PRINCIPALS' E-LEARNING PROMOTIONAL STRATEGIES ON TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA

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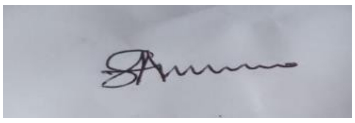
DECLARATION

I declare that this research Thesis is my original work and has not been submitted for a degree at any other university.

Signature:  Date: 29/07/2024

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DEDICATION

This Thesis is dedicated to my mother, Marsela Achieng, for her emotional support and encouragement during my studies.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

IBM International Business Machines Corporation

IBT Internet-Based Training

ICT Information and Communication Technologies

SPSS Statistical Package for the Social Sciences **TSC**

Teachers Service Commission

ABSTRACT

The aim of this study was to find out the influence of the principals' e-learning promotion strategies on teachers' performance in public secondary schools in Migori County, Kenya. The study was guided by the following research objectives: to evaluate the influence of principals' promotion of e-Learning teacher training on the performance of teachers; to find out if the principals' promotion of e-learning environment has an influence on the performance of teachers; and to establish whether principals' promotion of e-Learning resources has an influence on the performance of teachers in Migori County. The technology acceptance model was adopted for the study. A concurrent parallel mixed method design was used for the study. The study adopted a cross-sectional survey design. The target population was 122 public secondary schools, 122 principals, 300 teachers, and one sub-county Director of Education, Migori County. Systematic random sampling was used to select 12 out of 122 public secondary schools. Purposive sampling was used to include 12 principals of the selected schools and one sub-county Director of education. Stratified and simple random sampling was adopted to select 171 out of 300 teachers. Data collection tools included questionnaires and an in-depth interview guide. The study analyzed quantitative data using Statistical Package for Social Science (SPSS) Version 25. The researcher used Cronbach's alpha to test the reliability of the tools. A score of 0.843 was attained which indicated that the tools were reliable. The study used descriptive statistics such as frequencies and percentages to summarize quantitative data and presented it in the form of tables. The study analyzed qualitative data by categorizing it and interpreting it in narrative form and through direct quotes. The findings of the study revealed that e-learning promotional strategies employed by school principals including e-learning teacher training, promotion of an e-learning environment, and provision and allocation of e-learning materials, are not effectively implemented to enhance teachers' performance in public secondary schools. Although e-learning programs can contribute to improved teacher performance, it was found that teachers feel unsupported in developing their digital skills. E-learning resources were also found to be insufficiently provided, hindering the training and use of digital devices in teaching. The study recommended that the government, through the ministry of education, should implement a comprehensive policy that mandates regular, structured professional development programs focused on digital literacy so as to improve teachers' performance in using digital devices in teaching. This policy should include mandatory training sessions for all teachers, offering hands-on workshops and continuous support to ensure they are proficient in utilizing digital tools effectively.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter focuses on the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and delimitations, theoretical framework, conceptual framework, and operational definition of key terms.

1.2 Background to the Study

The twenty-first century needs have witnessed a number of changes in learning and teaching. One of such changes is the promotion of the use of e-learning in secondary schools in Kenya. As such, the promotion of e-learning has become a matter of priority for most stakeholders in the education sector. This is because e-learning has proven to be resourceful and a solution to the growing demands for education in a world characterized by shrinking physical resources such as land and buildings (Yonas & Negash, 2014).

E-learning as a way of teaching and learning has been defined in a variety of ways by different scholars. In a broad sense, e-learning refers to any use of information and communication technologies (ICT) for learning and teaching (OECD, 2019). In this regard, it involves using ICT-based technology to deliver lessons, hold classroom discussions, take attendance, do assignments, and take other tests in a similar manner as a teacher would in a physical classroom.

Additionally, e-learning refers to the use of electronic media to facilitate education in general and teaching and learning in particular (OECD, 2019). However, it must be noted that most definitions of e-learning are context-based and depend on the particular aspect to which one

wants to give emphasis. Accordingly, e-learning refers to carrying out teaching, learning, and training processes through the use of computers or computer-controlled technology such as smartphones, laptops, and desktop computers (Singh & Thurman, 2019). It is also important to point out that alternative terms are used to refer to e-learning. Such terms include computer-based training (CBT), internet-based training (IBT), web-based training (WBT), online education, and virtual education. In contemporary society, most people around the world attend training and learn new skills over the internet without attending any physical classes. E-platforms have become an important choice for a number of reasons. This is because most people who opt for such platforms are motivated by the numerous benefits of e-learning, such as flexibility, lower costs, and convenience, among others (Eksail & Afari, 2020).

Researchers such as Makokha and Mutisya (2016) and Kisanga (2016) point out that today most learning institutions have implemented one element or another of e-learning owing to its advantages, such as cutting down the cost of education and flexibility. According to the Organization for Economic Cooperation and Development (OECD, 2019), most countries around the world are supervising the massive expansion of internet connectivity to support education programs. This has seen most countries create central or state government departments that are mandated to ensure their success.

Following the COVID-19 pandemic, the global market for e-learning has exponentially increased and is currently estimated to be $332.6 billion, with a projected increase to $457.8 billion by 2026 (OECD, 2019). This study further shows that in the United States of America, the e-learning market is estimated at $100 billion, in China at $105 billion, in Europe at $40 billion, and in Asia-Pacific at $80 billion. Therefore, the demand for e-learning across the world is an

indication of the pivotal role it plays in contemporary society. In essence, e-learning provides an appropriate alternative for learning and teaching to progress without or with minimal disruption.

The term e-learning was first coined in the late 1990s to describe various forms of computer-based training (CBT). Despite its usage in the late 1990s, there is evidence of the use of computers for classroom work in the late 1980s. It is also instructive to point out that the rapid growth of the internet, combined with its widespread acceptance in both business and social life, has accelerated the growth of e-learning to where it is today (OECD, 2020). A study by Martin, Ritzhaupt, Kumar, and Budhrani (2019) estimated that an average of 68% and 48% of all American high school students and lower school pupils use one form of e-learning or another, respectively.

In the contemporary society, the best ICT models for classrooms are found in Australia, Finland, the Netherlands, and Singapore. Australia and Finland are among the most successful countries in the use of ICT in education (Mahboubeh et al., 2022). In a comparative study of ICT application intensity in schools involving 55 countries, the United States came first, followed by Finland, then Australia. The e-learning market share in the UK is expected to grow by USD 11.57 billion from 2021 to 2026, and the rate of growth is expected to be 15.27% per annum (DESI, 2019).

In the Philippines' secondary schools, ICT is a mandatory course that has been part of the curriculum as developed by the Curriculum Development Division (CDD) of the Bureau of Elementary Education. The government trains head teachers and teachers on how to use ICT-based teaching and how to produce Computer-Assisted Instructional Materials (CAIMs) in math, science, and English subjects (Mailizar, Almanthari, Maulina, & Bruce, 2020).

The use of information and communication technology in education is highly embraced by educators in Nigeria. Consequently, Suleiman (2017) conducted a study about the relevance of e-learning in the context of distance education in Nigeria. The study established that the development of information and communication technology in education has improved the way teaching and learning is carried out. For instance, it was found that the use of communication technology improved collaboration among teachers and students with other institutions hence enhanced learning. However, one setback was the limited resources involved in the implementation of the technology. However, the study was silent on the involvement of school principals in the promotion of e-learning, which is the focus of the current study.

Yonas and Negash (2014) conducted a study about the adoption of e-learning systems in Ethiopia and established that majority of the students do not find the application of e-learning systems important for their learning due to the lack of ICT infrastructure and access in their schools. The study recommended that heads of schools improve the ICT infrastructure and access in schools to improve teaching and learning. A related study about how ICT in education is a catalyst for economic growth in the Congo (Ngoma, 2014) established that laxity on the part of heads of institutions concerning the development of ICT in the Congo has hindered youngsters from meeting college challenges.

Rwanda is one of the economies in Africa where e-learning has gained prominence. The Rwandan government has massively invested in ICT in schools and has seen the development of innovative e-learning products such as the Smart Class application, which currently serves close to 20,000 high school students (Karunaratne, Peiris, & Hansson, 2018). This study, however, did not have information on principals' implementation of e-learning in secondary schools or how the implementation of e-learning affects the performance of teachers.

In Kenya, there has been unprecedented growth in the ICT sector in the last two decades, and today the sector is regarded as one of the most vibrant in Africa (Hadullo, Oboko, & Omwenga, 2018). The government introduced computer studies as an examinable subject in 1999 as the first attempt to introduce ICT in high schools (Hadullo et al., 2018). This effort significantly boosted the use of computers among both teachers and students in high school and is touted as the first major step towards e-learning in schools in Kenya (KNBS, 2019). Today, it is estimated that Kenya has 10,413 secondary schools, and at least half of them offer computer studies as an examinable subject. There is abundant evidence that 80% of these schools use ICT technology in one form or another (KNBS, 2019).

The demand for education in Kenya is at an all-time high, and schools are struggling to meet the demand. When COVID-19 struck, all schools were closed, and schools, teachers, and students returned to learning through ICT. Research indicates that ICT-based teaching and learning have the potential to change the course of education. Moussavi, Amannejad, Moshirpour, Marasco, and Behjat (2020) acknowledge that ICT can improve access to education while lowering its cost. Kenya is turning to e-learning as a solution for continued learning.

Muinde and Mbataru (2019) and Abobo (2018) observed that while ICT offers useful skills to the learner, the digital literacy of teachers in secondary schools is still low. As such this challenges any efforts to integrate technology into Kenyan classrooms. Abobo (2018) concluded that it is in the implementation and support of such programs that their failure can be traced.

Where active teacher training (formal and informal) was done, Mwangi and Khatete (2017) and Wambiri and Ndani (2016) opined that teacher performance improvement was between 40% and 50%. The percentage of ICT integration among secondary schools is basically low compared to

other sectors in Kenya, despite the schools being supplied with computers (Murithi & Yoo, 2021), which could be blamed on the effectiveness of e-learning implementation by the principals.

To promote the digitalization of education in Kenya, the Ministry of Education required that school principals ensure that the teaching staff has the requisite ICT. School principals were further required to develop effective in-service ICT teacher training. They were also to ensure that teachers were facilitated in acquiring their own ICT equipment under a one-device-per-teacher policy. The International Labor Organization (ILO, 2021), in its report on digitalization in teaching and education in Kenya, noted that this approach of training teachers to train their colleagues did not work.

The burden of ensuring that teachers are trained in ICT skills now seems to have shifted to the school level as opposed to the national level. The laptop project for schools conceived and implemented in 2013 failed, and the government acknowledged this reality in 2019 (The Standard, 2019). Instead, the government embarked on the massive construction of ICT laboratories, which was thought to be more feasible than a laptop per child. As Nyaundi (2019) and The Standard (2019) noted, the government failed in this initiative too and blamed a lack of funds, electricity, and teacher training as the causes of the failure. Consequently, the government seems to have quietly transferred digitalization in schools to the school level by encouraging school principals to have school-based ICT programs (ILO, 2021).

