



## THE EFFECT OF WORKLOAD OF TEACHERS OF ENGLISH ON THE USE OF ICT IN TEACHING OF ENGLISH IN PUBLIC SECONDARY SCHOOLS IN TULIMANI DIVISION, MBOONI-WEST SUB-COUNTY

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### 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 specific objective of the study was to establish the extent to which workload of teachers of English affect the use of ICT in teaching of English in public secondary schools. The target population of the study was sixteen (16) head teachers and fifty (50) English teachers. A sample of eight (8) principals and twenty-five (25) teachers of English was used in the study. Questionnaires were used to collect data from the respondents. The data was analyzed using descriptive statistics; frequencies and percentages. The findings of the study revealed that teachers' workload was one of the main factors influencing use of ICT in teaching of English at the secondary school level. Majority of the teacher respondents (65.2%) who had a high number of lessons (28-33) per week, rarely used ICT in teaching of English. The teachers with few lessons (below 20 per week) per week frequently used ICT in teaching of English. The study recommended that more teachers of English to be hired to reduce their teaching work load. In addition, the school administrators should create a conducive working atmosphere that motivate teachers of English to use ICT in their teaching.*

**Keywords:** English, Information Communication Technology and Teachers of English



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## 1.0 Introduction

The traditional methods of teaching and learning in secondary schools have in the recent past been challenged by new and innovative use of ICT, which is mainly being enhanced by the advancement in computer and internet technology. In this regard, the success of any initiatives to fully implement computer technologies in education program widely depends on the support and attitude of teachers involved (Hew & Brush, 2007). Other studies also suggest that if secondary school teachers perceive computers to be ineffective or less-fulfilling on their personal needs or those of their students, then they are more likely to resist any attempts to embrace computer technology into their teaching (Keengwa & Onchwari, 2008).

According to Shue (2009), computers were introduced in American schools in 1965 and were mostly used for administrative purposes. Molnar (1997) explained that computers were not widely accepted in American schools during the 1950s and 1960s because it was difficult and expensive to house the huge machines. However, Apple II computers found widespread acceptance in education around the year 1983 (Murdock & Desburg 1994). It was named the Apple Classroom of Tomorrow (ACOT). Its goal was to examine how the routine use of technology especially the computer-related technologies by teachers and students would change teaching and learning. The assumption that computer technology has become an essential part of the basic school curriculum was summed up in the report of United States Department of Education (1996); the report referred to the computers in the classroom as “*the new basic*” of American education, “and to the internet as “*the black board of the future*”. Emphasis was on computer-based technology; thus an organization called the Association of State Technology using Teacher Educators (ASTUTE) was formed and became an instrumental force in helping improve the way teachers were taught to use educational technology.

In Britain, computers were used in many schools around the year 1984 (Hermes 2008). Candau, Hannafin, Doherty, Judge, Kuni and Yost (2003) developed a manual in Britain, with the goal of helping teachers learn how to use the computer technology, to effectively create a learning environment, that would provide opportunities for students to interact with content in a meaningful way. In Nigeria, Fakeye (2010) says that beginning and experienced teachers can benefit from the role that computers play; beginning teachers can access a wealth of teaching

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resources, while experienced teachers can share their knowledge with those who seek it. Fakeye (2010) further outlines the fact that, the Nigerian federal government conducted a pilot project of integrating computers in sixty secondary schools and colleges, with reasonable success although access to computer resources was the biggest barrier in both rural and urban areas.

In Kenya, a study carried out by Wabuye (2006) investigated teachers' and administrators' perceptions and experiences towards computer use in Kenyan classrooms. Results from the in-depth interviews, participant observations and document analysis revealed that both teachers and administrators view the use of computers in Kenyan classrooms as worthwhile; computer-using teachers were enthusiastic and spoke positively about computer use, whereas non-computer-users felt left behind technologically. Similarly, Wabuye (2006) also noted that teachers reported feeling being unprepared in use of computers in classrooms. The teachers also expressed the desire to be re-trained with opportunities in computer technology through either in-service and pre-service courses.

