factors influence implementation of English curriculum in public secondary schools. Data collected from students was organized and summarized and results are indicated in Table 2:

Table 2: Students' Views on the Influence of Teacher Factors on Implementation of English Curriculum in Public Secondary Schools

Summary of Test Items	SA %	A %	U %	D %	SD %	Mean	St. Dev
Teachers' teaching competency enhance English syllabus coverage	71	12.3	1.3	10.1	5.3	4.324	0.936
Students' performance in English depends on teachers' English teaching competency	66.9	13.2	2.4	12.7	4.8	4.206	1.278
Teachers' English teaching experience enhances English syllabus coverage	80.5	12.4	1.6	3.3	2.2	4.618	0.908
Students' performance in English depends on teachers' English teaching experience	67.4	19.7	3.5	5.3	4.1	4.441	1.006
Teachers' interest in English enhances English syllabus coverage	69.6	13.8	1.6	10.6	4.4	4.441	1.088
Students' performance in English depends on teachers' interest in English	61.8	14.5	2.1	15.2	6.4	4.118	1.323

Table 2 reveals that majority of the sampled students (71.0%) strongly agreed with the view that teachers' teaching competency enhances English syllabus coverage. At the same time, 12.3% of the students agreed with the statement. However, only a paltry 1.3% of the students were undecided, 10.1% disagreed whereas 5.3% strongly disagreed. The study also revealed that a fair majority (66.9%) of the students strongly agreed with the view that students' performance in English depends on teachers' English teaching competency as did 13.2% of the students. At the same time, 2.4% of the students were undecided, 12.7% disagreed whereas 4.8% strongly disagreed. These findings corroborate the assertions of Taylor *et al* (2002) that the training and experience of English teachers play an important role in an educational system, since English teachers are central to the change process. This therefore means that the major challenges facing English teachers can be traced back to their training.

The study also revealed that an impressive majority of the sampled students (80.5%) strongly agreed with the view that teachers' English teaching experience enhances English syllabus coverage as did 12.4% of the students. However, 1.6% of the students were undecided, 3.3% disagreed whereas 2.2% strongly disagreed. A fair majority of the sampled students (67.4%) strongly agreed with the view that students' performance in English depends on teachers' English teaching experience. 19.7% agreed. However, 3.5% of the students were undecided, 5.3% disagreed whereas 4.1% strongly disagreed. These findings lend credence to the assertions of Verspoor (2008) that English teachers trained in particular English teaching skills perform better than untrained English teachers. Therefore, this points to the fact that one can conclude that, if teachers of English language

and literature are well trained, then they will perform better.

The study also revealed that a fair majority of the sampled students (69.6%) strongly agreed with the view that teachers' interest in English enhance English syllabus coverage as did 13.8% of the students. On the other hand, 1.6% of the students were undecided, 10.6% disagreed whereas 4.4% strongly disagreed. The study also revealed that a fair majority of the sampled students (61.8%) strongly agreed with the view that students' performance in English depends on teachers' interest in English as did 14.5% of the students. On the other hand, 2.1% of the students were undecided, 15.2% disagreed whereas 6.4% strongly disagreed. These findings are consistent with the assertions of Verspoor (2008) that a well-designed and effectively implemented training programs on teacher attitude towards English language are the key elements in the successful implementation of English curriculum.

No matter how carefully the curriculum and materials are planned, if English teachers are not effectively trained, the English curriculum cannot reach its objectives. This is indicative of the fact that good training goes a long way in ensuring that the English teachers are well versed with skills of teaching English language.