With regards to the acquisition of technology, Jesson (2020) argued that it is the principal's responsibility to encourage teachers to adopt and infuse technology into the learning process. As a consequence, the strategy they use to promote ICT-based teaching and learning will have an impact on its success. Migori County has about 122 registered public secondary schools.

A majority of these schools teach computer studies as a subject, but the use of ICT as a tool for learning and teaching is still low.

Migori County was one of the pioneer counties to benefit from the government's Digital Literacy Program effort to digitize education. Kenya's Digital Learning Program (DLP) distributed computers and other learning materials for use in various schools in an effort to promote digital learning. In addition, the county government of Migori has also chipped in and bought computers for secondary schools. Despite all the efforts to improve teaching and learning in the area, the performance of teachers has remained an issue of concern to school stakeholders. A study by Odeny (2019) showed that in 2019, most schools scored a mean grade of 1.8 in KCSE examinations.

In a study conducted by Okoth (2022) in Migori County, it was found that parents in public secondary schools have expressed dissatisfaction with the performance of teachers. This dissatisfaction has been evident in the students' academic performance, which has declined significantly. According to Okoth's (2022) research, the mean score for most schools was 4.3 in 2019, and in 2021, the majority of schools experienced a decline with a mean score of 3.49. This performance caused concern, and it is not clear if the e-learning promotion strategies used by the principals could be contributing to this poor performance of teachers in public secondary schools in Migori County. It is against the above background that this study seeks to carry out a study in the area.

1.3 Statement of the Problem

The aim of this study was to investigate how principals' e-learning strategies influence teachers' performance. E-learning has proven to be an effective alternative to face-to-face learning in today's society. For instance, in the Kenyan economy, ICT has been effective in

sectors such as banking, transportation, communications, and medical services but has been slow in the education sector, especially in Migori County. Research shows that the government of Kenya has made an effort to improve e-learning so as to improve teaching and learning in schools (ILO, 2021; Heinrich et al., 2020; and Murithi & Yoo, 2021).

Despite the government's efforts to enhance teachers' performance with improved technology in schools, concerns persist among school stakeholders regarding the effectiveness of these measures. Parents have raised complaints, and there is uncertainty about whether the e-learning promotion strategies implemented by the principals might be contributing to the teachers' poor performance. Therefore, this study sought to fill the gap by examining how the principals' e-learning promotion strategies influence the performance of teachers in public secondary schools in Migori County.

1.4 Purpose of the Study

The purpose of this study was to investigate the influence of principals' e-learning promotion strategies on the performance of teachers in Migori County. By doing so, the study sought to help school administrators, students, and parents design effective and appropriate strategies to promote e-learning methods with a view of improving teachers' performance.

1.5 General Objective of the Study

The general objective of this study was to evaluate principals' e-learning promotion strategies on teachers' performance in public secondary schools in Migori County, Kenya.

1.5.1 Specific Objectives

1. To evaluate the influence of principals' promotion of e-learning teacher training on the performance of teachers in public secondary schools in Migori County.

2. To find out if the principals' promotion of e-learning environment has an influence on the performance of teachers in public secondary schools in Migori County
3. To establish whether principals' promotion of e-learning resources has an influence on the performance of teachers in public secondary schools in Migori County.

1.6 Research Questions

The study was guided by the following questions:

1. How does the principals' promotion of e-learning teacher training influence the performance of teachers in public secondary schools in Migori County?
2. To what extent does the principals' promotion of e-learning environment influence the performance of teachers in public secondary schools in Migori County?
3. How does the principals' promotion of e-learning resources influence the performance of teachers in public secondary schools in Migori County?

1.7 Significance of the Study

The findings of this study may be important to school principals and policy makers in the education sector. The study may provide fundamental lessons to principals related to how e-learning can best be used in schools to trigger improved performance of teachers. School principals may learn how best to deploy e-learning in their schools and create a working environment for teachers to use ICT. The findings of this study may also be of use to teachers who intend to utilize e-learning facilities to teach. Such teachers may learn what strategies to adopt to improve students' performance. The study may also be of benefit to future research work as it may contribute to the body of knowledge on e-learning practices. Finally, the study may offer theoretical value on methodology and theories best suited for adopt in such future studies.

1.8 Scope and Delimitations of the Study

This study was conducted in Migori County, Kenya, and focused on public secondary schools. The target population of the study was principals, teachers, sub county director of education and students, all drawn from Migori County. The focus was on strategies employed by school principals in the promotion of e-learning in secondary schools and how such strategies influence teachers' performance.

1.9 Theoretical Framework

This section discusses the theoretical underpinning that guided the study. The discussion focused on the main ideas of technology acceptance model. The strengths, weaknesses, and application of the theory to the study was explored.

1.9.1 Technology Acceptance Model

The technology acceptance model was developed by Davis (1989) and is mostly used to predict the degree of acceptance of an innovative technology, particularly in information technology. It was initially used to predict the acceptability of International Business Machines Corporation information systems in Canada. This model has widely been employed in measuring employees' attitudes toward their decision to accept or reject a technology. The model has two important principles that users of a new technology consider when making a choice: perceived usefulness and perceived ease of use. A user first evaluates these two tenets before making an informed judgment regarding the technology.

Perceived usefulness is the degree to which the user of a technology believes that the technology has some value and is of direct benefit to him. It is therefore a measure of the technology's value from a user's point of view. This implies that people will choose to use or not use a technology based on their opinion of how helpful the said technology will be to their work.

In this case, the user performs a personal cost-benefit analysis to arrive at the conclusion of accepting or rejecting it (Buliva, 2018).

In the context of this study, a user is concerned with whether the technology makes work easier, whether the technology makes lesson delivery better, whether the technology makes students understand better, and whether the technology enables the teacher to do more with less. In other words, given the same level of effort, does this new technology improve my productivity and performance? The user's opinion could be based on previous experience or normal expectations of technical knowledge.

The second tenet of this theory is the perceived ease of use. In this case, the user is concerned with how easy it is to use the new technology or method in comparison to older methods or technologies. Here, the user considers the level of effort or energy required to use the technology or learn how to use the new technology. On the other hand, this theory also recognizes the external barriers that may inform users' decisions to accept or reject a technology. Such factors include organizational barriers, technological barriers, and social barriers; computer self-efficacy; and levels of training.

Based on the above discussion, it is germane to point out that technical knowledge, user attitude, and prior experience are all important in the user's decision to accept or not accept a new technology. Eksail and Afari (2020) reported that a user's attitude is important in making a choice of technology. Where a user is compelled enough, the chances of liking and using the technology are higher. To encourage a change of attitude in the user's perception, Eksail and Afari (2020) suggest that users need support and an enabling environment to use technology. This in a school setting can be provided by the school principals through a range of activities, such as training

teachers on the use of technology and ensuring the availability of technology support materials such as computers and internet connectivity, among other items.

1.9.1.1 Strengths of Technology Acceptance Model

This theory is particularly concerned with the actual user of the technology and values the user's opinions about the technology. As such, the model is particularly important in predicting the degree of a technology's acceptance. Buliva (2018) contended that to improve the chances of technology acceptance, users should be provided with prior knowledge and training on the technology, adequate guidance and support, and a compelling reason for technology adoption. The study by Abobo (2018) reinforces this argument that people have unexplained fears about new ways of doing things. This model has few variables, and this makes it ideal for varying environments as it is possible to observe and measure each independently. This model provides a basis for investigating acceptance of information technology and places a user's attitude and behavior at the center of it.

Therefore, if teachers are to use technology to teach, it is important that they are trained in the technology, given enough support, and allowed to experiment with it enough to make up their mind. Second, technology is developed to be used in real-life situations, and this theory provides a good ground for observation of a user's attitude towards a new technology. Besides this, it makes it easier for the research to easily model situations to mirror the actual environment.

1.9.1.2 Weaknesses of Technology Acceptance Model

This model ignores the importance of incentives for accepting a new technology. It is possible for an organization to motivate its employees to accept new technology, and such incentives may be stronger than the employees' attitudes. Another significant weakness of this model is that it ignores neglected groups and social and cultural aspects of technology adoption. It

does not consider that a user's attitude could be a result of their cultural or social environment. Another weakness of this theory is that it ignores aspects of timing and the environment in technology implementation. According to Jorge, Vanessa, and Marica (2018), human behavior is complex and cannot be easily measured.

The study by Jorge, Vanessa, and Marica (2018) recommends that the leader in technology implementation finds a balance between the interests of the organization and those of the users when implementing a new technology. Despite its shortcomings, the technology acceptance model is a powerful model with clear ways of predicting a user's choice to accept or reject a technology. In this study-learning teacher training, E-leaning environment and provision of E-leaning materials have been used as independent variables. This theory helps anchor these variables as they relate to behavior and the environment, which in turn informs the decision to accept or reject the proposed technology. The principals need to learn the application of the theory in order to promote e-learning, as this will help to minimize its weaknesses.

1.9.1.3 Application of Technology Acceptance Model to the Study

The Technology Acceptance Model is applicable to the current study because it can be used to predict the degree of acceptance of technology in a school. This model can be employed by school principals to measure the teachers' attitudes in their decision to accept or reject technology integration in teaching. It explains the factors the teachers consider before accepting a certain technology, such as whether the technology makes work easier, whether the technology makes lesson delivery better, whether the technology makes students understand better, and whether the technology enables the teacher to do more with less. The model allows school principals to reorganize the external factors that affect teachers' acceptance of technology, such as

