THE EFFECT OF TEACHERS' LEVEL OF TRAINING IN ICT SKILLS ON THE USE OF ICT IN TEACHING OF ENGLISH IN SECONDARY SCHOOLS IN TULIMANI SUB-COUNTY MAKUENI COUNTY, KENYA

Caroline Wanza Muia[1], Kimiti, Richard Peter[2] (PhD), Larry Ndivo[3](PhD)

[1]Postgraduate Student, Machakos University
[2]Associate Professor-Machakos University
[3]Lecturer,Machakos University

Abstract: The purpose of this study was to determine teacher-related factors affecting the use of information communication technology in teaching English in public secondary schools in Tulimani Division, Mbooni-west sub-county. The objective of the study was to establish the extent to which teachers' level of training on ICT skills influence the use of ICT in teaching of English in public secondary schools in Tulimani Division, Mbooni-West Sub-County. The target population was sixteen (16) head teachers and fifty (50) English teachers. The study sampled eight (8) public secondary schools [six (6) from Kalawani zone and two (2) from Tulimani zone] out of 16 public secondary schools in the division using random sampling. Eight Principals were purposively selected while twenty-five (25) English teachers were randomly selected. Questionnaires were used to gather information from all the respondents. Data analysis was done descriptively using frequencies and percentages and,the results were presented using tables and figures.Thestudy found out thatmajority of teachersof Englishhad a training onICTskills at different levels; Certificate, Diploma, degree and master's levels. The study also found out that the level of training inICTskills influenced the use ICT in the teaching of English at the secondary school level. Based on this finding, the study recommended that the Teachers Service Commission should ensure that all teachers are equipped with basic ICT skills and theschool administrators to createa conducive working atmosphere f o r teachers of English to integrate ICT intheirteaching.

1.0 INTRODUCTION

The mainstreaming of Information Communication Technology (ICT)in the teaching and learning process has increasing captured the attention of educationists and curriculum developers since 1950s (Ivers, 2003). As a result, the teachers of English can maximize the benefits of ICT in improving the students' performance in this field. Furthermore, since the emergence of the Covid-19 pandemic, teaching and learning using ICT has been largely accepted globally as the new norm.Even before the emergence of the Covid-19 pandemic, Hermes (2008) had earlier pointed out that teachers needed to embrace technology in the classroom.Accordingly, this could have been achieved through digitalizing ICT content in the curriculum and creating more opportunities for both teachers and their students to interact with it (Wabuyele,2006).

Several experts and practitioners of education, strongly support the utilization of ICT in language learning; development of teaching and learning resourcesand delivery of subject matter aimed at improving the quality of understanding and mastery of the language skills (Peterson, 2005). This implies that the integration of ICT in the field of language learning is paramount, since ICT and language learning are two aspects, which support each(Hartoyo, 2010).

For the implementation of the use of ICT in the teaching of English to succeed, the teachers' competence in ICT skills is very essential. Researches carried outin this field show that when teachers view ICT programs as either satisfying to their own needs or those of their students, they are keenand ready to integrate it their subjects (Mwunda, 2014). However, since ICT changes rapidly there is need to find out what ICT skills and knowledge the teachers require at the secondary school level. Similarly, curriculum designers for teacher education programs should take cognizance of the teachers' perceptions on the use of ICT and its integration inteaching (Schiller,

2003). New ICT tools and teaching approaches call for the training of teachers (Tanui, Kiboss, Wabala, & Nassiuma,2008). Wambaria (2014)further noted that when teachers are ill-trained, they lackthe confidence to useICT in the classroom. This calls for the proper training of all teachers onICT skills. Consequently, this will enable teachers to offer crucial advice on how to select, integrate and evaluate computer teaching resources to support teaching and learning as they are a backbone in any curriculum innovation.

According to Becta (2004), lack of ICT focus in pre-service teacher training is a barrier to the application of ICT in the teaching and learning process for almost all subjects in the secondary school curriculum in Kenya. The teaching of English is not an exception. This implies that where there is no effective training of teachers on ICT skills, the teachers will be reluctant to utilize it in the classroom teaching.Becta (2004) further argues thatthe teachers who do not consider themselves to be well skilled in using ICT feel anxious about using it in front of their students who perhaps are better equipped than them. Effective integration of ICT in the teaching of English will depend to a larger extent on teachers' competence (UNESCO, 2003). The greatest challenge in secondary schools has been the provision of the required support to teachers in acquisition of appropriate ICT technical skills deemed necessary for the integrationof eLearning in classroom instruction. From the above observation, therefore there is need to establish whether teachers' level of training in ICT skills influences the integration of ICT in teaching of English in secondary schools in Tulimani sub-county.