Inferential Findings on the Influence of Teacher Factors on Implementation of English Curriculum in Secondary Schools

To verify the possibility of difference between teacher factors and implementation of English curriculum, data was collected on students' average English performance in Terms One, Two and Three mean scores and results are shown in Table 3:

Table 3: Results of the Frequency of Teacher Training and Students' English Performance

Frequency of Teacher Training	English Performance (Mean Points)		
	Term One	Term Two	Term Three
1	2.1	3.3	4.5
3	3.6	4.6	5.0
6	5.9	6.9	6.1
9	7.3	8.4	9.8

Table 3 indicates that English teachers' training is critical in enhancing students' performance in English. English teachers who have undergone several training programmes have their students register impressive grades in English tests in terms one, two and three. These findings are consistent with the assertions of Sifuna (1991) who argues that a well-designed and effectively implemented teacher training program is the key element to the successful implementation of English curriculum. No matter how carefully the curriculum and materials are planned, if English teachers are not effectively trained on the implementation of English curriculum. These results were subjected to ANOVA and results are shown in Table 4:

Table 4: ANOVA Analysis of the Difference between Means of Terms One, Two and Three Mean Points of Students' English Performance

		Sum of Squares	df	Mean Square	f	Sig
Term One		80.237	3	26.746		
Term Two	Term	7.762	3	2.587	4.195	0.041
	Three					
	Residual	5.551	9	0.617		
	Total	13.313	12	1.109		
Total		93.549	15	6.237		

Grand Mean = 5.406

From the ANOVA Statistics in Table 4, the processed data, which is the population parameters, had a significance level of 0.041 which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.041) is less than 5%, that is, $p\text{-value}=0.041 < 0.05$. It also indicates that the results were statistically significant and that there is a significant difference between means of the number of times English teachers have been trained and students' English performance in terms one, two and three. These results were consistent with the findings of a study conducted in Kenya by Button (2010) which generated a p-value of $0.037 < 0.05$.

Thematic Analysis of Qualitative Findings on the Influence of Teacher Factors on Implementation of English Curriculum

Principals and teachers were also interviewed. The interviewees indicated that teachers' teaching competency enhances implementation of English curriculum. Principal, P1, and Teacher, T1, noted,

"Students' performance in English in my school depends on teachers' English teaching competency".

Just like in quantitative findings, this view also corroborates the viewpoints of Button (2010) that in Kenyan teacher training colleges and universities, the preparation of English teachers to teach English language and literature is done in such a way that English and Literature are taught as separate entities. This view also points to the fact that the major challenges facing English teachers can be traced back to their training. The interviewees also noted that teachers' English teaching experience and attitudes enhance implementation of English curriculum. Thus, their views also point to the fact that one can conclude that teachers of English language and literature are well trained in the use of the integrated method, then they will perform better.

Instructional Resources and Implementation of English Curriculum in Schools

The study intended to find out how availability of instructional resources influences implementation of English curriculum in public secondary schools in Nakuru East Sub-county. Data collected from students was organized into specific thoughts and results are indicated in Table5;

Table 5: Students' Views on the Influence of Instructional Resources on Implementation of English Curriculum in Public Secondary Schools

Summary of Test Items	SA	A	U	D	S	Mea	St.
	%	%	%	%	D		
					%	n	Dev.
Secondary schools do not have adequate English books which has not enhanced implementation of English curriculum such as syllabus coverage	55.	15.	2	16.	9	3.61	1.47
	9	1	.8	8	.4	8	2

An Assessment of the Influence of School Contextual Dynamics on Implementation of English Curriculum in Public Secondary Schools in Nakuru East Sub-county, Nakuru County, Kenya

Students' performance in English has been enhanced by availability of English books	59.1	23.5	2.7	5.9	8.8	4.17	1.27
Availability of teaching aids has been inadequate and has thus not improved teachers' English syllabus coverage	58.9	17.2	2.0	19.3	2.6	4.11	1.25
Students performance in English depends on the availability of teaching aids	78.4	11.1	2.1	3.9	4.5	4.61	0.90

Table 5 reveals that slightly more than half of the sampled students (55.9%) strongly agreed with the view that secondary schools do not have adequate English books which has not enhanced implementation of English curriculum by syllabus coverage. At the same time, 15.1% agreed with the statement. On the contrary, only a small proportion of 2.8% of the students were undecided, 16.8% disagreed whereas 9.4% strongly disagreed. The study also revealed that slightly more than half of the students (59.1%) strongly agreed with the view that students' performance in English has been enhanced by availability of English books as did 23.5% of the students. However, 2.7% of the students were undecided, 5.9% disagreed whereas 8.8% strongly disagreed.