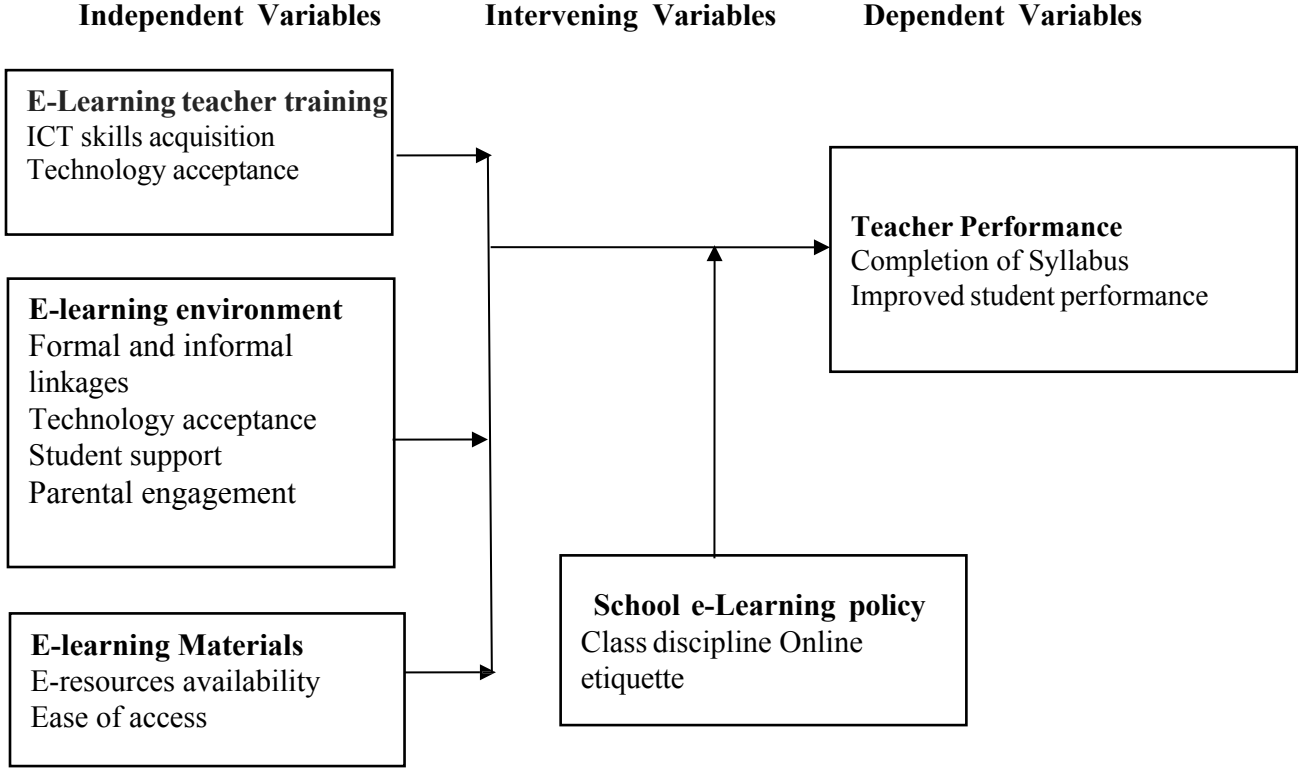
computer self-efficacy and levels of teacher training regarding E-learning, E-learning environment and provision of E-learning materials in the schools.

1.10. A conceptual Framework

A conceptual framework is the illustration of the relationship between the research variables (Swaen & Tigan, 2022). Figure 1 shows the conceptual framework for the study.

Figure 1

Relationship between principals' e-learning promotional strategies and Teachers' performance



Source: Researcher, 2024

According to this study, an e-learning promotion strategy consists of the following components: an e-learning teacher training strategy; an e-learning environment promotion strategy; and an e-learning material promotion strategy. The principals' resource provision is primarily indicated by the

principals' willingness to acquire computer hardware and software; the provision of internet connectivity in the school; and the availability of overhead projectors to facilitate e-learning in the school. The e-learning teacher training strategy was indicated by the availability of technical support for teachers, allowing teachers to go for ICT training and motivating teachers to accept technology-based teaching. Before deploying e-learning and motivating students to accept technology-based learning, the e-learning environment strategy included evidence of the principals' involvement of various stakeholders, including parents and students.

The e-learning material promotion strategy included the principal's readiness to avail e-learning resources coupled with their ease of access to the teachers and students. These variables are mediated by the school's e-learning policy. Such a policy is expected to explain the conduct of both teachers and students while using technology for learning. The expected outcome variable is improved teacher performance, which is measured by the completion of the syllabus and student performance.

1.11 Operational Definitions of Key Terms

E learning: This means learning conducted via electronic media, typically on the internet.

E-learning environment: this refers to a conducive environment created by either the homes or the schools to enable e learning. Such kind of environment entails technology acceptance, student support and parental engagement.

E-learning Materials: This means any materials created within the Institution or created on behalf of the Institution that are primarily intended to be used in digital form by students.

E-learning promotion strategy: This refers to a set of planned actions and initiatives aimed at increasing awareness, adoption, and utilization of e-learning platforms or resources.

Teacher performance: This refers to the effectiveness, competence, and overall quality of a teacher's work in facilitating student learning and development. It encompasses leaners' performance in terms of KCSE grades and the completion of Syllabus.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a literature review related to the impact of the principals' e-learning promotional strategies on teachers' performance. The related research studies are reviewed globally, continentally, regionally, and contextually. The current study sought to fill the research gaps identified from the literature reviewed.

2.2 Principals' Promotion of E-Learning Training on Teachers' Performance

Principals can promote teachers' performance by supporting them to implement digital literacy in the classroom. Digital literacy focuses on the ability to find, assess, and use information with the aid of digital tools such as social media, web browsers, and online discussion boards. Digital literacy is beneficial for teachers, as it can enable them to teach students how to effectively use digital tools in different areas of their lives. Thus, it is important for the principals to help teachers acquire knowledge of technology, which will allow the teachers to be effective and make their jobs easier in the process.

Cheung (2023) conducted a study about the promotion of pre-service teachers' psychological and pedagogical competencies for online learning and teaching in Hong Kong. The study adopted a quasi-experimental design with matched sampling, and a total of 314 pre-service teachers were allocated to the intervention or control group. The intervention group was given access to the web-based program to receive training materials, learn about the content, and take part in the online teaching and learning exercises. The program's effectiveness was evaluated using pretest and posttest questionnaires, a teaching design task, short quizzes, and a program quality assessment. The findings revealed that the program enhanced psychological competencies

such as creativity, curiosity, love of learning, judgment, and perspective among the teachers, which enhanced their teaching abilities and skills. The program also promoted positive attitudes, self-efficacy, and intentions to use technology in teaching and learning.

Shahzad (2023) found that e-learning is crucial for the continued professional development of information professionals in the USA. This plays a vital role in uplifting institutions in today's technology-led world. The study showed that training university library professionals via e-learning programs leads to the implementation of user-centric services. This was through the initiation of emerging technological tools and the latest methods of service delivery. Findings further revealed that different factors, including organizational survival, continuous change, adoption of emerging technologies, and professional growth, encouraged e-learning for the professional development of information professionals. The study results revealed some challenges, including technical difficulties and a lack of funds, which affect the adoption of e-learning and teaching. This study, however, did not look at how the principals are making an effort to improve the performance of teachers in terms of the completion of the syllabus and improved student performance.

In a study on the implementation of e-learning in South Korea, Thompson (2018) established that e-learning has the potential to revolutionize public education. This investigation specifically focused on the implementation of e-learning in South Korea, attributing its success to policies and initiatives aimed at training teachers on how to effectively utilize e-learning technology. The study unveiled that the efficacy of e-learning is heightened through the establishment of efficient e-learning infrastructure and continuous efforts towards standardization. However, it is important to note that the study had limited information concerning the role of principals in advancing e-learning and teaching practices among teachers.

E-learning has become an indispensable component of education programs for any country aspiring to cultivate a workforce that remains pertinent not only within the national economy but also in the globally influential ICT-controlled economy. It involves an internet-supported educational process, necessitating the educational system to institute special provisions ensuring the availability of appropriate infrastructure, computers, and other electronic devices essential for effective engagement in the digital learning realm. Onyemaechi (2019) conducted a study on the challenges impeding the implementation of e-learning in Nigeria. The research highlighted that the incorporation of e-learning into the formal education system in Nigeria faces significant hurdles, notably inadequate funding, a shortage of educators equipped with relevant ICT skills, and inconsistent electricity supply, particularly affecting educational institutions.

Different from the cited study, the current study sought to focus on how principals' promotion of e-learning training influences teachers' performance in terms of syllabus completion and learners' performance.

Egypt looks forward to uplifting its educational system to the level of Indonesia, Malaysia, and Singapore by integrating technology into its education system. A study conducted in these countries by Mogheith (2019) about technology integration in education revealed that these countries have been successful in integrating technology in education. This has been achieved through successful programs that develop among teachers the capacities of pre-service teachers' information and communication technologies (ICTs) and education competencies. The study, however, did not mention how the promotion of e-learning among teachers influences their performance.

Information and communication technologies (ICTs) have transformed traditional learning methods and strategies at different levels of education in many countries. For instance, Tanzania

has been struggling to integrate ICT in education, with relatively limited success recorded. Kisanga and Selemani (2021) conducted a study aimed at exploring key achievement indicators for ICT integration in Tanzanian secondary schools. The study used a pen-and-paper, self-administered questionnaire for data collection. Using a repeated cross-sectional survey, data was collected from 297 teachers from different secondary schools in Tanzania who participated in ICT skills training in 2017, 2018, and 2019. The findings reveal that despite the existing challenges such as high student-to-computer ratio and limited ICT knowledge and skills of teachers in learning and teaching, some schools have built and accord well with the process of ICT education at the secondary level. A small number of teachers have acquired skills in using computers and the Internet, particularly in lesson preparation. The findings also indicated that at each school, there is at least one teacher capable of using ICT devices. The study, however, did not look at teacher performance in terms of completion of the syllabus or improved student performance, which is the variables investigated in the current study.

Lack of interest and commitment among the teaching staff to use e-learning is one of the challenges inhibiting the proper implementation of e-learning in Kenya. Tarus, Gichoya, and Muumbo (2015) conducted a study in Kenya about the challenges of implementing e-learning in Kenya's public universities. This study used a mixed-methods design in the collection and analysis of data. The study found that the lack of interest and commitment among the majority of the teaching staff to use e-learning in teaching has greatly hampered proper e-learning implementation. For teaching staff to successfully use e-learning technology in their classes, they need to have a positive attitude toward the use of technology. This study, however, was conducted at the universities, but the current study was conducted in public secondary schools.

2.3 Principals' Promotion of E-learning Environment on Teachers' Performance

School principals have a role to play in promoting the adoption of e-learning. This is because, without their support, e-learning, also called remote learning, distance learning, or cyber days, can be a challenge in schools that make efforts to promote e-learning for effective teaching and learning. Castelo's (2020) study in the USA on factors to consider when preparing for e-learning revealed that because some students may not have access to a computer, laptop, or mobile device to access e-learning activities at home, school principals have to deploy them.

However, funding has been a challenge, and schools may not have enough to establish a one-to-one program for all grade levels. The study further found out that even though 98% of U.S. public schools are connected to high-speed internet broadband, that's not necessarily the case for students at home. The most recent data shows that about 14 percent of the K–12 population doesn't have connectivity at home; that is about 7 million students. Even if they are able to take devices home, they might not be able to use them. This study, though done in the US, served as a basis to establish how principals' promotion of an e-learning environment influences teachers' performance in public secondary schools in Migori County, Kenya.

Moonkyoung and Shahrokh (2021) did a study about the impact of literacy on the intention to use digital technology for learning: a comparative study of Korea and Finland. The study examined the effects of 21st-century skills on the intention to use digital technologies for learning. To conduct a rigorous comparison of the two countries, the study was conducted on 194 Korean and 192 Finnish young people in their 20s and 30s. The results showed that information literacy has a direct effect on the intention to use digital technologies for learning in Korea and Finland.

A higher level of information literacy was found to be directly related to a higher intention to use digital technology for learning. The study used multigroup analysis to examine the impact of digital and information literacy on Korean and Finnish respondents. However, the study was unclear on how the principals of the learning institutes in the two countries promoted e-learning environments that would enable the use of digital technologies. This concern raised the need for the current study to fill the gap.