Many teachers agree that the use of computer technology enhances teaching and learning (Lumula, 2007). While the use of Computer Based Instructions is prolific in most schools in the developed world, it is still a dilemma that poses great challenges to the majority of Kenyan teachers with regard to their perception and the roles they should play as they cope with this emergent technology (Tanui, Kiboss, Wabala & Nassiuma; 2008). Consequently, in the report by Odhiambo's Task Force (2012) on the realignment of the education sector to the constitution of Kenya 2010, issues of curriculum overload, scarcity of resources and teacher training programmes that need radical reform were raised. On the other hand, the following challenges have also been posited in this area: lack of adequate training on the use of the integrated method, overloaded curriculum, teachers' attitude, difficult concepts and overcrowded classrooms (Wafula, 2012; Nakundi, 2011; Ongong'a, Okwara & Nyangara, 2010).

## **2.0 Overview**

Several studies have revealed that the teachers' workload affects their acceptance of technology in classrooms. For example, Ely (1999) observed that ICT integration is likely to fail due to lack of time to prepare ICT teaching materials due to an overloaded curriculum. According to Guha (2000), teacher's workload and time management is a major hindrance to the implementation of ICT in

teaching. Teachers feel that the use of computers in learning is an additional burden as it is not streamlined and documented in the curriculum. Almost all teachers, in addition to classroom teaching have several other duties and responsibilities to execute in school; they manage curricular activities, act as heads of departments and also as class teachers.

The problem of lack of adequate time also exists for teachers in many aspects of their works as it affects their ability to complete tasks (Becta, 2004). Manduku et al. (2012) after investigating factors related to use of computers in management of schools in Kasses Zone of Uasin Gishu County Kenya, reported that, increased workload coupled with teaching using technology was critical to the participant's of the study. Kipsoi et al. (2012) reported that teachers were already overloaded; they could not cope with the pressure and more so pressure from ICT training. Laaria (2013) found out that teachers are already overloaded with several duties and responsibilities and thus difficult to engage in other emerging issues. According to Ando (2012) for teachers to realize the aims of Educational system as well as implementing new initiatives, it is necessary to lessen their workload. Teachers are likely to resist introduction of ICTs into the classroom for a variety of reasons. According to Omwenga (2003), one of the reasons is unfamiliarity with technology and the additional time and effort necessary for its effective use. This is also the case with students who are supposed to use ICT in learning and research (Muthoni, 2005). In her findings Muthoni(2005) points out that for students to be able to use ICTs in learning process, they need to develop basic skills in the use of computers. Keiyoro (2010) further revealed that even when teachers had received some ICT training, not much time was allocated for the teacher to apply and implement the ICT skills.

Neyland (2011) also conducted a research on factors influencing the integration of online learning in high schools in Sydney. The research involved 26 ICT coordinators, its finding revealed that teachers' workload affected effective use of computer-initiated learning in implementation of the curriculum. One coordinator stated that increased workload for teachers was alarming. In another study carried out in Malaysian Smart schools in 2010, it was revealed that many teachers felt time was an important factor in implementation of computer-initiated learning.

Similarly, Alalwani (2005) concurred study with findings about the Malaysian Smart schools, in that lack of time affected application of ICT in Saudi Arabia because of teacher's busy schedule. The study reported that Saudian teachers work for long hours; from 7.00 am to 2.00 pm per day with only few hours (2-3hours per week) allocated for integrating ICT in teaching.

For ICT to be integrated in the teaching process, it does not necessarily have to be part of the curriculum but rather act as a tool to help in the teaching process. Abuhmaid (2011) conducted a study on the conduct and effectiveness of ICT training courses within the Jordanian education system. The findings of the study revealed that teachers were already overloaded with workload and hence the reason why they resisted the capacity building/ training workshops on ICT. This was clearly pointed out by a teacher respondent who argued that 'teachers are already overloaded with class work, preparation of teaching resources apart from practicing what they learn within ICT training.' Fullan (2003), further states that for teachers to realize the aims of educational system as well as implementing new initiatives, it is necessary to lessen the workload of teachers.

### **3.0 Research Methodology**

#### **3.1 Research Design**

The research used survey research design. This design enabled the researchers to obtain information relating to the teacher's workload-related factors affecting the use of Information Communication Technology in teaching of English in Tulimani Division, Mbooni-West Sub-county, Makueni County without manipulating the variables. Kothari (2010) recommends that the survey research design is a conceptual structure within which research will be conducted. It was not easy to visit all schools in the division hence survey design was found to be the most suitable design for this study.

#### **3.2 Target Population**

The target population was based on secondary data from Mbooni West Sub-County Director's Education Office. 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.