3.0 RESEARCH METHODOLOGY

3.1 Research Design

The study used survey research design. This design facilitated the researchers to obtain data on the effects of teachers' level of training in ICT skills on the use of Information Communication Technology in the teaching of English in Tulimani Division, Mbooni-West Sub-county, Makueni County without manipulating the variables. Kombo and Tromp (2006) recommend that the survey research design should be employed when collecting data that is interested in finding out the manifestation of variables in their natural status. In addition, due to time constraints, it was not possible to visit all schools in the division and therefore survey research was found to be the most suitable design for this study.

3.2 Target Population

The target population was based on secondary data obtained from Mbooni West Sub-County Director's Education Office by January 2020. It comprised of sixteen (16) public secondary schools in Tulimani Division of Mbooni West Sub-County; fourteen (14) mixed day and two boarding secondary schools, one (1) boys' and one (1) girls' school. There were sixteen (16) school principals and 50 teachers of English in the targeted schools.

3.3 Sampling Techniques and Sample Size

Gay (2004) recommends that a sample size of at least 10% -30% for small target population is appropriate for the survey research design. Based on this, a sample size 50% was randomly selected for the study. Therefore, the sample for the study was drawn from 8 schools comprising of 8 principals and 25 secondary school teachers of English.

3.4 Research Instruments

The study used two questionnaires for data collection; one questionnaire for principals and the other one for the teachers of English. The research instruments were administered through drop and pick method to the respondents. The data was collected by the researchers within a duration of three weeks.

3.5 Data Analysis

The data was analysed using the Statistical Package for Social Science (SPSS) version 21. Frequencies, percentages and tables were used to present the data.

4.0 Results and Discussion

4.1 Results of the Study

The objective of the study was to establish the influence of teacher training on the use of ICT in teaching of English language. The teacher respondents were asked to state whether they had been equipped with basic skills in ICT. A summary of the results are presented in table 1 below.

Table 1: Teachers' Responses on the Training of TeachersofEnglishinICT Skills

Statement	Frequency	Percent
Yes	20	86.96
No	3	13.04
Total	**23**	**100.00**

Thefindings of the studyas reported by the teacher respondentsinTable1 above indicatedthat 20(86.96%)of theteachers of Englishhad received trainingin ICT whereas 3(13.04%) had no training. This finding was further supported by 8(100%) who reported that the teachers of English in their schools had been trained in ICT skills. This made it possible for the teachers to use ICT in teaching of English language, which made their lessonsmore interesting and enhanced the learners' understanding in the topic covered in the syllabus. In addition, the respondents were further asked to state the level of training for the teachers of English in ICT skills. According to the teacher respondents, the teachers had different levels of qualification in ICT skills as shown in the table 2 below.

Table 2: Teachers Responses on the levels of training for Teachers of English in ICT skills

Level of Training	Frequency	Percentage (%)
Certificate	14	60.87
Diploma	6	26.09
Degree	2	8.70
Masters	1	4.35
PhD	0	0
Total	**23**	**100.00**

As shown in Table 2 above, the teacher respondents reported that 60.87% had certificates in ICT, 26.09% were diploma holders,8.70% were degree holders and 4.35% had a master's degree in ICT. The above finding implies that majority of the teachers were certificate holders and all the teachers had been equipped with basic skills in ICT.

Theresearchers alsosought informationon the specific ICT skills targeted in ICT training The results from the teacher respondents areas indicated in figure Table 3 below

Table 3: Teachers' Responses on the Areas of Training for Teachers of English in ICT skills

Areas of Training	Frequency	Percentage (%)
Social Media Platforms	7	30.43
Computers Simulation packages	3	13.04
Network Connectivity	2	8.70
Video Development	2	8.70
English Language Skills	5	21.74
Computer Hardware	4	17.39
TOTAL	23	100

Thedatain Table 3 showed that30.43%of theteachers ofEnglish had been trained in use of social media platforms, 13.04% in computer simulations packages, network connectivity and video development 8.70% respectively and 17.39% in computer hardware. The teacher respondents further reported that 21.74% had been trained in English language skills.

Finally, both the principal and teacher respondents were asked whether the training on ICT skills influenced the use of ICT in the teaching of English at the secondary school level. The findings are shown in Table 4 below.

Table 4: Relationship between training on ICT skills and use of ICT in teaching of English

Response	Teachers (%)	Principals (%)
Yes	19(82.61)	7(87.50)
No	4(17.39)	1(12.50)
Total	**23(100.00)**	**8(100.00)**

The results in Table 4, indicate that according to the teacher respondents there was a relationship between the teachers' level of trainingin ICT skills and the use of ICT in teaching of English. Accordingly, 19(82.61%) of the teacher respondents agreed with the statement that teachers' level of training in ICT skills influenced the use of ICT in teaching of English whereas 4(17.39%) disagreed with the statement. This finding was further supported by those of the principals when7(87.50%) agreed with the statement that teachers' level of training in ICT skills influenced the use of ICT in teaching of English whereas only one (12.50%) disagreed with the statement.