A study by Dometita and Benavides (2023) in the Philippines revealed that the country is struggling to implement the use of technology in schools. The study was aimed at finding out the profiles of school heads and their proficiency in information and communication technology (ICT). It used the descriptive-survey method since a questionnaire was devised for the gathering of the primary data as reflected in the problem. The school heads have an advanced proficiency level in basic computer operations while being proficient in productivity tools, internet browsing, email management, online learning platforms, and online transactions. The profile of the school heads is not significantly related to their proficiency level in basic computer operations, productivity tools, internet browsing, email management, online learning platforms, and online transactions. An action plan was proposed in order to enhance the proficiency level of the school heads in ICT. The current study sought to find out if the same is experienced in Kenya concerning the proficiency of school principals in ICT, which is essential for the promotion of a conducive environment for ICT adoption in schools.

With advancements in e-learning technology in Tunisia, students are empowered through interaction with the e-learning environment. Thus, the teacher is no longer the gatekeeper of instruction. A study by Mohamed and Abdelhamed (2023) examined students' prediction performance based on their interaction with educational activities in MOODLE and Massive

Open Online Courses (MOOCs). This was accomplished through the use of student log files and some extra data about the specific students. In order to discover the best approach for the student's prediction, the performance prediction was explored using decision tree, artificial neural network, support vector machine, and K-nearest neighbor algorithm techniques. The study did not discuss how the principals of schools help in creating a supportive environment for e-learning, which was the gap that the current study sought to fill.

A study by Emam (2018) revealed that Egypt is implementing a new education system at secondary schools that aims to end decades of rote learning and institute a new focus on technology. The system will scrap Egypt's focus on textbook answers and incentivize independent research. The Education Ministry will distribute 1 million computer tablets to pupils for free. The ministry will have to overhaul the technological infrastructure at Egypt's schools to provide internet access. The teachers need to adapt to the new system as well as ensuring that the technological tools that will be used in the new system will work. The author contends that with trained and effective principals, this initiative will promote a conducive environment for the use of e-Learning in Egypt. The researcher used the current study as a foundation to establish how promotion of an e-learning environment improves teachers' performance in Kenya.

Quaicoe (2016) conducted a study in Ghana aimed at exploring the role of the teacher's digital literacy in Ghana's basic schools. A paper-based survey was conducted with teachers and head teachers from 17 randomly sampled basic schools in various locations in Ghana. Data were analyzed using K-means clustering, correlation analysis, discriminant analysis, and independent-samples T-test. The study found that many school principals did not instill a digital culture in their schools, which hindered them from applying ICT in their schools.

Developments in technology continue to influence the education sector in South Africa. As a result, teachers' instructional practices are influenced by the pervasiveness of technologies. Nduduzo and Nokulunga (2023) explored business studies teachers' technology self-efficacy and their technology integration to create a learner-centered teaching environment in South Africa. The study was purely qualitative. Six secondary schools in Mkhanyakude District, Kwa-Zulu Natal Province, South Africa, were randomly sampled.

The study revealed that business studies teachers' initial exposure to technologies had an impact on their technology self-efficacy. Furthermore, it was revealed that some teachers attempted to integrate technologies to create learner-centered teaching environments in their classrooms, while some teachers sustained teacher-centered teaching environments. Therefore, this study concluded that business studies teachers' technology self-efficacy does not influence how E-learning is integrated into their classrooms.

The study recommended that heads of school take business studies teachers for continuous professional development programs to help them understand how they can integrate technologies to promote learner-centered teaching environments. This is aimed at helping them integrate technologies in their classrooms and create a teaching environment that promotes learner involvement in their classroom practices. Different from this study, the current study used a mixed methods design to maximize the strengths of both qualitative and quantitative approaches in the study.

Information and communication technologies (ICTs) could, if adopted and implemented appropriately, support learning and teaching in Uganda. However, both physical resources and the capabilities of teachers to effectively utilize limited ICT resources still stand as challenges. The challenge for schools is to acquire and effectively utilize ICT given the reality of an

environment with scarce and limited resources. Mugimu (2022) conducted a study in Uganda about use of technology in secondary schools. The study examined ICT infrastructure and how it's used in secondary schools in Mukono, Uganda. The study used a qualitative case study method that included an ICT infrastructure assessment, observations, and interviews. Stratified random sampling was used to identify seven schools initially; four additional schools were also purposefully sampled based on their high levels of ICT. Findings indicate that despite limited resources, schools are investing heavily in ICT.

Administrators at some schools reported using ICT primarily to attract students and increase revenue. This study demonstrated that school heads are making efforts to provide an environment in which the use of ICT can thrive. This study used only a qualitative approach; however, the current study used both qualitative and quantitative approaches to examine the principals' promotion of an e-learning environment in secondary schools in Migori County, Kenya.

Digital learning integration means access to the right digital devices for learning by incorporating digital resources such as laptops, tablets, and other digital tools (Roblyer & Doering, 2014). The digital technologies, such as tablets and laptops, support students learning and increase student success. Digital learning integration has been adopted in school environments countrywide in Kenya. Over time, technology applications have been found to be very useful in the teaching and learning process.

Kaari and Tarsilla (2019) conducted a study about the involvement of parents in a digital learning integration program in Meru County, Kenya. The study used a mixed methods approach in the conduct and analysis of data. The study targeted all head teachers, teachers, sub-county directors of education and learners and parents. It was revealed that digital learning integration in

the education sector has greatly expanded access to education with the support of parents as key stakeholders in the teaching and learning process. The study also found that the digital learning program is slow in public primary schools in Meru County amid claims that principals did not involve parents in preparations for the program before it was rolled out. The results further revealed that parents were not sensitized or involved in any way on digital learning integration program preparations. However, in schools where parents were involved, the program was doing well.

This study shows that there is a need for the parents to be involved and sensitized concerning the integration of technology in the education system in order to appeal for their support of the electronic learning environment in schools. While this study was done in Meru County, the current study was done in Migori County, Kenya, and assessed how the principals of schools promote e-learning initiatives to enhance learning in the area.

2.4 Principals' Promotion of E-Learning Resources on Teachers Performance

With the constant changes happening in the education sector, the roles of principals are also changing at a fast pace. Leadership is a key component in guiding the teaching-learning process and is necessary for preparing today's students with relevant knowledge and skills. The leaders play an integral role in technology integration. This role is crucial in helping teachers create a better learning environment for students today.

Research was conducted in China by Wanga (2023) about the application of computer technology in the dissemination and promotion of folk art culture. The researcher noted that folk art is a special spiritual pursuit and a form of artistic expression. It was therefore important to study the function of folk art in cultural communication. Considering that the world has entered the era of electronic communication, the heads of learning institutions found it necessary to

provide resources such as computers that would aid teaching and learning. This study, however, expressed a geographical gap in that it was done in China. The current study sought to fill this gap by concentrating on secondary schools in Migori county Kenya.

Eicklmann (2017) conducted a study about the teachers' attitudes and beliefs regarding ICT in teaching and learning in European countries. The research used both qualitative and quantitative paradigms in the collection and analysis of data. Three European countries were considered, including the Czech Republic, Germany, and Norway. Furthermore, the study investigated how the use of computers by teachers varies between the groups to which they can be assigned. The study revealed that there are reasons why some teachers integrate technology into their teaching and others do not. The study found that both external and internal factors served as barriers, including a lack of technology-based infrastructure in schools such as computers. The study argued that external factors could be altered by allocating additional resources to the schools.

Such resources could include sufficient number of computers and software programs. The current study built on this study by Eicklmann to establish how principals' promotion of e-learning influences the performance of teachers in Migori County, Kenya.

Leadership plays a crucial role in steering the teaching and learning process. According to a study by Afshari and Bakar (2008), principals bear significant responsibility for initiating and implementing the use of information and communication technology (ICT). Consequently, they should comprehend, advocate for, and put into action the idea that technology integration is centered on the advancement of future generations and guide teachers towards a transformative shift in pedagogy.

The study by Afshari and Bakar (2008) gathered data from 30 secondary school principals in Tehran, a large province in Iran. Findings indicate that school principals are using computers

for instructional and administrative purposes and have moderate competency in computer applications. It was revealed that the idea of transformational leaders can enhance computer use in schools. The study was not so specific as to how the principals promote the use of e-learning by teachers and how that influences their performance, which is the gap that the current study sought to fill.

In South Africa, e-learning was rolled out in schools in an attempt to improve the quality of education and move towards paperless classrooms. Msiza (2020) conducted a study whose aim was to investigate the challenges faced by Tshwane South Secondary Schools associated with the implementation of the e-learning project, with a view to suggesting possible solutions. The data was analyzed using a thematic approach. It was found that teachers had difficulty accessing the learning resources, which affected their performance. The study was silent about how the school principals are involved in the provision of e-learning resources, which is the gap that the current study sought to fill.

Mbabazi (2021) conducted a study on e-learning in the teaching and management of primary education in Rwanda. The study used a mixed-methods design. The study revealed that integrating ICT in education could lead to significant educational and pedagogical outcomes beneficial for both students and teachers. With these benefits, the study recommended that the government of Rwanda and other stakeholders take steps in equipping schools with computers, supporting initiatives in installing e-Learning platforms, as well as supporting teachers with technological, pedagogical, and content knowledge and skills for ICT integration. The study, though it looked at the provision of computers as a way to promote e-learning, did not discuss how the school principals were involved in the provision of resources in any school. The current

study was different by focusing on the support that principals give in the promotion of education and teachers performance.

Wanjiru and Ssemaluulu (2021) did research whose aim was to identify the factors influencing ICT adoption among secondary school teachers in rural areas of Tanzania. A descriptive, comparative, and survey design was adopted, with a sample of 333 teachers from 150 secondary schools. Questionnaires and an interview guide were utilized for data collection. The findings revealed a scarcity of resources, such as an internet connection and ICT infrastructure, as some of the factors that limit the adaptation of e-learning in secondary schools in Tanzania.
Different from the cited study, the current study will seek to establish how principals' support of e-learning influence teachers' performance in secondary schools in Migori county Kenya.

The emergence of information and communication technologies has ushered in a paradigm shift in education in Kenya. Traditional paperwork is being overtaken by electronic devices as the standard working tool in educational institutions. The need to assess the role of principals in promoting the use of ICT for teaching, learning, and school management has become increasingly necessary. This is because principals manage technology-mediated institutions. Teachers are becoming facilitators, fostering lifelong learning and equipping learners to look for information on their own. Tanui (2013) investigated the extent of use of ICT resources and strategies principals employ in ensuring the promotion of e-learning in schools in Wareng Sub-County. This study concurrently integrated cross-sectional survey and phenomenology designs. The study showed that most public secondary schools in Wareng Sub-County had limited basic ICT hardware and software resources, which were mainly used for school management tasks. Plans existed in schools, mainly to build ICT physical and human infrastructure. However, most schools had no incentives to motivate teachers and learners to use computers. The majority of principals

hardly used computers, making them weak examples for the rest of the school community. The study recommended that principals mobilize alternative sources for ICT funds, develop school ICT policies, and facilitate procurement of teachers 'laptops to ease the teaching and learning process. This study was informative about the e-learning resources and the role principals play in the provision of the e-learning resources. It was however having limited information regarding the performance of teachers, which raised the need for the current study.