These findings are consistent with the assertions of Adams (2000) that reading areas and resource centers should be available to all secondary school students at all times. Anytime someone has an urge to read, they should be able to go there for a leisurely reading experience of language books. Hence, this means that books need to be accessible to secondary school students, so they can get to them independently. Similarly, slightly more than half of the students (58.9%) strongly agreed with the view that availability of teaching aids has been inadequate and has thus not improved implementation of English curriculum by syllabus coverage as did 17.2% of the students who agreed. However, 2.0% of the students were undecided, 19.3%

disagreed whereas 2.6% strongly disagreed.

On the contrary, a record majority of the students (78.4%) strongly agreed with the view that students' performance in English depends on the availability of teaching aids as did 11.1% of the students who agreed. However, 2.1% of the students were undecided, 3.9% disagreed whereas 4.5% strongly disagreed. These findings are consistent with the assertions of Rasinski *et al* (2009) that a well-planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse learners' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. In other words, the use of concept videos and DVDs that feature rhyming and students' English books on tape or CD should do much to banish apathy, supplement inadequacy of books as well as arouse learners' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves.

Inferential Findings on the Influence of Instructional Resources on Implementation of English Curriculum

To verify the possibility of difference between availability of instructional resources on implementation of English curriculum, data was collected on available text books and students' English performance in Terms One, Two and Three and results shown in Table 6:

Table 6: Results on the Number of English Textbooks and English Performance

Number of English Textbooks	English Performance (Mean Point)		
	Term One	Term Two	Term Three
15	2.1	3.3	4.5
25	3.6	4.6	5.0
35	5.9	6.9	6.1
45	7.3	8.4	9.8

Table 6 indicates that the higher the number of English textbooks, the better the students' performance in English. These findings further corroborate the assertions of Adams (2000) that reading area and resource centers should be available to all secondary school students at all times. These results were subjected to ANOVA and results are indicated in Table 7:

Table 7: ANOVA Analysis of the Difference between Means of Number of Textbooks and Terms One, Two and Three Meanpoints of English Performance

	Sum of Squares	df	Mean Square	f	Sig.
Term One	291.412	3	97.137		
Term Two	1787.887	3	595.962	20.820	0.000
Term Three	257.626	9	28.625		
Residual	2045.513	12	170.459		
Total	2336.924	15	155.795		

Grand Mean = 11.719

From the ANOVA Statistics in Table 7, the processed data, which is the population parameters, had a significance level of 0.000 which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.000) is less than 5%, that is, $p\text{-value}=0.000<0.05$. It also indicates that the results were statistically significant and that there is significant difference between means of the number of English textbooks and students' performance in English in Terms One, Two and Three. These results were consistent with the findings of a study conducted in Nakuru East Sub-county by Gathumbi and Masembe (2005) which generated a p-value of $0.008<0.05$.

Thematic Analysis of Qualitative Findings on the Influence of Instructional Resources on Implementation of English Curriculum

The principals and teachers who were interviewed echoed similar sentiments. The interviewees also responded in favor of the view that secondary schools do not have adequate English books which has not enhanced implementation of English curriculum and students' performance in English. Thus, these views affirm the fact that textbooks need to be accessible to secondary school students, so they can get to them independently.

Principal, P2, and teacher, T2, noted,
"Availability of teaching aids has been inadequate and has thus not improved teachers' English syllabus coverage nor has it improved students' performance in English".

These views also point to the fact that the use of concept videos and DVDs that feature rhyming and students' English books on tape or CD should do much to banish apathy, supplement inadequacy of books as well as arouse learners' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves.

