

# INFLUENCE OF TEACHER LEVEL OF INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS ON IMPLEMENTATION OF ENGLISH CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA NORTH SUB-COUNTY, KENYA

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## ABSTRACT

The Government of Kenya (GoK) touts teacher level of ICT skills as a key factor, determining learner grades in national examinations. The GoK invests heavily in-service trainings to equip a professional teacher with ICT skills and competencies for quality performance and satisfactory learner performance in national examinations. Despite the efforts by the GoK, there is a worrying trend of students completing school with reading and writing difficulties. The Kenya National Examinations Council (2020) contends students' poor performance in English for the past 5 years, falling short of the average mean of 50%.

The continued inability of many students having below average scores in English as a subject may be regarded as evidence as a failing learning system in classrooms necessitating a relook at teacher level of ICT and implementation of English curriculum in school. The purpose of the study was to investigate the influence of teacher level of ICT skills on implementation of English curriculum in public secondary schools in Kakamega North Sub-County, Kenya. The study used descriptive research design.

A sample of 44 principals, 88 teachers of English and 345 form three students across the 50 public secondary schools in Kakamega North Sub-County, Kenya, were targeted. A questionnaire, interview schedule, classroom practice observation schedule, and focus group discussion guide were used to collect data. Qualitative data was analyzed thematically whereas quantitative data was presented through tables, percentages and frequencies. Chi-square test was performed to test hypothesis. Response rate was 79.5%. The findings indicated that there were teachers who neither participated in ICT workshops (67.1%) nor attended conferences on choice of teaching and learning materials (47.1%), a gap pointing on teachers. Interviews and FGD results show, teacher level of ICT skills is crucial if quality results are to be realized. The study found a significant association between teacher level of ICT skills and implementation of English curriculum in school. The study concluded, teacher level of ICT skills in teaching of English is a major concern.

Keywords: Teacher ICT skills, implementation, English curriculum

## INTRODUCTION

Technology keeps up developing in all aspects of our life. Globally, many countries have made considerable effort towards integrating technological enhancement in teaching of English (Nawaila, Kanbul & Alhamroni, 2020), a universal language and an instructional tool providing students with listening, speaking, reading and writing skills, for meaningful and fulfilling lives. Onotere, Isama and Okpan (2021) show, English is used in every corner of the world as a medium to interact among people from different cultural, ethnic, and social backgrounds. English is articulated by not only native speakers, but also non-native speakers. Tripura and Panda (2023); and Massri's (2020) studies argue, countries find it essential to integrate Information and Communication Technology (ICT) in teaching of English at different levels of an academic system.

Currently, English directly inter-relates with other disciplines like Sciences, Humanities, Technical, Computing and Mathematics, assisting students in problem solving, critical thinking and creativity through the guidance of the teacher's ICT skills. United Nations Educational Science and Cultural Organizations (UNESCO) (2020) report claims, English is adopted by United Nations to present vital scientific results in international journals and conferences, a conduit promoting global citizenship. Eighty

percent of education systems worldwide touts ICT integration in English classrooms, a tool for human capital development, indicating that since 2000 each country is striving for global standards by pushing teachers of English to embrace digital literacy skills. However, the report contends that a majority of teachers lack some basic ICT competencies in classroom delivery. The report concludes, despite governments spending millions of money on teacher in-service trainings in ICT skills vis-à-vis engaging teachers in exploring discovery-based teaching methods and models for practical tactics to boost students' communicative competence, accomplishments have not been enough. There are 7775 million adults and 250 million children who are unable to read and write in English.

In USA, Saefurrohman and Balinas (2016) show 66% of 4<sup>th</sup> graders and 22% of 8<sup>th</sup> graders with difficulties in reading and writing. This raises a concern of whether teacher level of ICT skills could be a contributory factor in students' performance in English as a subject.

Lynell's (2019) study postulates that English cuts across all levels of education and transition to the next demands possession of English and technological skills, the teacher being the main facilitator. To ensure no child is left behind, Ministries of Education emphasize for quality education and training.