2.5 Summary of the Literature and Research Gaps

This section presents a summary of the literature review and gaps identified in the related studies on the effects of principals' e-learning promotion strategies on teachers' performance. Most of the studies reviewed show that principals' e-learning promotional strategies have an influence on the performance of teachers. Cheung (2023) conducted a study about the promotion of preservice teachers' psychological and pedagogical competencies for online learning and teaching in Hong Kong. The study revealed that the e-learning training programs initiated by the principals of schools promoted positive attitudes towards technology integration in teaching and and learning. A study by Shahzad (2023) about e-learning for continuing professional development in the USA discovered that the integration of ICT in teaching plays a paramount role in improving teachers' performance.

The review of the related literature revealed some gaps. For example, Kisanga and Selemani (2021) explored key achievement indicators towards ICT integration in Tanzanian secondary schools. The study, though it looked at teacher performance, did not look at teacher performance in terms of completion of the syllabus or improved student performance, which will be the variables investigated in the current study. Some reviewed studies showered methodological gaps; for example, Nduduzo and Nokulunga (2023), in their study about teachers'

technology self-efficacy and their technology integration in teaching in South Africa, used a qualitative approach in the collection and analysis of data.

Mugimu (2022) examined ICT infrastructure and how it's used in secondary schools in Mukono, Uganda. This study also used a qualitative approach. To fill these gaps, the current study used a mixed-methods design that maximizes the strengths of both qualitative and quantitative approaches. Some other studies revealed geographical gaps since they were done in other countries other than Kenya. For example, Shahzad (2023) did a study in the USA, and Thompson (2018) did a study in South Korea. The current study sought to fill such geographical gaps by concentrating on Kenya, particularly Migori County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design, location of the study, target population, description of sample and sampling procedures. The chapter further presents the validity of research instruments, the pilot testing of study instruments, the reliability of study instruments, data collection procedures, data analysis procedures, and ethical considerations.

3.2 Research Design

Hussain (2021) defined research design as the plan, structure, and strategy of an investigation conceived so as to obtain answers to research questions and control variance. According to Njokah (2011), research design is a strategy for planning and conducting a study. Research design enables researchers to gather information, describe the status of the population, and come up with results that can be generalized to the whole population or findings that are particular to a specific group or situation. The current study employed a mixed method approach, specifically a concurrent parallel mixed method design. A concurrent parallel mixed method design is a research design in which the researcher employs both quantitative and qualitative methods simultaneously and with equal weight (Kombo & Tromp 2018). This design is characterized by collecting and analyzing both quantitative and qualitative data separately and then integrating the findings at the interpretation stage. Kombo and Tromp (2018) further argue that in a concurrent parallel mixed method design, the researcher conducts two independent strands of data collection: one for quantitative data and the other for qualitative data. These two strands run concurrently and are given equal importance or weight in the research process. The

goal is to gain a comprehensive understanding of the research problem by combining the strengths of both quantitative and qualitative approaches.

In a concurrent parallel mixed method design, both quantitative and qualitative data are collected independently and analyzed separately. The findings from both strands are then integrated during the interpretation stage to provide a more comprehensive understanding of the research problem (Mwangangi, 2022). The author further contended that integration can involve comparing and contrasting the results, exploring complementarity or divergence, or developing an overarching conceptual framework.

The study used a cross-sectional survey design for the quantitative data. A cross-sectional survey design is a research method where data is collected from a sample of individuals at a specific point in time (Kombo & Tromp, 2018). This design, as noted by the author, allows a researcher to gather information about variables of interest and analyze their relationships within the selected sample. The objective of using a cross-sectional survey in the current study was to obtain a cross-section of a population's characteristics and opinions concerning principals' e-learning promotional strategies on teachers' performance. Through the use of cross-sectional design, the researcher administered standardized questionnaires to collect data from teachers and students. The questionnaires consisted of closed-ended questions with rating scales or multiple-choice options to quantify participants' responses. By using a cross-sectional survey design, the researcher gathered data efficiently and cost-effectively. This is because data collection occurred at a single point in time. Gandeebo (2015) contended that cross-sectional design is useful when studying population characteristics, prevalence rates, or exploring relationships among variables. Thus, the design was appropriate for the current study to relate principals' e-learning promotional strategies with teachers' performance.

Regarding the qualitative data, the researcher used a phenomenological research design. Phenomenology is a qualitative research design that focuses on exploring and understanding individuals' lived experiences and their subjective perceptions of a particular phenomenon. It seeks to describe the essence and meaning of these experiences as they are lived and understood by the participants themselves (Creswell, 2018).

3.3 Location of the Study

The study was conducted in Migori County, Kenya. Migori County is a county in the former Nyanza Province of southwestern Kenya. It borders Homa Bay County to the north, Kisii County to the northeast, Narok County to the southeast, Tanzania to the west and south, and Lake Victoria to the west. The county also borders Uganda via Migingo Island in Lake Victoria. The county is headquartered in Migori, which is also its largest town. In this area, the performance of teachers in public secondary schools has been pointed out as a serious concern and the exact cause of poor performance has not been established. There has been scanty literature explaining how e-learning promotion strategies used by the principals' influence the performance of teachers in Migori County, hence the need for the current study in the area.

3.4. Target Population

According to Ogula (2013), a target population is any group of institutions, people, or objects that have at least one characteristic in common. Kombo and Tromp (2018) defined the target population as the large group from which the sample is taken. In other words, a target population refers to items that possess similar characteristics or features. The current study targeted 122 schools, 122 principals, 300 teachers, and the county director of education in Migori County. The teachers were targeted because e-learning promotional strategies directly affect their performance. The researcher targeted principals as well since they are in charge of the school

administration, and therefore their e-learning promotion strategies affect the performance as teachers. They are there to describe how their e-learning promotion strategies influence the performance of teachers. The sub county Director of Education was considered since they supervise the schools on behalf of the ministry, and as such, they are informed and are able to give the needed information for the study.

3.5. Description of Sample and Sampling Procedures

A sample refers to the representativeness of the research population (Neuman, 2000), adding that a sample is a sub-group, a part, or a portion of a population. Yodit (2022) contended that sampling procedures are techniques the researcher adopts in selecting items for the sample. The current study employed both probability and non-probability sampling techniques in the selection of the study samples.

3.5.1 Sampling of Schools

There are 122 public secondary schools in Migori County (Migori County Education Office report, 2023). A systematic sampling technique was used to select 12 public secondary schools, which is 10% of the sample size. The names of schools were listed in a paper, and the researcher then systematically select the schools that were included in the study. From the list of 122 schools, the researcher chose one from every set of 10, and the remaining two schools were automatically included to make 12 schools as the study sample. This was 10%, which is recommendable according to Salvam (2017), who says that 10% of the sample is sufficient.

3.5.2 Sampling of Principals and the County Director of Education

Purposive sampling was used to select the principals and the County Director of education. Purposive sampling is a nonprobability sampling technique in which a sample is selected based on the characteristics of the population and the judgment of the researcher

(Selvam, 2017). Purposive sampling was used because the researcher believes that the selected principals and the County Director of Education have the requisite knowledge to adequately respond to the research questions. Thus, they were purposefully selected to participate in the study.

3.5.3 Sampling of Teachers

A stratified random sampling technique was utilized for selecting the teachers. Stratified sampling is whereby the whole population is divided into a number of mutually exclusive sub-populations, or strata (Selvam, 2017). The reason for the choice of stratified technique is that there are male and female teachers, and the researcher wants to ensure a fair representativeness. Thus, teachers were divided into strata that are male and female, and then from each stratum, the participants were chosen using the simple random sampling technique, which, according to Selvam (2017), is appropriate. The researcher used scorecards with the words "yes" and "no" to select participants. The score cards were placed in a box and picked at random until the number (171 out of 300) was reached. The score cards with yes represented teachers who took part in the study. This constituted 57% of the teachers, which, according to Selvam (2017), is appropriate. The study considered teachers because e-learning promotional strategies directly affect their performance.

Table 1

Target population, sampling technique and sample size

Category	Target population	sampling technique	Sample size
Principals	122	Purposive sampling	12
Teachers	300	Stratified and Simple Random sampling	171

County Director	1	Purposive sampling	1
Total	**423**		**184**

Source: Field data, 2024

3.6 Description of the Research Instruments

Marietta (2022) defined instruments as devices used to collect data. A questionnaire and in-depth interview guides were used to collect the data. In depth interview guides were used to collect data from Principals and Sub County Director of Education. Further, questionnaires were used to collect data from teachers.

3.6.1 Questionnaire

A questionnaire is a research tool featuring a series of questions used to collect useful information from respondents (Haraldsen, 2023). Haraldsen further argues that Questionnaires feature either open or closed questions and sometimes employ a mixture of both. Willmark (2023) adds that open-ended questions enable respondents to answer in their own words in as much or as little detail as they desire. The author further acknowledges that closed-ended questions provide respondents with a series of predetermined responses. Scholars such as Tumusiime (2022) and Euteria (2022) argued that questionnaires are popular in quantitative research studies because they offer a fast, efficient, and inexpensive means of gathering large amounts of information from sizeable sample volumes. The cited researchers mentioned above further argued that these tools are particularly effective for measuring subject behavior, preferences, intentions, attitudes, and opinions. A questionnaire is one of the quantitative measurement tools that is designed with a number of questions. Each item in the questionnaire is meant to address a specific research question (Mugenda & Mugenda, 2019).

The current study used a questionnaire to obtain quantitative data. The reason for the choice of questionnaires was because they enable researchers to strategically manage their target audience, questions, and format while gathering large quantities of data on any subject. Questionnaires also enable the respondents to be completely anonymous and not subject to stressful time constraints, helping them feel relaxed and encouraging them to provide truthful responses. In the current study, the questionnaires were administered to teachers in the schools that were sampled. The questionnaire was designed in sections with both open-ended and closed-ended questions. The study ensured that the questionnaire covered all the research questions that guide the study. The researcher administered the questionnaire personally to the teachers.

3.6.2 Questionnaire for Teachers

The questionnaire for the teachers included both closed-ended and open-ended questions. It consisted of four sections labeled as sections A, B, C, and D. Section A focused on the demographic information of the teachers, such as their gender, age, level of education, and experience. Section B sought information regarding the influence of principals' promotion of e-learning teacher training on the performance of teachers. Section C sought information about the influence of the principals' promotion of an e-learning environment on the performance of teachers. Lastly, Section D sought to find out whether principals' promotion of e-learning resources has an influence on the performance of teachers.