Students' Characteristics and Implementation of English Curriculum

The study intended to find out how students' characteristics influence implementation of English curriculum in public secondary schools. Data collected from students was presented as shown in Table 8;

Table 8: Students' Views on the Influence of Students' Characteristics on Implementation of English Curriculum in Public Secondary Schools

Summary of Test Items	SA %	A %	U %	D %	SD %	Mea n	St. Dev.
Students' attitudes towards English have not enhanced implementation of English curriculum in schools	58.8	21.6	4.1	10.4	5.1	4.147	1.263
Students' social competence in English has not enhanced implementation of English curriculum	59.9	19.8	2.5	12.2	5.6	4.176	1.271
Students' performance in English depends on their social competence	65.9	13.4	3.7	10.3	6.7	4.147	1.263
Students' ability to participate in English debates has enhanced implementation of English curriculum by syllabus coverage	69.1	18.1	2.8	7.0	3.0	4.235	1.307
Students' performance in English depends on their ability to participate in English debates	70.1	11.9	1.9	8.3	7.8	4.382	1.085
Students' socio-economic status has not enhanced English syllabus coverage and students' performance in English	55.2	15.3	3.5	20.8	5.2	4.206	1.342

Table 8 reveals that slightly more than half of the students (58.8%) strongly agreed with the view that students' attitudes towards English have not enhanced implementation of English curriculum by syllabus coverage. At the same time, 21.6% agreed. On the contrary, only a small proportion of 4.1% of the students were undecided, 10.4% of them disagreed whereas 5.1% strongly disagreed. These findings corroborate the assertions of Stuart and Kunje (2006) that

secondary school students possess characteristics which influence their ability to master different concepts in English. These include; communicative competency in English, personal experiences and personal maturity. That is, at school, students acquire other skills which improve their English language and literary skills.

Similarly, slightly more than half of the students (59.9%) strongly agreed with the view that students' social competence in English has not enhanced implementation of

English curriculum by syllabus coverage as did 19.8% of the students who agreed. However, 2.5% of the students were undecided, 12.2% disagreed whereas 5.6% strongly disagreed. Majority of the students (65.9%) strongly agreed with the view that students' performance in English depends on their social competence as did 13.4% of the students who agreed. However, 3.7% of the students were undecided, 10.3% disagreed whereas 6.7% strongly disagreed. These findings corroborate the findings of a study conducted in Nakuru East Sub-county in which Odaga and Henevald (2010) suggest that students' success at social school-entry tasks such as making friends, becoming accepted by classmates, forming a close rather than conflict-ridden relationship with the teacher has an important bearing on how much they value or "bond" with school, adopt the student role, initiate and constructively participate in English classroom activities, and profit scholastically from their classroom experiences. Moreover, it has also been shown that students' social relationships and competence are significant predictors of their performance in English subject in both internal and national examinations. Because of this, the social and emotional context of early schooling and its relation to students' scholastic attainment have become a more prominent consideration in recent reviews of educational research (Odaga & Henevald, 2010). These findings also lend credence to the findings of a study conducted by Musyoka (2009) who argued that students' social and emotional development are important aspects of their readiness to learn English concepts and their learning and achievement.

Majority of the students (69.1%) strongly agreed with the view that students' ability to participate in English debates has implementation of English curriculum by syllabus coverage. At the same time, 18.1% also agreed. However, 2.8% of the students were undecided, 7.0% disagreed

whereas 3.0% strongly disagreed. An impressive majority of the students (70.1%) strongly agreed with the view that students' performance in English depends on their ability to participate in English debates. In the same vein, 11.9% also agreed. However, 7.8% of the students were undecided, 8.3% disagreed whereas 3.0% strongly disagreed. These findings are consistent with the findings of a study conducted in the Netherlands in which Spillane, Reiser and Reimer (2002) posited that students develop desire to participate in English symposiums, language clubs, attend English workshops as a way of enhancing their mastery of reading, writing, speaking and literary competency. These findings thus affirm the fact that the characteristics of school readiness give some indication of the English skills which are useful to students when starting school.

The study also revealed that more than half of the students (55.2%) strongly agreed with the view that students' socio-economic status has not enhanced English syllabus coverage as did 15.3% of the students. On the other hand, 3.5% of the students were undecided, 20.8% disagreed whereas 5.2% strongly disagreed. These findings support the assertions of Pence (2010) that students' development and readiness learn English is determined and influenced by a number of factors, at the level of the student and in the surrounding environmental context. These include socioeconomic status, the home learning environment, and participation in quality English drilling programs.