Teachers of English are supported through in-service trainings on various themes like Global Trends in Teaching of English using Technological Pedagogical and Content Knowledge (TPACK) model for preparedness on use of ICT skills and assessment practices to boost students' performance. Despite the concerted efforts to equip teachers with new skills and competencies, students' performance in English is still low, an area of great concern to all stakeholders in education worldwide and teacher level of ICT skills in implementing English curriculum is questioned. Studies by Hero (2020); Xie and Cui (2021) underscore the fact that the impetus to improve and reform English curriculum implementation is spurred on by the demands from Education for All (EFA), Sustainable Development Goals (SDGs), technological changes and occurrences like Corona Virus Disease 2019 (COVID-19), necessitating teacher in-service trainings for use of ICT in classroom tasks that are beneficial to all students.

They argue that teacher level of ICT skills is inevitable for successful implementation of English curriculum in schools globally.

In Indonesia, Par (2022) underscores the profound impact COVID-19 pandemic has brought on teaching of English in schools, making teachers of English to inevitably adapt and shift to remote teaching utilizing technology, for instance, classroom practices

of integrating the TPACK, a view reiterated by Ahmadi (2018) who pointed out the importance of teacher effectiveness during students' learning which enhances performance of the said students in many countries as compared to those taught by non-effective teachers. The foregoing studies do flag out the use of technology as an important part of the English language learning process in and out of the classroom and that every English language class usually uses some form of technology to provide quality education. They also point out other factors like overcrowded classrooms, adequacy of facilities and equipment, teacher experience, level of education, content knowledge, job satisfaction, age and gender as influencers of teacher effectiveness. However, teacher level of ICT skills remains vital if English curriculum is to be successfully implemented and students' performance enhanced.

In Africa, UNESCO (2020) shows more than 90% of students complete school with reading and writing difficulties. In Nigeria, Onotere, Isama and Okpan (2021) and Akpan, Igwe and Kanno (2020) indicate, English language is the official language of communication used in basic schools, offices, business and skill acquisition. Hence, apart from making good grades in the subject, good communication skill in English language is needed by basic education students to make them become responsible

and respectful global citizens. However, most Universal Basic Education (UBE) graduates are often unable to express themselves properly either orally or in writing. English Studies as currently titled, is a core subject at the Universal Basic Education (UBE) level in Nigeria. This problem is also revealed in a performance analysis of candidates in 2018 May/June West African Senior Secondary Certificate Examination (WASSCE) carried out by Olarewaju and Alabi (2018). The analysis showed that out of the 1,572,396 candidates that sat for the examination, 786,016 candidates representing 49.98% obtained credit and above in English Language. The problem revealed by this analysis is the unimpressive number of candidates that failed to have a credit pass in English. Olarewaju and Alabi's (2018) study therefore recommends that it is necessary to find out the influence of teacher level of ICT skills on academic achievement of students in English, which cuts across the learning of all other subjects.

The Republic of Kenya (ROK) (2022) shows that the government acknowledges quality education and results. In the financial year (fy) 2019/20 investment in education was kshs. 94.3 billion whereas in fy 2020/21 the total allocation increased by 1.4% to kshs. 95.6 billion. Heavy investments are put into teacher training through pre-and in-service courses meant to equip teachers with ICT skills for quality delivery of content and

meant to translate in students' quality performance in national examinations. It is indicated in moe (2022) that teacher level of ict skills is a global issue that influences the implementation of classroom activities and students' performance in national examinations. Despite the gok's heavy investments in trainings to equip teachers with ict skills for teaching of english, the knec (2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022) reports contend competency of teachers of english in classroom activities, associating it to students' poor performance in kcse english examinations. These successive reports present students' consistent poor performance in kcse english examinations for the last 5 years which falls short of the ideal mean of 100(50%). Students' numerous mistakes in the three papers are cited.

Locally, kakamega north sub-county quality assurance and standards office (knsqaso) (2019) contends students' poor performance in english in kakamega north since 2015 to 2019 unlike in kakamega east and central sub-counties, yet all schools follow similar syllabus and teachers undergo uniform pre-and in-service courses on ict integration. This shows, kakamega north seems to have issues and need for investigating teacher level of ict skills in teaching of english. Darling-hammond, wei and johnson (2012) found that teacher ICT skills is desirous for successful curriculum implementation and

positively influences the quality of instructional delivery and higher performance respectively. Gakuu and kidombo (2010) shows, teachers' use of technology in Kenyan classrooms remains low, impeding students' access to practical tasks and experiences for creativity and innovativeness to realize quality results; a knowledge gap which shows a likelihood of a nexus between teacher level of ICT skills and implementation of English curriculum in school, touching on students' performance in KCSE English examinations.