3.6.3 In-depth Interview Guide for the Principals and the Sub County Director of education

The interviews are face-to-face verbal conversations between the researcher and the respondents. They are research instruments that enable the researcher to get in-depth information about the topic under study (Mugenda & Mugenda 2019). Interviews was conducted with the

principals and the sub county director of education. The interview guide was considered suitable for this study because it allows the researcher to have face-to-face contact with the respondents and, in a way, facilitates in-depth exploration of the phenomenon. Conducting interviews in the current study involved the researcher visiting the principals in their schools as well as the sub-county director of education to organize interviews. The researcher later met each of the participants for a face-to-face interview. The interview guide was divided in to section A and B. Section A contained questions about demographic data of the participants while B sought information regarding principals' e-learning promotion strategies and teachers' performance.

3.6.4 Validity of Quantitative Instruments

Validity is the degree to which an instrument measures what it purports to measure (Haradhan, 2017). The author further argued that there are many techniques for measuring the validity of research instruments, including criteria validity, concurrent validity, face validity, and content validity. The author further notes that all these techniques are important in research, depending on the kind of problem one is studying. The content validity of the questionnaire is determined by the degree to which it actually measures what it purports to measure (Oso, 2016). Oso (2016) argued that content validity assesses the representativeness of the items in an instrument as they relate to the complete area of the questions being asked. Content validity measures the suitability, depth, and adequacy of the content of the tools used in a research. Face validity, on the other hand, is concerned with the language used, operationalization of terms, and whether on its face value, it seems like a good translation of the construct (William, 2020).

In the current study, the validity of the research instruments was scrutinized at Tangaza University by having them examined by an expert in the field for content and face validity. The experts were requested to determine whether the question items covered the content of the

concept under investigation. They were asked to find out if there are any omissions or vague statements and also comment on the clarity of the items. Their observations were incorporated into the questionnaire to validate it prior to its use in the actual field study.

3.6.5 Pilot Testing of Quantitative Instruments

Pilot testing refers to trying out the research tools or instruments, such as questionnaires (Mugenda & Mugenda, 2019). The researcher conducted a pilot study to test the research instruments in two of the public secondary schools in Migori County. The sampled schools had similar characteristics as schools that participated in the actual study. The researcher selected seven teachers to take part in the pilot study. The participants were asked to comment on the clarity of items, identify any omissions, and add or delete where appropriate. The responses of the participants enabled the researcher to identify vague questions, ambiguous words, and unclear instructions or questions. The vague and ambiguous items were removed, modified, or improved before being used to collect data.

3.6.6 Reliability of quantitative Instruments

Reliability refers to the consistency or repeatability of a test or measurement in a research instrument (Burton & Mazerolle, 2011). It is a measurement of the degree to which research yields consistent results after repeated trials. According to Flanagan (2016), an instrument is reliable to the degree that it provides consistent results after a trial. Therefore, reliability is the degree to which measures are free from error and yield consistent results. The Cronbach alpha coefficient method was used to determine the internal consistency of the pilot-tested questionnaires by calculating Cronbach's Alpha using the statistical package of social science software (SPSS) version 25.0.

Cohen et al. (2018) describe the Cronbach alpha coefficient of reliability as a coefficient of correlation of each item with the sum of all the other relevant items in a questionnaire, which is useful for calculating the reliability of multiple-item scales as a measure of the internal consistency among the items. The Cronbach Alpha technique is generally the most commonly appropriate test of internal reliability for survey research and other questionnaires that use more than two choices, such as the Likert scale (Kothari & Garg, 2014). The Cronbach alpha coefficient method was preferred to determine the reliability of the questionnaires used in the study, as they mostly comprised multiple Likert-type items.

Cohen at el. (2018) contended that Cronbach alpha reliability coefficient ranges between 0 and 1. The authors indicate that a value of 0.6–0.7 shows an acceptable level of reliability, while 0.8 or greater indicates a very good level. After the pilot study of the instruments, the researcher used SPSS version 25 to calculate the reliability coefficients of the Likert scale questions administered to teachers to get Cronbach's alpha, where reliability coefficients of 0.843 was realized which was considered reliable, and the instruments were thus used for the study.

3.6.7 Trustworthiness of Qualitative Instruments

Trustworthiness in qualitative research is the process of establishing and measuring credibility, transferability, dependability, and conformability. According to Probyn, Howarth, and Maz (2016), credibility refers to the extent to which the findings of a research project represent reality and the participants' viewpoints rather than the researcher's perspectives. The qualitative research tools were verified to ensure there is no inaccuracy, and the researcher paid much attention in order to get the right expression and views. The coding level was also done with a lot of diligence to avoid misrepresentation of views, perceptions, and divergence from the point.

The reliability of the qualitative instrument was evaluated in this study by member checking. To ensure the accuracy of the data collected, the researcher double-checked with the informants. According to Creswell (2014), using multiple qualitative research tools, such as interview guides and observation guides enables triangulation and so improves the veracity of the data gathered.

Transferability in qualitative research refers to the extent to which the findings of a particular qualitative study can be applied to other situations (Probyn et al., 2016). This implies proper purposive sampling techniques that can ensure the range of factors relating to phenomena is well explored. In the current study, the researcher ensured that participants were selected diligently to get relevant information.

Conformability refers to the steps that a researcher implements to ensure that the findings represent the thoughts and ideas of the informants rather than those of the researcher (Probyn et al., 2016). Korstjens and Moser (2018) contend that conformability is the level at which the researcher remains neutral about the information put forth by the respondents. Conformability in the current study was measured by member checking. This helped to establish if what is transcribed is the correct information given by the respondents.

3.7 Description of Data Collection Procedure

To carry out this study, the researcher ensured to seek an introductory letter from the Directorate of Postgraduate Studies and Research at Tangaza University College. The researcher used the letter and the signed copies of the research proposal to apply for the research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher utilized the research permit to ask the County Directors' Office for authorization to conduct research in public secondary schools. The researcher asked the

school principals for their permission to conduct the research in their schools. Additionally, it was crucial for the researcher to explain to the teachers the purpose of the study and request their signature on the consent form as a proof of their agreement to participate.

3.8 Description of Data Analysis Procedures

Data analysis, according to Kothari (2014), is the process of transforming raw data into usable information, often presented in the form of investigative articles, so that value can be added to the statistical output. Since the study will adopt a parallel convergent mixed-methods design, quantitative and qualitative data analyses will be done separately. Therefore, the current study used both quantitative and qualitative approaches to process, analyze, and interpret the data. The researcher analyzed quantitative data first, followed by qualitative data, and then merge both quantitative and qualitative results during the interpretation of the data. This helped the researcher to explain in detail any contradictions or inconsistencies in the findings (Creswell, 2014). Data analysis started in the field, involving checking the completeness of the responses, filling in gaps, and verifying what is not clear. This was done in preparation for data entry and analysis.

For quantitative data, the researcher, after collecting the data using questionnaires ensured that the data was cleaned, checked, and sorted in line with research questions, entered into a computer, and analyzed using Statistical Package for Social Sciences (SPSS) software version 25.0. Descriptive statistics, particularly frequencies and percentages, were used to analyze the data that was presented in distribution tables of frequencies and pie charts.

According to Kothari (2014), descriptive data analysis is important for summarizing the data for easy reading and understanding by other readers.

Data obtained from interviews was compared with the questionnaires to identify recurring patterns or themes that cut across the data. The researcher analyzed qualitative data through thematic analysis, which involved the identification, examination, and interpretation of patterns and themes in data and determining how the patterns and themes help to answer the research question.

3.9 Ethical Considerations

Ethical consideration in research refers to the principles and guidelines that help the researcher in the conduct of the research (Akaaranga & Makau, 2016). Therefore, in the current study, the researcher sought a recommendation letter from the Department of Postgraduate Studies at Tangaza University as well as secure a research permit from NACOSTI. The researcher further requested a permission from the County Director of Education office to conduct research in the public secondary schools in Migori County.

The researcher sought informed consent from the participants and explained the purpose of the study and enabled the participants to know that they are free to participate or not and can withdraw from the study. The researcher assured the participants that whatever information they provided was used only for the purposes of the study. They were also asked to respond to the research instruments without identifying themselves by writing names on the questionnaires. Their consent was sought before they participated in the data collection process. In the course of the data collection and most especially at the interview sessions, the researcher made sure not to ask sensitive questions or probe participants to give sensitive information against their will. The researcher also made sure not to show any body language that may discourage participants from being free to respond to questions.

In the process of data analysis, the principle of authenticity was adhered to. The researcher ensured that the data was recorded accurately and genuinely, without any bias or misconception of the information provided. The identity of the informants was concealed, they were assured of confidentiality, and the information provided was used only for the study. The researcher used serial numbers to refer to the participants throughout the study. In order to avoid plagiarism, the researcher ensured that all sources of information were correctly acknowledged and cited (Mugenda & Mugenda, 2019). This was done by adhering to the APA 7th edition.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents data analysis, interpretation, and discussion of the study findings. The chapter is divided into sections, including the response rate of the study participants, demographic data, the presentation, interpretation, and discussion of the findings. The discussion in this chapter is on the objectives of the study as set in the introduction chapter.

4.2 The Response Rate of the Study Participants

The researcher distributed research instruments to different study participants. To gather necessary information, research instruments were distributed to different participants; for instance, questionnaires were distributed to teachers, which helped in the collection of quantitative data. On the other hand, interview guides were used to collect qualitative data from the county director of education and sampled principals of the schools that were selected for the study. Table 2 shows the response rates of the study participants.

Table 2

The Response Rate of the Study Participants

Participants	Sampled Participants	Actual Participants	Response Rate (%)
Teachers	171	166	97
Principals	12	11	92
Sub County Director	1	1	100

Source: Field data, 2024

The results in table 2 shows that out of 171 sampled teachers, 166 took part in the study. This registered 97% response rate. Out of 12 principals sampled for the study, 11 were available for interviews which constituted 92% response rate. The teachers who did not return the questionnaires reported to have misplaced them and one of the principals reported to have been engaged in meetings hence was not available for the interview. The county director of education was available for interviews which amounted to 100% response rate. According to Mugenda and Mugenda (2018) a response rate of 70% is adequate for a social science study. Hence the response rate in this study was sufficient to enable the research to proceed and for the data to be analyzed.