Discussions

The results reported in the preceding section revealed that majority 7(87.50%)of the principal respond ents indicated that teachers' training in ICT skills influenced use of ICT inteachingof English.These findings concurred with those of Law(2000)in his study on good classroom practices no useof ICT in classroom teaching in Hong Kong, where hefoundoutthat teachers with basic training onICTskills readily applied the skills inclassrroom Similarly, these results also agreed with the ones for Fakeye(2010) who further indicated that teachers with highly constructivist teaching beliefs, have stronger intentions to integrate technology into the future teaching practices. However, Cheng's (2008) findings reveal that there is no resonance between teachers' training on ICT skills and the use of ICT in the classroom teaching process.

The studyalso foundoutthattheteachers with higher qualifications in the field ICT used ICT in the teaching of English more often compared to those with lower qualifications. Similarly, these results also agreed with the ones for Jones (2001) who further indicated that teachers with higher training in ICT preferred to integrated ICT in their teaching. However, this finding seemed to contradict those of Ely (1999) who argued that there was no significant relation between teachers' level of training in ICT and its use in the teaching and learning process.

5.0 CONCLUSIONS

Based on the findings and discussions of this study, it was concluded that the teachers' level of training in ICT skills is a major factor that influences the use of ICT in the teaching of English at the secondary school level. Similarly lack of technical skills on the ICT was sighted as a bottleneck in the integration of ICT in the teaching English at the secondary school level.

6.0 RECOMMENDATIONS

From the findings of this study the researcher scameup with the two main recommendations; there is need for Teachers Service Commission to ensure that teachers are equipped will ICT skills either through pre-service or in-service training programmes and the school administrators promote a conducive environment for the use of ICT in the teaching and learning process at the secondary school level.

REFERENCES

1. Becta (2004). *A review of the Research Literature on the Barrier to the uptake of ICT by Teachers.* Becta.www.becta.org.uk/page-document/research/barriers.
2. Ely, D.(1999). Conditions that facilitate the implementation of education technology innovations. *Educational Technology*, 38 (6), 23-26.
3. Fakeye, O. D. (2010). Evaluation of the use of computers in the teaching and learning of English language in private junior secondary schools in Ibadan metropolis: *humanity and social sciences,* 5(1) pp 43-49, IDOSI publications.
4. Gay, L.R. (2004). *Educational research: competence for analysis and application*. Chicago:Bell and Howell.
5. Hartoyo. (2010). *Individual Differences in Computer-assisted language learning*. Semarang: Pelitalnsani Semarang.
6. Hermes, A. (2008). The history of computers in schools. Retrieved on 20/8/2011 from http://www.ehow.com./about-549137-history-computers-schools.html.
7. Ivers, S. K. (2003). *A teacher's guide to using technology in the classroom*. Westport: Green Wood Publishing Group.
8. Jones, C.A, (2001). *Teach support preparing teachers to use technology leadership*, *Implications of a teacher preparation programme. Teacher development*, 1(9), 35-39.
9. Kombo D. & Tromp D. (2006). *Proposal and Thesis writing. An introduction*. Paulines Publications Africa, Nairobi.
10. Law, N. (2000). Cultural integration model. In N. Law, H.K. Yuen, W.W. Ki, S.C. Li, Y. Lee, & Y. Chow (2000) (Eds.) *Changing Classroom and Changing Schools: Study of Good Practices in Using ICT in Hong Kong Schools (pp. 151-166).* Hong Kong: Centre for Information Technology in School and Teacher Education,The University of Hong Kong
11. Mwunda, N. M. (2014). A framework forintegration of ICT in teaching and learning process in Machakos Sub-county.(Unpublished masters' project). Moi University.
12. Peterson, M. (2005). *Learning interaction in an avatar-based virtual environment*: A preliminary study. PacCALL Journal 1(1), pp.29-40.
13. Schiller, J. (2003). Working with ICT Perceptions of Australian principals. *Educational Administration*, 41 (2), 171-185.*Education.* New York: Doubleday.
14. Tanui, E., Kiboss, J., Wabala, A., &Nassiuma, D. (2008). *Teachers changing roles in computer assisted roles in Kenya secondary schools:* educational research and review. Vol 3(8), pp 280-285 may 2008. Retrieved on 13/7/2011 from http://www.academic journal.org/ERR.
15. Wabuyele, L. (2006). *Computer use in Kenyan secondary schools: implications for teacher professional development*. Proceedings of society for information technology and teacher education international conference pp 2084-2090. Chesapeake, VA: AACE. Retrieved on 12/7/2011 from http://www.editub.org.
16. Wambaria, M. (2014). *Perceptions and the use of e-learning in Machakos County*. (Unpublished Ph.d project report). Moi University.
17. **UNESCO (2018).***ICTCompetency Framework* for Teachers. Collectivityauteur: UNESCO. ISBN: 978-92-3-100285-4.