English is a compulsory subject at secondary school level and during selection of courses for admission into tertiary institutions, the student's KCSE score in English is one of the key determining factors into future career. Students benefit from quality teaching and learning of English when their teachers impress upon them quality classroom practices acquired from in-service trainings attended. When better results are received, more students get opportunities for admission into tertiary institutions. Yet, The KNEC (2015, 2016, 2017, 2018, 2019, 2020) KCSE examination reports contend, the overall performance in English has remained short of the ideal mean of 100(50%).

The reports attribute students' poor performance in KCSE English examinations to lack of mastery of English language skills, inability in reading, analyzing or

synthesizing information to write effective answers in an organized manner and recommends for a relook into teacher level of ICT skills and implementation of English curriculum in school. This worrisome trend attracts concerns from the GoK which spends approx. 27% of its national budget on education. Other key stakeholders also get concerned despite the concerted efforts by the GoK investing in education for quality results. Teacher level of ICT skills and implementation of English curriculum in school becomes questionable. Kakamega North Sub-County Quality Assurance and Standards Office (KNSQASO) (2019) contends students' poor performance in English in Kakamega North since 2015 to 2019 unlike in Kakamega East and Central Sub-Counties, yet all schools follow similar syllabus and teachers undergo uniform pre- and in-service trainings. From the foregoing findings, there seems to be a link between teacher level of ICT skills and curriculum implementation, a knowledge gap for investigation.

#### **OBJECTIVE OF THE STUDY**

The objective of the study was to investigate the influence of teacher ICT skill on implementation of English curriculum in public secondary schools in Kakamega North Sub-County, Kenya.



## REVIEW OF RELATED LITERATURE

New technological innovations, global trends and scenarios like COVID-19 pandemic have triggered change and assisted teaching and learning of English; moments of deep reflection by higher learning institutions on pre-and in-service trainings to equip students and teachers with technological skills. For example, Imonje (2022) affirms that on the onset of COVID 19 Pandemic, educational institutions took up either virtual online or blended modes of delivery and learning; as an intervention of solving programmed learning retention, transition and completion concerns among students in institutions of higher learning. Teacher level of ICT skills and trainings for new practices and assessments in classrooms are intertwined. Teaching of English in classrooms, therefore, requires teacher orientations on skills acquisition.

A study by Russell, Rehana, Supat, Lovella, Myla, Almighty, Jupeth and Randy (2021) in Ventayan on “Language Teachers’ Pedagogical Orientations in Integrating Technology in the Online Classroom: Its Effect on Students Motivation and Engagement” argues, implementation of English curricula is affected by technological advancements. The usage of technology in teaching of English is on the rise as a teaching tool. Unfortunately, not all teachers of English know how to utilize recent

advances to improve learning in the classroom.

Further, the study findings indicated that there is a significant relationship between the teachers’ pedagogical orientations in integrating technology in the online classroom to students’ motivation and engagement. The study's null hypothesis states no significant relationship between pedagogical orientation and student motivation, was rejected with student-centered belief having ( $r$  value= 0.778,  $p$  = 0.043), teacher preparation for computer utilization ( $r$  = 0.698,  $p$  = 0.012), integration of computer in the classroom ( $r$  value= 0.723,  $p$  value= 0.011), and attitude towards computer utilization ( $r$  value= 0.863,  $p$  value= 0.023) are positively related to the student's level of engagement. This suggests that the teachers' belief in utilizing student-centered teaching to integrate technology in the language classroom, the higher the students are motivated and engaged in learning.

In like manner, it was also revealed that teacher-centered belief ( $r$  value= -0.531,  $p$  value= 0.032) is negatively correlated to students’ motivation and engagement in online language learning, which signifies that teacher-directed learning such as the use of one-way directed learning is found not appealing to the motivating characteristics of the language students.

This means that the higher the teacher adhered to teacher-centered beliefs, the lower the students' felt motivated and engaged.