4.3 Demographic Information of the Study Participants

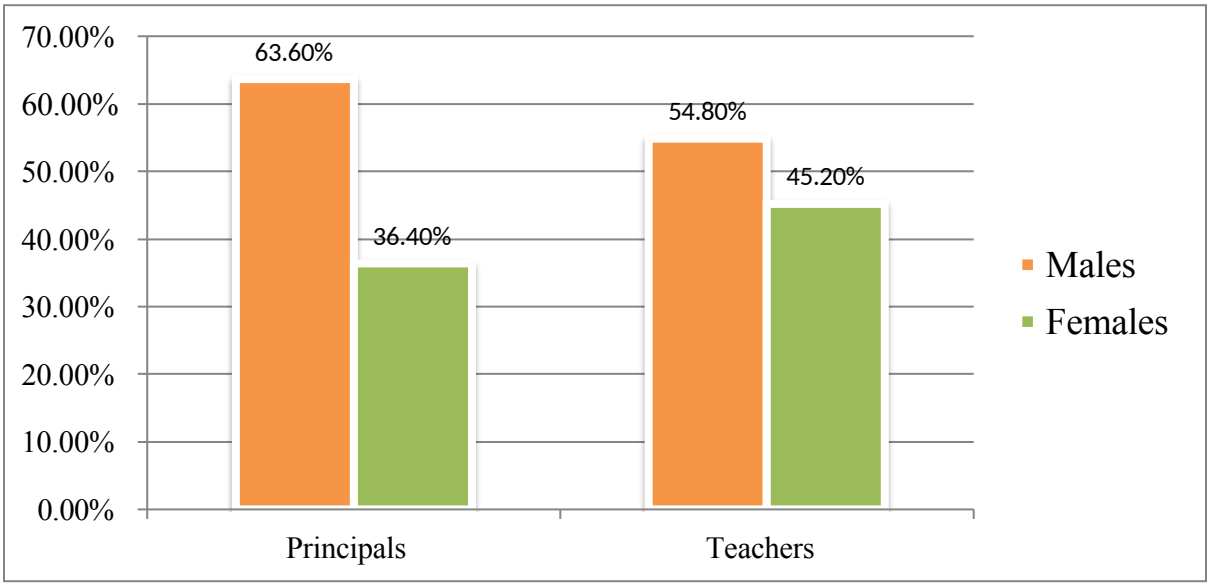
This section presents the distribution of study participants by gender, age, professional qualifications, and years of experience. The importance of demographic data in this research is to gather information from study participants, including principals, teachers, and the county director of education. This information is important for the study. it is used to determine whether the personal characteristics of the participants are related to the influence of principals' e-learning promotional strategies on teachers' performance in public secondary schools in Migori County, Kenya.

4.3.1 Distribution of Study Participants by Gender

This section of the study sought to find out the gender of the participants in order to establish whether there was a difference between male and female participation in rating the influence of principals' e-learning promotional strategies on teachers' performance in public secondary schools in Migori County, Kenya. Thus, the study sought to find out the gender of the principals and teachers. The study findings are presented in Figure 2.

Figure 2

Distribution of Gender of the `Study Participants



Source: Field data, 2024

Figure 2 above shows that most of the principals (63.6%) in public secondary schools in Migori County were males. In addition, more than half of the teachers (54.8%) were males. Though the males were slightly more than female participants, both genders were represented in the study. Balancing gender representation among teachers and principals is essential for enhancing teachers' performance and creating a more effective educational environment. A diverse workforce promotes varied teaching styles and perspectives, which can lead to more innovative and effective pedagogical approaches. This diversity allows teachers to collaborate and learn from each other, improving their teaching strategies and student engagement. According to Weiler (2023) balanced gender representation can contribute to a more supportive and inclusive school culture. This in turn boosts morale and job satisfaction among teachers, which enhances their performance that ultimately leads to better student outcomes.

4.3.2 Distribution of the Study Participants by Age

The current study sought to find out the age range of the teachers and principals. This was done to find out whether age had an influence on how principals' e-learning promotional strategies affected teachers' performance in public secondary schools in Migori County, Kenya. The study findings are presented in Table 3.

Table 3

Distribution of the Participants by Age

Age	Principals(n=11)		Teachers (n=166)	
	Frequencies	Percentages	Frequencies	Percentages
25 and below	0	0	2	1.2
26-30 years	0	0	46	27.7
31-40 years	4	36.4	78	47.6
41-50 years	5	45.5	30	18.1
Above 51 years	2	18.2	9	5.4

Source: Field data, 2024

Table 3 above shows that most of the principals (45.5%) were in the age bracket between 41 and 50 years. From this data, the researcher established that most of the principals were slightly older than the majority of the teachers. On this, the researcher notes that having older principals may bring a wealth of experience and maturity. Such experience allows principals to adeptly navigate and integrate new technologies into the educational framework.

Additionally, the principals' experience of leadership can foster a culture of continuous professional development that encourages teachers to embrace e-learning tools confidently. Moreover, such principals are likely to have developed strong communication and motivational skills, which are crucial for successfully promoting e-learning initiatives. Having young teachers in the age bracket of 31–40 years can be beneficial in the promotion of e-learning in schools. As

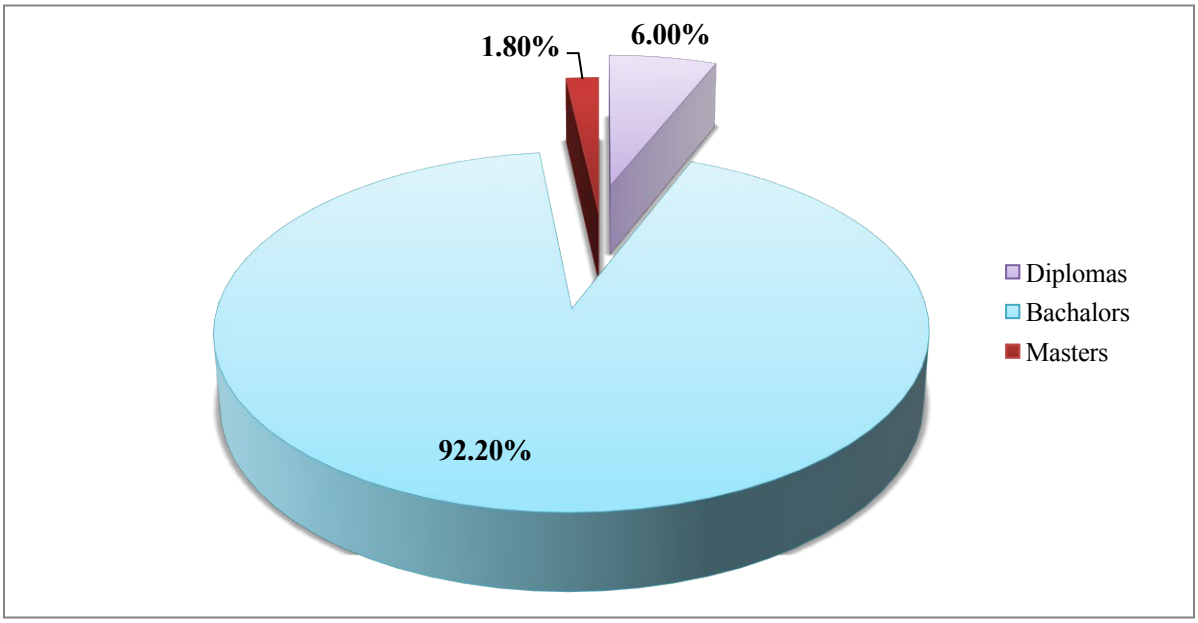
noted by Marina (2021), the familiarity of young teachers with digital tools allows for a smoother and more rapid integration of e-learning strategies into their teaching practices. As such, the young teachers' adaptability and willingness to innovate can inspire and energize their colleagues, fostering a collaborative environment that embraces change. This dynamic aligns well with principals' efforts to promote e-learning, as it ensures that the teaching staff is both receptive and capable of effectively leveraging digital resources to improve teaching and learning.

4.3.3 Distribution of Principals and teachers according to Academic Qualifications

The study sought to find out the academic qualifications of the principals and teachers to find out whether principals and teachers had the required qualifications that would allow them to promote e-learning in schools. Figure 3 shows the findings.

Figure 3

Distribution of Principals and Teachers according to Academic Qualifications



Source: Field data, 2024

Figure 3 shows that most of the teachers (92.20%) had bachelor's degree qualifications, 1.8% had masters and 6.0% had diploma qualifications. These findings clearly show that the

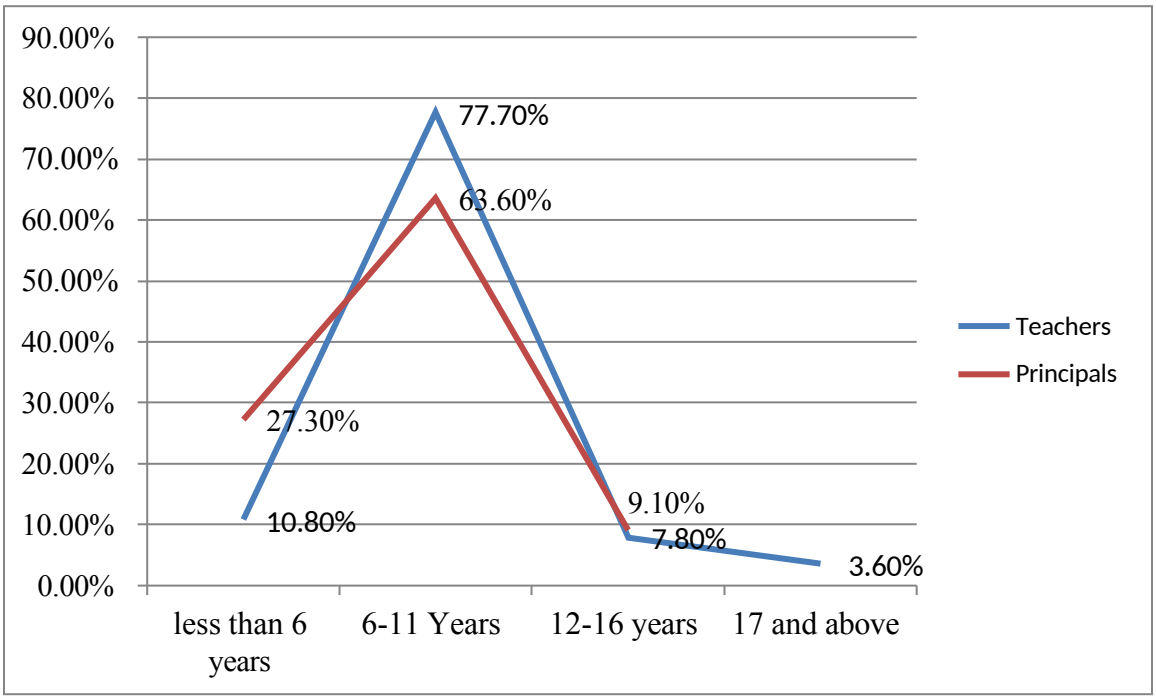
majority of teachers had attained the minimum qualification to teach in secondary schools in Kenya. Having professionally qualified teachers is crucial for the successful promotion of e-learning in schools. As mentioned by Marlyn (2020), qualified educators bring a deep understanding of pedagogical principles, curriculum design, and assessment strategies, which are essential for integrating e-learning effectively. Their expertise enables them to select and utilize appropriate digital tools that enhance learning outcomes, ensuring that technology complements rather than disrupts the educational process.

4.3.4 Distribution of Principals and Teachers according to Experience

The study found out the principals' and teachers' years of experience in order to establish whether they had attained more knowledge and skills over the period of their service in schools, which could have been helpful for them to effectively promote e-learning in public secondary schools through the application of various strategies. Table 6 shows the summary of the findings.