Inferential Findings on the Influence of Students' Characteristics on Implementation of English Curriculum in Public Secondary Schools

To verify the possibility of difference between students' characteristics and their performance in English in terms one, two and three and results are shown in Table 9:

Table 9: Results of the Number of English Symposiums Students Attend and Their English Performance

Number of English Symposiums	English Performance (Mean Points)		
	Term One	Term Two	Term Three
1	2.1	3.3	4.5
3	3.6	4.6	5.0
6	5.9	6.9	6.1
8	7.3	8.4	9.8

Table 9 indicates that students who attend more English symposiums tend to register impressive grades in English. These findings lend credence to the findings of a study conducted in the Netherlands in which Spillane, Reiser and Reimer (2002) posited that students develop desire to

participate in English symposiums, language clubs, attend English workshops as a way of enhancing their mastery of reading, writing, speaking and literary competency. These results were subjected to ANOVA and results are indicated in Table 10:

Table 10: ANOVA Analysis of the Difference between the Means of the Number of English Symposiums Students Attend and Students' Performance in English in Terms One, Two and Three

	Sum of Squares	df	Mean Square	f	Sig
Term One	73.987	3	24.662	6.860	0.011
Term Two	9.262	3	3.087		
Term Three	4.051	9	0.450		
Residual	13.313	12	1.109		
Total	87.299	15	5.820		

Grand Mean = 5.344

From the ANOVA Statistics in Table 10, the processed

data, which is the population parameters, had a significance level of 0.011 which shows that the data is ideal for making a

conclusion on the population's parameter as the value of significance (p-value of 0.011) is less than 5%, that is, p-value=0.011<0.05. It also indicates that the results were statistically significant and that there is significant difference between the number of English symposiums students attend and their performance in English. These results were consistent with the findings of a study conducted in the Netherlands by Spillane, Reiser and Reimer (2002) which generated a p-value of 0.013<0.05. These findings affirm the fact that students develop desire to participate in English symposiums, language clubs, attend English workshops as a way of enhancing their mastery of reading, writing, speaking and literary competency.

Thematic Analysis of Qualitative Findings on the Influence of Students' Characteristics on Implementation of English Curriculum

During the interviews, principals and teachers noted that students' attitudes towards English have not enhanced implementation of English curriculum. The interviewees further observed that students' performance in English depends on their attitudes towards English. Just like in quantitative findings, these views also corroborate the views expressed by Stuart and Kunje (2006) that secondary school students possess characteristics which influence their ability to master different concepts in English. These include; communicative competency in English, personal experiences and personal maturity. At school, students acquire other skills which improve their English language and literary skills. Principal, P3, and teacher, T3, remarked,

"My students' social competence in English has not enhanced implementation of English curriculum nor has it enhanced their performance in English depends on their social competence".

Just like in quantitative findings, these views also support the qualitative findings of a study conducted in Nakuru East

Table 11: Students' Views on the Influence of School Community Support on Implementation of English Curriculum

Summary of Test Items	SA %	A %	U %	D %	SD %	Mean	St. Dev
School community rarely enforce English speaking rules which has enhanced implementation of English curriculum	69.1	19.4	1.1	6.9	3.5	4.441	1.006
Students' performance in English has been enhanced by enforcing English speaking rules	71.4	17.9	2.3	5.2	3.2	4.471	1.007
School rarely facilitate English symposiums to enhance implementation of English curriculum	75.1	12.7	2.7	6.1	3.4	4.529	1.007
Students' performance in English has been improved through English symposiums	67.4	13.0	2.1	7.3	10.2	4.176	1.403
Schools rarely provide English instructional resources to enhance English syllabus coverage and students' performance in English	72.3	10.9	1.3	8.7	6.8	4.324	1.230

Table 11 reveals that majority of the students (69.1%) strongly agreed with the view that school community rarely

Sub-county in which Odaga and Henevald (2010) suggest that students' success at social school-entry tasks such as making friends, becoming accepted by classmates, forming a close rather than conflict-ridden relationship with the teacher has an important bearing on how much they value or "bond" with school, adopt the student role, initiate and constructively participate in English classroom activities, and profit scholastically from their classroom experiences.