### **3.3 Sampling Techniques and Sample Size**

Mugenda and Mugenda (2003) suggest that a sample size of at least 10% for small target population is appropriate for survey research. Based on this, a sample size 50% 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 Discussions of the Study**

### **Results of the Study**

The specific objective of the study was to establish the effect of teachers' workload on the use of ICT in teaching of English language. The respondents were first asked to provide information on the teachers' workload per week. A summary of the results from the teacher respondents is presented in table 1 below.

**Table 1 Teacher's Responses on Workload Allocation**

<b>Number of lessons per Week</b>	<b>Frequency</b>	<b>Percentage%</b>
Below 20	1	4.3
20-25	4	17.4
26-30	15	65.2
Above 30	3	13.1
TOTAL	23	100%

The findings of the study showed that majority of respondents (65.2%) had between 26-30 lessons per week, while only 4.3% of respondents had less than 20 lessons per week. The ones with less than 20 lessons per week as per the Teachers Service Commission policy on workload allocation are Heads of Department or senior teachers.

### **Effects of workload on the use of ICT in teaching of English.**

The study sought to find out the effect of teachers' workload on use of ICT in teaching. This was important basing on the time needed for effective ICT use. Table 2 gives a summary of the findings

**Table 2 Teachers response on effects of workload on the use of ICT in teaching of English**

Statement	Response	Frequency	Percentage
Does the teachers's work			
Load, affect the effectiveness	Yes	18	78.25
Teaching English	No	5	21.75
TOTAL		23	100.00

The results in Table 2, indicate that according to the teacher respondents there was a relationship between the teachers' work load and their use of ICT in teaching of English. Accordingly, 18(78.25%) of the teacher respondents agreed with the statement that teachers' workload, affect the effectiveness of using ICT in teaching of English whereas 5(21.75%) disagreed with the statement. These findings were further supported by the results from the principal respondents as shown in Table 3 below.

**Table 3 Principal's response on effects of workload on the use of ICT in teaching of English**

Statement	Response	Frequency	Percentage
Does the teachers's work			
Load, affect the effectiveness	Yes	6	75.00
Teaching English	No	2	25.00
TOTAL		8	100.00

As shown in Table three, 6(75.00%) principal respondents agreed with statement that teachers' workload influenced the use of ICT in teaching of English at the secondary school level. On the other hand, 2(25.00%) noted that teachers' workload affected the use ICT in teaching of English.

Apart from the effects of workload on the use of ICT in the teaching of English, the respondents were also asked to identify other the challenges that teachers face in the use of ICT in teaching of English at the secondary school level. The findings revealed that nearly all the Principals reported that the biggest challenge they faced was lack of facilities, particularly computers. In addition, the principals reported that lack of networking of

the computer system was a big challenge they faced. Other challenges that were reported included inadequate teachers with ICT skills, lack of support from the ministry and high maintenance costs. It was also found that, principals without alternative power supplies suffer power hitches and are inconvenienced by the same in the use of ICT.

### **Discussions**

The results reported in the preceding section revealed that majority (75%) of the principal respondents indicated that teachers' workload influenced use of ICT in teaching of English. This findings concurred with those of Samarawickrema and Stacey (2007) investigated factors related to use of learning management system in Australia, where they found out that teachers feel using ICT in teaching is an additional load as it is not streamlined and documented in the curriculum. Similarly, these results also agreed with the ones for Sang et al. (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' workload and the use of ICT in the classroom teaching process.

The study found out that the more lessons a teacher had per day the lesser the time he or she had to prepare and use ICT in class, while the lesser the lessons the teacher had the more the time available to plan and use ICT in teaching. Many studies have revealed that the workload teachers have, has affected their acceptance of technology in classrooms.

### **5.0 Conclusions**

Based on the findings and discussions of this study, it was concluded that the teachers' workload was a major factor towards effective use of ICT in the teaching of English at the secondary school level. Similarly lack of technical skills and clear government policies on the ICT were sighted as the main bottlenecks in the integration of ICT in teaching and learning.

### **6.0 Recommendations**

From the findings of this study the researchers came up with the two main recommendations; there is need for Teachers Service Commission to employ more teachers as this will pave way for adequate time of planning, preparing, and executing ICT integrated lessons in class and, the school administrators promote a



conducive environment for the use of ICT in the teaching and learning process at the secondary school level.

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