The reasons behind this finding are, when students are empowered to explore and learn language lessons with the use of student-centered teaching strategies in online learning, the higher student's manifest motivation and engagement. The study suggested more research in teachers' pedagogical orientations and implementation of English curriculum in school.

Globally, a study by Jiménez, Ortega, Cabero and Palacios (2023) claims that global trends are on the increase, inevitable of educational technologies which tend to be mobilized. These trends have led to learning forms changing from traditional classroom learning to electronic learning (e-learning), which has decreased teacher-centred instructions and conversely increased student-centred instructions to enable students take part in meaningful learning. In his study, "Teachers' Preparedness and Acceptance of Information and Communications Technology (ICT) Integration and Its Effect on their ICT Integration Practices" Hero (2020) posits that for successful curriculum implementation to be realized in schools, there is need for ICT integration in teaching and learning where teachers use technology as a tool to help them and their students

achieve curricula and instructional goals as well as attain quality results. However, the study contends teacher level of ICT skills in teaching by indicating that teachers require orientations on skill acquisition and pre-and in-service trainings to make them learn that both digital and non-digital materials need to be selected with great consideration to socially, economically and geographically marginalized students, and those students in different categories of special needs. With such, learning becomes more meaningful and fruitful to students.

Karakaş' (2015) study on orientations towards English among English medium instruction students claims, teachers of English need orientations on skill acquisition and in-service trainings for attitudinal change, imperative to discover the way the teachers perceive English and preparation of professional documents, materials to use in classrooms, assessment, time allocated for syllabus coverage, and exploration of students' needs to achieve set goals. Chen and Kent (2020) argue, a teacher's confidence in teaching and comprehension of English content is influenced through prior interactions with others in trainings, which serve as the base for planned activity and classroom behavior.

Further, the study claims, students' assessment results are proof of the teacher's orientations on skills acquisition and pre-and

in-service trainings. Matere, Nyakan and Kafwa's (2017) study assessed effect of teachers' organization of content on the learners' acquisition of linguistic skills among secondary school students in Bungoma County, Kenya.

The study found that authentic teaching materials and planning of lessons by teachers was inevitable of teachers' orientations on skills acquisition, pre-and in-service trainings, which are associated with learners' achievement of linguistic skills. The study recommended that teachers need to adopt new strategies of assessing students. English is an essential subject in the core curriculum in Kenya. The Kenya Institute of Curriculum Development (KICD) organizes in-service courses for teachers of English from time to time to boost them with new skills for successful implementation of English curriculum in schools. Despite such efforts, the Kenya National Examinations Council (KNEC), the examining body mandated to develop and administer national examinations in schools in Kenya, in its Examination Reports of the KCSE from 2015-2022 analyses contends candidates' poor performance in the KCSE English examinations, citing many mistakes students committed.

The reports indicate areas of the English syllabus that were not adequately covered by teachers of English. Recommendations by KNEC are that avenues be created through which teachers of English would be exposed

to orientations on skill acquisition and trainings to handle topics that students find difficult to understand. The overall performance in English for the last five years still falls below the average mean of 50%. Such performance in English is unsatisfying and need for a relook into teacher level of ICT skills, required in the teaching of English to enhance students' language proficiency levels. Teachers should be supported to attend in-service trainings and workshops where they can acquire new knowledge and skills on how to facilitate critical thinking learning activities during classroom teaching and learning of English, using best ways that involve discovery-based teaching methods like language games, films, video tapes/clips, role-plays, writing compositions, group discussions, debates and drama. This would give students ample practice and exposure to digital literacy competencies and skills desired for grammatical and communicative proficiency for future lives.

Darling-Hammond, Wei and Johnson (2012) show in "Teacher preparation and teacher learning Handbook of Education Policy Research" that education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that, among all educational resources, teachers' abilities are especially critical contributors to students' learning and consequently the success of a nation to



advance in its economic, social and political spheres. Further, Darling-Hammond, Wei and Johnson (2012) claim that professionally, powerful teaching is very important and increasing in the contemporary society as a result of the stream of dynamic initiatives of human development and evolution. Due to these developments and evolutions of the 21<sup>st</sup> century, teachers would need to acquire additional knowledge and skills, through both pre-and in-service trainings, to be able to survive and be successful in curriculum implementation in school, specifically: knowledge of learners and how they learn and develop within social contexts, including knowledge of language development; understanding of curriculum content and goals, including the subject matter and skills to be taught in the light of disciplinary demands, student needs and the social purposes of education; and understanding of and skills for teaching, including content knowledge of specific subject, content pedagogical knowledge for teaching diverse learners, as these are informed by an understanding of assessment and of how to construct and manage a productive classroom.