The interviewees concurred with the fact that students' social relationships and competence are significant predictors of their performance in English subject in both internal and national examinations. These views were also consistent with the findings of a study conducted by Musyoka (2009) who argued that students' social and emotional development are important aspects of their readiness to learn English concepts and their learning and achievement. The interviewees responded in favor of the view that students' ability to participate in English debates and socio-economic status have not enhanced implementation of English curriculum. The interviewees agreed with Spillane *et al* (2002) who noted that schools where such activities are commonplace, students register language prowess and thus perform well in English tests. Thus, these views, just like quantitative findings, affirm the fact that the characteristics of school readiness give some indication of the English skills which are useful to students when starting school. These views further support the assertions of Pence (2010) that students' development and readiness to learn English, as understood above, is determined and influenced by a number of factors, at the level of the student and in the surrounding environmental context.

School Community Support and Implementation of English Curriculum

The study intended to find out how school community support influence implementation of English curriculum in public secondary schools. Data was collected from students and results are shown in Table 11;

enforce English speaking rules which has enhanced implementation of English curriculum. At the same time, 19.4% agreed. On the contrary, only a small proportion of

1.1% of the students were undecided, 6.9% disagreed whereas 3.5% strongly disagreed. The study also revealed that majority of the students (71.4%) strongly agreed with the view that students' performance in English has been enhanced by enforcing English speaking rules as did 17.9% of the teachers. However, 2.3% of the students were undecided, 5.2% disagreed whereas 3.2% strongly disagreed. These findings corroborate the findings of a study conducted in the United States in which Bransford and Brown (2000) noted that principals enforce English speaking rules, facilitates English symposiums and workshops and above all provides English instructional resources. These findings point to the fact that direction is needed to channel the diverse efforts of the individuals into a purposeful stream of productivity to achieve the common objective of implementation of English curriculum in schools. This is indicative of the fact that school community support and supervision of implementation of English curriculum have the potential to improve classroom practices and contribute to student success through the professional growth and improvement of English teachers.

The study also found out that majority of the students (75.1%) strongly agreed with the view that school rarely facilitates English symposiums to enhance implementation of English curriculum as did 12.7% of the students who agreed. However, 2.7% of the students were undecided, 6.1% disagreed whereas 3.4% strongly disagreed. Majority of the students (67.4%) strongly agreed with the view that students' performance in English has been improved through English symposiums as did 13.0% of the students. However, 2.1% of the students were undecided, 7.3% disagreed whereas 10.2%

strongly disagreed. These findings lend credence to the assertions of Bransford and Brown (2000) indicated that school administrators' support and supervision practices for English curriculum implementation attempt through second intervention to ascertain, maintain and improve the quality of teaching and learning.

Majority of the students (72.3%) strongly agreed with the view that schools rarely provide English instructional resources to enhance implementation of English curriculum. At the same time, 10.9% also agreed. However, 1.3% of the students were undecided, 8.7% disagreed whereas 6.80% strongly disagreed. These findings further support the fact that principals enforce English speaking rules, facilitates English symposiums and workshops and above all provides English instructional resources. In other words, these findings lend credence to the fact that direction is needed to channel the diverse efforts of the individuals into a purposeful stream of productivity to achieve the common objective of implementation of English curriculum in schools.

Inferential Findings on the Influence of School Community Support on Implementation of English Curriculum

To verify the possibility of difference between school community support and implementation of English curriculum, data was collected on students' attitudes towards ICT and their English Performance, data was collected on frequency of parents' attendance of school functions, its influence on implementation of English curriculum and students' performance and results are shown in Table 12:

Table 12: Results of the Frequency of Parental Attendance of School functions and Students' Performance in English Performance in Terms One, Two and Three

Frequency of Parents' Attendance of School Functions	English Performance (Mean Points)		
	Term One	Term Two	Term Three
1	2.1	3.3	4.5
3	3.6	4.6	5.0
6	5.9	6.9	6.1
8	7.3	8.4	9.8