In Indonesia, Par's (2022) study on integrating TPACK into English language teaching before and during COVID-19 pandemic show, Covid-19 pandemic has brought a profound impact on teaching of English in schools; teachers of English

inevitably adapted and shifted to remote teaching utilizing technology, for instance, classroom practices of integrating the TPACK model. The study contends, following the rapid change and emergence of integrating technologies into learning, there are still unanswered questions regarding the effective integration of technologies into the teaching and learning processes, particularly in the teaching of English, in order to prepare students to become empowered learners, need for teachers of English to have ability to grasp the intricate relationships between content, pedagogy, technology, and knowledge of the educational context, including knowledge of the students, the assessments, the school, the learning infrastructure, and attitudes, in order to successfully carry out teaching and learning of English in the classroom.

The study is anchored on the Technological Pedagogical and Content Knowledge (TPACK) model. Teachers of English should know how to use technology together with pedagogical content knowledge to help students learn English better. By knowing this, teachers of English would understand the complex relationship between the three domains of knowledge (TK, CK, and PK) and use the right strategies and technologies to teach students. Gakuu and Kidombo's (2010) study on pedagogical integration of ICT in selected Kenyan secondary schools shows, despite the ICT policy for use in

curriculum implementation, teachers' use of technology in Kenyan classrooms remains low, impeding students' access to practical tasks and experiences for creativity and innovativeness.

They conclude that ICTs in classroom play a vital role in teaching and learning and if well embraced, can create a lasting and significant positive impact on students' performance in national examinations. Thus, important to investigate the influence of teacher level of ICT skills on implementation of English curriculum in school.

#### RESEARCH METHODOLOGY

Descriptive research design was used. A sample of 44 principals and 88 teachers of English across 50 public secondary schools in Kakamega North. A questionnaire and an interview schedule were used to collect data. The KCSE results for the last 5 years were also analyzed. Pilot study was conducted in four public secondary schools. Validity of the research instruments was determined through expert judgment whereas reliability was established through test-retest method. Qualitative data was analyzed thematically whereas quantitative data was presented in tables, percentages and frequencies. Chi-square test was used to test the hypotheses at 95% level of confidence.

#### RESULTS AND DISCUSSION

The study sought to understand the influence of teacher ICT skills on implementation of

English curriculum in school, for purposes of policy makers and planners to make decisions concerning teacher orientations on skills acquisition and pre-and in-service trainings for appropriate pedagogies to realize quality results. Integrating ICT into teaching and learning is a complex process that requires teacher training. Teacher level of ICT skills in teaching of English is a major concern in many countries (Hero, 2020), Kenya included. Teachers were asked to show their participation in training activities through workshops on ICT integration and attending conferences on choice of teaching and learning materials. Findings show that teachers who participated in workshops on ICT integration were (32.9%) while those who attended conferences on choice of teaching and learning materials were (52.9%), indicating that there is low participation in ICT workshops unlike in attending conferences on choice of teaching and learning resources. However, the study found out that there were teachers who neither participated in ICT workshops nor attended conferences on choice of teaching and learning resources, meaning that they were missing important skills which could accelerate students' poor performance in English as a subject. Interviews with principals showed that teachers' participation in ICT training and attendance of conferences was not taken seriously in schools.

A principal remarked that:

*We give teachers of English opportunities to participate in ICT trainings and also attend conferences as interventions to use of ICTs and improve on discovery methods, assessment practices and their attitudes in classrooms for purposes of quality grades in English. However, most of the time such opportunities arise, you find teachers giving some lame excuses not to attend. I even issue them with a circular or a calendar of academic activities across the term for them to prepare in advance, but I get to wonder when time comes, each teacher trying to excuse himself or herself from going. I am often forced to apply authority when such happens.*

Some principals face challenges of uncommitted teachers and unethical practices by some of them. To explore this aspect in detail, another principal during the interview, argued:

*Of course, students' results in English from previous years was not as good as was expected. This is because sometimes teachers were uncooperative to attend to all workshops and conferences whenever I sent them. Then, how could they have assisted students to address their weaknesses in learning. Generally, a high number of students scoring dismal grades in English as a subject emanates from the classroom, specifically it is a problem contributed by teachers to a large extent.*

The findings implied that teachers are key facilitators in curriculum implementation process. Most of the time, teachers should not wait to be forced to abhor teaching methods that are ineffective in classrooms because such methods automatically lead to failure in KCSE examinations.

Trends in teaching of English and particularly, setting of questions for KCSE have changed. Likewise, it showed that during teaching and learning of English, teachers rarely used ICT materials and resources even if they were inadequate to accommodate all learners in the class. Teachers of English needed adequate skills for improvisation as a remedy. The situation may affect performance of students in KCSE examinations in many schools.

Having ascertained and established that there were teachers who responded with "Yes", the study further delved to determine whether the training activities had an influence on teacher development to improve students' performance in English. Teacher responses were summarized in Table 1.

Table 1: Teachers' perceived Value of Training Activity on Professional Development

	Training:		4	3	2	1	Mea n	Std Dev
i.	Worksho ps on ICT integrati on	f	8	11	4	-	3.17 39	.716 82
		%	34. 8	47. 8	17. 4	-		
ii	Conferen ces on teaching and learning resource s	f	12	16	8	1	3.05 26	.803 62
		%	32. 4	43. 2	21. 6	2. 7		

Table 1 indicates that only 34.8% of teachers responded that workshops on ICT integration had a great influence on their skills development, while 32.4% of teachers responded that conferences on choice of teaching and learning resources had a great influence on their development and students' results. Although, both training activities in teaching of English are vital in school, teacher responses indicated that rating on workshops on ICT integration and instructional teachers to go for upgrade of their ICT skills and choice of materials and methods to teach them well in areas, especially in literature. To alleviate students' poor performance in English, a principal suggested:

*There was need for government to strengthen trainings, workshops and conferences on ICT and discovery method use in classrooms to make teaching practical and real to students. With such training activities to support teachers, results in English as a subject would improve schools because students get motivated of the teachers and the subject lessons.*

The findings are in conformity to Hero (2020) who says that in ICT integration in teaching and learning teachers use technology as a tool to help them and their students achieve curricula and instructional goals. Nawaila, Kanbul and Alhamroni (2020) show that the teaching of English is becoming more sophisticated day by day across the world and that in-service trainings

workshops and conferences are indispensable in equipping teachers with technological, creativity and innovative skills for classroom practices. Teaching of English with ICT integration implies the use of language games, text reconstructions, cloze texts, puzzles, narratives, role-plays, reading and writing practices to assist students achieve language skills.

The findings show that the main reasons attributed by teachers were unavailability of ICTs (47.1%) and lack of skill among teachers on how to use digital devices (25.7%). Also, some teachers (4.3%) were either unaware or reluctant about the reasons for not using ICT in teaching of English as a subject.

The findings imply that there are other factors which prohibit successful teaching of English, but teacher ICT skills and availability play a key role. The results are in line with Mvududu and Theil-Burgess' (2012) who asserted that teachers require competencies in instructional resources and pedagogy to help students to learn to apply current understandings in new situations to build new knowledge. Adhikari (2021) contends, some teachers could be frequenting ICTs but do not always observe the requisite skills expected in the classroom for quality results. Gakuu and Kidombo (2010) argue, frequenting ICTs does not mean a teacher is perfect and will produce results; it requires in-service trainings on

how to utilize its new packages to address the changing trends in teaching of a subject. Teachers of English have the responsibility to invoke the experience in which learning takes place. Respondents were asked to show the frequency of teachers using ICT devices in teaching of English. Data obtained indicated that (48.6%) of teachers rarely used ICTs in teaching of English whereas (14.3%) never used ICTs in classrooms. Additionally, the researcher analyzed the information obtained from interviews and focus group discussions on the same variable. The data showed that a high number of teachers rarely used ICT devices in classrooms. During the interview sessions one of the principals was recorded saying:

*Integration of ICT in teaching of English has been a concern for years in my school and teachers of English have a tendency of not taking seriously the use of ICT as a tool to practice with students in teaching unknown words, watching setbooks, speaking and pronunciation, reading comprehension, writing, and listening. I only see my teachers teaching using lesson notes by writing on the board or most of the time making dictations to students. They rarely do what it takes to use ICTs to make students become creative and innovative, yet there is a projector and a laptop.*

In the same vein, as a way to capture more information during focus group discussions, similar sentiments were echoed by some of the students during who argued in a way to rate their teachers' level of ICT skills in teaching of English:

*The teachers' level of ICT skills is satisfactory sometimes because we can see them entering and monitoring our marks on 'zeraki software.' But when it comes to teaching of English in classrooms, our teachers' level of ICT skills is unsatisfactory because rarely do we see them using ICT devices to boost students' performance in English KCSE examinations. Our performance in English, is below average. We hope teachers will change the approach of teaching English.*

The findings detected during teacher classroom practice observation session show that most of the teachers, especially those found in rural areas have been challenged with ICT integration.

During lesson execution, teachers communicate lessons to students using lesson notes and chalk and board most of the time. ICT integration was rare or none at all. Students' practices exhibited low creativity and innovativeness. Implementation of English curriculum was low, which could lead to dismal grades in KCSE English examinations. The findings concur with those from Adhikari (2021) showing, ICT integration improves technical skills and digital literacy competencies among students. Therefore, students' dismal performance could be related to frequency of teachers using ICT devices in teaching of English.



It was vital for the researcher to obtain means and standard deviations for sample data given on frequency of teachers using ICT devices in school to determine the extent to which it influenced teaching of English. Table 3 shows teachers means and standard deviations indicating how teachers perceived frequency of ICT use in teaching of English.

Table 3: Relationship between Frequency of Using ICT and Teaching of English

	N	Mean	Std. Dev	Std. Error
Frequency of ICT Use in Teaching	70	2.3714	1.57122	.287
Valid N (listwise)	70			

According to these results, the Mean was 2.3714 on a scale of 1 to 4, with a standard deviation of 1.57122. Teachers' perceptions in Table 3 shows that teachers are still unsure of the value of using ICT in their English classes. , there is a strong positive relationship between teacher use of ICTs and teaching of English, a method which could strongly influence students' performance in English if frequently used. This implies that high teacher use translates to effective teaching leading to good performance of students.

The researchers enquired on teachers' perception on the value of teacher ICT skills on implementation of English curriculum.

Table 4: Perceived Link Between ICTs and Implementation of English Curriculum

	N	Mean	Std. Dev
Adequacy of digital gadgets for teaching	70	1.9714	.16780

Table 4 shows how teachers perceived the link between adequacy of digital gadgets and teaching of English in public secondary schools in Kakamega North Sub-County, Kenya. According to these results, the Mean is 1.9714 on a scale of 1 to 4 , SD = .16780. This points out a big challenge, that inadequate digital gadgets in school for teaching and learning distanced teachers from the classroom practice of ICT use. Imonje (2021) shows, new technological innovations, global trends and scenarios like COVID-19 Pandemic have triggered change in teaching and learning processes in school; moments of deep reflection on teacher level of ICT skills and trainings to make technology a valuable tool in teaching.

#### CONCLUSION AND RECOMMENDATIONS

The study established that teacher skills and competencies, particularly in a specialized subject area, is vital in measuring learner productivity which is realized in mean scores in national examinations. Students' poor performance in English as a subject underscores the need for relooking into the influence of teacher level of ICT skills on implementation of English curriculum in

public secondary schools and also participation in ICT training and attendance of conferences, which was not taken seriously in schools. Students' FGDs indicated, teachers of English needed adequate orientations on skills acquisition for improvisation and creativity as a remedy to improve performance. KNEC reports show, students' performance in English is still unsatisfying and there is need to check on teacher ICT skills, required in the teaching of English.

Based on research findings, the study recommended that teacher professional development to be intensified by ensuring that teachers recommended for in-service trainings or workshops to attend without failure in order to acquire the needed skills like ICT and use of discovery-based teaching methods and materials to make them confident and competent in creativity and innovativeness activities in English classrooms to produce good results.

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