The results on Table 12 indicate that parents who collaborate and attend school functions have their children

register impressive grades in English. These results were subjected to ANOVA and results are indicated in Table 13:

Table 13: ANOVA Analysis of the Difference between the Means of the Frequency of Parents' Attendance of School Functions and Students' Performance in English in Terms One, Two and Three

	Sum of Squares	df	Mean Square	f	Sig
Term One	73.987	3	24.662	6.860	0.011
Term Two	9.262	3	3.087		
Term Three	4.051	9	0.450		
Residual	13.313	12	1.109		
Total	87.299	15	5.820		

Grand Mean = 5.344

From the ANOVA Statistics in Table 13, the processed data, which is the population parameters, had a significance

level of 0.011 which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.011) is less than 5%, that is,

$p\text{-value}=0.011<0.05$. It also indicates that the results were statistically significant and that there is significant difference between school community support and students' English Performance.

The findings corroborate the findings of a study conducted in Nakuru East sub-county by Menyuk (2003) which generated a $p\text{-value}$ of $0.034<0.05$. These findings affirm the fact that school community's support enhances implementation of English curriculum and students' performance in English language.

Thematic Analysis of Qualitative Findings on the Influence of School Community Support on Implementation of English Curriculum

During the interviews, the principals and teachers also noted that school community rarely enforces English speaking rules which enhances implementation of English curriculum and students' performance. This is indicative of the fact that school community support and supervision of implementation of English curriculum have the potential to improve classroom practices and contributes to students' success. The interviewees also responded in favor of the view that school rarely facilitates English symposiums to enhance implementation of English curriculum and students' performance in English. These views further support the views expressed by Bransford and Brown (2000) that school administrators' support and supervision practices for English curriculum implementation attempt through second intervention to ascertain, maintain and improve the quality of teaching and learning. Principal, P4, and teacher, T4, further noted,

"Schools rarely provide English instructional resources to enhance English syllabus coverage and students' performance in English".

Hence, these views support the fact that direction is needed to channel the diverse efforts of the individuals into a purposeful stream of productivity to achieve the common objective of implementation of English curriculum in schools.

VI. SUMMARY AND CONCLUSIONS OF RESEARCH FINDINGS

From the study findings, there are various contextual school dynamics which influence implementation of English curriculum in secondary schools. These include; teacher factors, availability of instructional resources, students' characteristics and school community support. Teachers play a critical role in the implementation of English curriculum in secondary schools. That is, teacher factors such as level of education, experience and attitudes towards English curriculum enhance syllabus coverage and students' performance. Availability of instructional resources influences implementation of English curriculum in public secondary schools. However, it is evident that secondary schools do not have adequate English books which has not enhanced teachers' English syllabus coverage and students' performance in English.

This affirms the fact that textbooks need to be accessible to secondary school students, so they can get to them independently. Students' characteristics influence implementation of English curriculum in public secondary

schools. Their attitudes towards English have not enhanced English syllabus coverage nor has it enhanced their performance in English. These findings point to the fact that secondary school students possess characteristics which influence their ability to master different concepts in English. These include; social competencies, communicative competency in English, personal experiences and personal maturity. School community support influences implementation of English curriculum in public secondary schools. It is also evident that school community rarely enforces English speaking rules which enhances implementation of English curriculum and students' performance in English.

RECOMMENDATIONS

The study recommends that English teachers should undertake modern refresher courses in order to acquire emerging strategies on how to teach and implement English curriculum. Schools and other education stakeholders should ensure availability of suitable, relevant and appropriate teaching and learning resources. That is, books and teaching should be appropriated based on relevance and currency. Schools should provide opportunities which allow students to interact with colleagues so as to acquire new approaches of studying English. Schools should adopt rules and regulations which are student-friendly but are geared towards improvement of communicative competency in English. Activities such as symposiums and inter-school English debates should be routinely held.

REFERENCES

- [1] Adams, M. (2000). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.
- [2] Adelman, N. (2006). An exploratory study of teacher alternative certification and retraining programs. Washington, DC: Policy Studies Associates.
- [3] Atkins, A. (2006). Teachers' opinions of the teacher evaluation process. (ERIC Document Reproduction Service No. Ed. 398 628)
- [4] Ball, D. (2000b). The subject matter preparation of prospective mathematics teachers: Challenging the myths. East Lansing: Michigan State University, National Center for Research on Teacher Education.
- [5] Biggs, J. & Tang, C. (2007). Teaching for Quality Learning at University (3rd Ed.), Berkshire: OUP, McGraw-Hill Education.
- [6] Bransford, J. & Brown, A. (2000). How people learn: Brain, mind, experience, and school. Washington, D.C: National Academy Press.
- [7] Bronfenbrenner, U. (2001). Ecology of the family as a context of human development: Research perspectives. *Developmental Psychology* 22(6): 723–742.
- [8] Button, L. (2008). Colorado Communicator. The Colorado Council of the International Reading Association.
- [9] Creswell, J. (2009). Research design: qualitative, quantitative and mixed methods approach. Thousand Oaks, California: Sage Publications
- [10] Crossley, M & Murby, M. (2004). Textbook Provision and the quality of school curriculum in developing Countries: Issues and Policy Options. *Comparative Education*, Volume 30, No 2, pp 99 – 114.

An Assessment of the Influence of School Contextual Dynamics on Implementation of English Curriculum in Public Secondary Schools in Nakuru East Sub-county, Nakuru County, Kenya

- [13] Fonseca, J. & Conboy, J. (2006). Secondary Student Perceptions of Factors Effecting Failure in Science in Portugal. *Eurasia Journal of Mathematics*, 2(1): 83-93. Retrieved
- [14] Franklin, B. (1956). *Curriculum Theory and Practice*. McGraw Hill Publishing House
- [15] Gathumbi, A. & Masembe, S. (2005). *Principles and Techniques in Language Teaching; a Text for Teachers Educator, Teachers Pre-service educators*. Nairobi: Jomo Kenyatta Foundation.
- [16] Jonathan, P. (2006). *The Modern Cognitive Theory*. Mahwah Press
- [17] KIE (2002). *Secondary Education Syllabus. Vol. 1*. Nairobi: Jomo Kenyatta Foundation.
- [18] Menyuk, P. (2003). *Linguistics and teaching the language arts*. Nairobi: Kenya Institute of Education.
- [19] Ministry of Education, Science and Technology (2016). *Examination Analysis Report, 2015*. Nairobi: Government Printer.
- [20] Musyoka, N. (2009). *Proceedings of the IEG Conference on the Effectiveness of Assistance for Human and Social Development*. Washington, D.C.: World Bank.
- [21] Odaga, A. & Henevald, W. (2010). *Girls and schools in Kenya: From analysis to action*. World Bank Technical Paper 298, Washington, D.C.: World Bank.
- [22] Pence, A. (2010). *A Case for Early Childhood Development in Sub-Saharan Africa*. Bernard van Leer Foundation, The Hague, 2008.
- [23] Rasiniski, T., Homan, S. & Biggs, M. (2009). *Teaching reading fluency to struggling readers: method, materials, and evidence*. *Reading & Writing Quarterly*.
- [24] Sifuna, D. (1991). *Development of Education in Africa: The Kenyan experience*. Nairobi: Initiatives Ltd
- [25] Spillane, J., Reiser, B. & Reimer, T. (2002). *Policy implementation and cognition: Reframing and refocusing implementation research*. *Review of Educational Research*, 72(3), 387-431.
- [26] Stuart, J. & Kunje, D. (2000). *The Malawi integrated in-service teacher education Project: An analysis of the curriculum and its delivery in the colleges MUSTER discussion Paper No 11*, Centre for International Education, University of Sussex. P21.
- [27] Taylor, B., Pearson P. & Pressley, M. (2002b). *Research supported characteristics of teachers and schools that promote reading achievement*. New York: Macmillan.
- [28] Verspoor, A. (2008). *At the Crossroads: Choices for Secondary Education in Sub-Saharan Africa*; Washington D.C.: World Bank