Figure 4

Distribution of Principals and Teachers according to Experience



Source: Field data, 2024

Figure 4 shows that most of the principals (63.6%) have been in the leadership position for 6–11 years. The majority of the teachers (77.7%) have also been in the teaching profession for 6–11 years. These findings suggest that most teachers and principals in public secondary schools in Migori County have attained sufficient experience to have acquired the skills and expertise needed to effectively promote e-learning in schools. The experience of principals and teachers plays a vital role in the successful promotion and implementation of e-learning in schools. Their leadership, pedagogical expertise, technical proficiency, and ability to engage and motivate students are essential components in creating an effective e-learning environment. Cologon (2020) contended that experienced teachers know how to motivate students, which is a critical factor in the success of e-learning. They can create interactive and stimulating content that keeps students interested and invested in their learning.

4.4 Influence of Principals' Promotion of E-Learning Teacher Training on the Performance of Teachers

The first question of this study was to find out the influence of principals' promotion of e-learning teacher training on the performance of teachers in public secondary schools in Migori County, Kenya. The teachers were asked to choose the response that best represented their opinions on a five-point scale. The rating scale presented was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Table 4 presents the findings.

Table 4

Principals' Promotion of E-Learning Teacher Training on the Performance of Teachers

Statement	SA		A		UD		D		SD	
	F	%	F	%	f	%	f	%	F	%
Our principal encourages us to attend workshops intended to develop digital literacy skills.	19	11.4	123	74.1	8	4.8	13	7.8	3	1.8
Our principal invites experts in IT to train us on how to use digital resources, which has improved our performance	4	2.4	6	3.6	6	3.6	8	4.8	142	85.5
E-learning programs such as virtual instructors, discussion boards, and podcasts are installed on our digital devices	9	5.4	8	4.8	10	6.0	31	18.7	108	65.1
The E-learning we have attained in this school has improved our performance as teachers.	84	50.6	8	4.8	68	41	1	0.6	5	3.0
The principal encourages teachers to train in IT courses, which has enhanced the acquisition of digital literacy and performance.	1	0.6	151	91.0	4	2.4	8	4.8	2	1.2

Source: Field data, 2024

Table 4 shows that 74.1% of the teachers agreed that their principals encourages them to attend workshops intended to develop digital literacy skills. There were also 1.8% of the teachers who disagreed with the idea. These findings reveal a generally positive trend among teachers regarding their principals' encouragement to attend digital literacy workshops. This suggests a proactive approach towards professional development in digital skills within the educational environment. However, the 1.8% who disagreed highlights a minority perspective that may indicate varying priorities or challenges in accessing such opportunities. In line with these findings, one of the principals had this to say:

> As a principal, I recognize that digital literacy workshops for teachers are crucial for our teachers' professional development regarding digital literacy. These workshops equip teachers with the necessary skills and knowledge to effectively integrate technology into their teaching practices, thereby enhancing engagement and learning outcomes for learners who are increasingly immersed in digital environments (Principal A, 20/07/2024).

Another principal added, "When teachers participate in workshops on digital literacy, it fosters innovation among them, enabling them to stay current with evolving educational technologies and teaching approaches, which enhances learning." Based on these findings, digital literacy workshops are portrayed as a tool to empower teachers to model responsible and effective use of technology. These findings align with a study by Cheung (2023), which found that digital programs aimed at improving teachers' digital literacy help enhance teaching and learning in schools.

However, it was further found out that 86% of the teachers disagreed that their principals invite experts in IT to train them on how to use digital resources to improve their performance. Only 3.6% were undecided about the idea. These findings seem to highlight a significant gap in

professional development within the schools. The findings show that the majority of teachers feel unsupported in enhancing their digital skills, which are crucial for modern teaching practices. The 3.6% of teachers who were undecided indicate a potential lack of clarity or awareness regarding existing efforts or opportunities for IT training. These findings contradict what one of the principals said: "Inviting experts to help teachers acquire digital skills has been helpful in promoting digital literacy, even among the learners in classrooms"(Principal A, 24/06/2024).

Another principal in an interview also commented, “Training teachers on IT not only enhances teaching efficacy but also ensures that teachers are equipped to prepare students for success in a digitally driven world” (Principal D, 24/06/2024). The findings seem to suggest that inviting experts to train teachers on the use of IT in schools is an important step towards improving digital skills among teachers. This aligns with Shahzad's (2023) study, which found that e-learning training is crucial for the continued professional development of teachers and enhances their performance.

The findings revealed that 65% of the teachers disagreed with the idea that E-learning programs such as virtual instructors, discussion boards, and podcasts are installed on their digital devices to encourage training and use of digital devices among the teachers to enhance their performance. There were only a small number of teachers (5.4%) who disagreed with the idea. These findings relate to the findings from the Sub County Director of education who mentioned that:

> We want our teachers to have all the resources they need in the classroom to effectively teach, but the challenge lies in finances. Currently, we are unable to secure sufficient funds to purchase essential items such as computers and e-learning programs for our

teachers. This limitation has hindered our progress in enhancing digital literacy across our schools (Sub County Director, 20/07/2024).

One of the principals also noted, "Most of our teachers need to be taught how to use some of the modern digital gadgets. They are not well-informed about the latest programs and how to use them" (Principal B, 24/06/2024). These findings suggest that there is limited availability and use of e-learning resources that can support teachers to perform well in school. It must be noted that e-learning programs encompassing virtual instructors, discussion boards, and podcasts play an important role in enhancing teachers' performance in several ways. Virtual instructors provide personalized and accessible learning experiences, allowing teachers to explore new teaching methodologies and subject matter expertise at their own pace. Discussion boards foster collaborative learning environments where educators can engage with peers, share insights, and gather diverse perspectives, thereby enriching their teaching strategies. Podcasts offer a convenient platform for continuous professional development, delivering updates on educational trends, best practices, and innovative teaching techniques. As Thompson (2018) asserts, e-learning has the potential to revolutionize public education. The author noted that e-learning tools empower teachers to adapt to evolving educational trends, refine their instructional approaches, and ultimately enhance their effectiveness in the classroom.

The findings indicate a mixed reception among teachers regarding the impact of E-learning on their performance. While slightly more than half of the teachers (55.4%) acknowledge that the E-learning programs implemented in their schools have contributed positively to their performance, a notable minority (3.0%) expressed disagreement with this sentiment. This suggests that while many educators perceive E-learning as beneficial, there remains a segment who may not feel as positively impacted.

These findings resonate with what one of the principals said: "Some of the teachers are well-equipped with the use of computers, and as such, we ask them to help those who still struggle to use computers, especially in preparing PowerPoint presentations" (Principal B, 21/07/2024).

The Sub County Director also commented:

> In our schools, most of the digital skills are acquired through peer-to-peer teaching among the teachers, and we encourage that among our schools. This occurs through informal collaboration and structured professional development initiatives. Informally, it involves teachers experienced in IT sharing their knowledge and skills with their colleagues who may need support or guidance. This has happened during informal discussions, team meetings, or even through mentoring relationships where more experienced teachers provide guidance to less experienced ones (sub county director, 20/07/2024).

These findings from principals and the Sub County Directors highlight a grassroots approach to promoting ICT skills within schools, emphasizing peer-to-peer teaching as a pivotal method. This grassroots approach seems not only to address the varying levels of ICT proficiency among teachers but also cultivates a supportive learning environment where continuous skill development is encouraged and facilitated organically. These findings resonate with that of a study by Mogheith (2019) in Indonesia, which revealed that integrating technology into the Indonesian education system has been effective, facilitated by teacher collaboration initiatives such as peer-to-peer mentorship on the use of technology in teaching.

The findings from the study highlight a strong consensus among teachers regarding the encouragement from their principals to pursue IT training courses, with 91% expressing agreement on this matter. This positive reception underscores the significant role that supportive leadership plays in promoting digital literacy and improving teacher performance within

educational settings. The fact that only 2.4% of teachers were undecided suggests a generally clear and favorable perception among the majority regarding the benefits of IT training initiatives facilitated by school leadership. Such proactive support not only enhances teachers' confidence and competence in using digital tools but also aligns with broader educational goals aimed at preparing students for a technology-driven future. In line with these findings, one of the principals argued that "when teachers are trained in the use of ICT, it eases their teaching workload, and as a result, I encourage them to pursue training whenever an opportunity arises" (Principal H, 24/06/2024). The Sub County Director had this to say:

> Whenever I get an opportunity to talk to the principals of our schools, I encourage them to promote the use of ICT in teaching. I urge them to encourage teachers to train in the use of ICT because I know that training teachers in the use of ICT in teaching provides significant benefits to both teachers and the schools. It enhances teachers' instructional capabilities by equipping them with the skills to effectively integrate digital tools into their lessons, thereby fostering more engaging and interactive learning environments for students. This leads to increased student motivation and improved academic performance. ICT training also empowers teachers to utilize a variety of educational resources and platforms, which can cater to diverse learning styles and individual student needs (Sub-County Director, 19/07/2024).

These findings show that equipping teachers with technology skills is beneficial for the teaching and learning in schools. As noted by Onyemaechi (2019), investing in ICT training for teachers cultivates a culture of continuous improvement and innovation in education, positioning schools to meet the challenges and opportunities of the digital age effectively.

4.5 Principals' Promotion of E-learning Environment and the Performance of Teachers

The second question of this study was to find out the extent to which principals' promotion of e-learning environment influence the performance of teachers in public secondary schools in Migori County. The teachers were requested to choose the response that best represented their opinions on a five-point scale. The rating scale presented was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Table 5 presents the findings.

Table 5

Principals' Promotion of E-learning Environment and the teachers' Performance

Statement	SA		A		UD		D		SD	
	F	%	f	%	F	%	F	%	f	%
The principal promotes teachers' innovation through resources, incentives, and recognition for teachers' e-learning use, which has enhanced their performance.	42	25.3	88	53.0	13	7.8	12	7.2	11	6.6
The principals organises training sessions for teachers to familiarize them with e-learning tools.	00	00	25	15	00	00	11	6.6	130	78.3
The principal offers ongoing support and resources to address any ICT technical instructional challenges to enhance teachers' performance.	108	65.1	13	7.8	17	10.2	20	12.0	8	4.8
Our principal has developed interactive online platform where teachers can upload resources, assignments, and assessments.	11	6.6	00	00	42	25.3	13	7.8	100	60
The principal in our school encourages teachers to	64	68.6	41	24.7	21	12.7	12	7.2	28	16.9

integrate educational resources available online, such as virtual labs, and multimedia content to improve their performance										
Our principal evaluates teachers' use of ICT in teaching to enhance their performance.	121	72.9	00	00	17	10.2	20	12.0	8	4.8

Source: Field data, 2024

The findings presented in Table 5 indicate a generally positive perception among teachers regarding the principal's role in promoting innovation through resources, incentives, and recognition for e-learning. With slightly more than half (53.0%) of teachers agreeing that these efforts have enhanced their performance, it underscores the significance of supportive leadership in fostering a culture of innovation within schools. This support likely contributes to teachers' confidence in experimenting with e-learning tools and methodologies, thereby enriching their instructional practices and student engagement. However, the presence of 6.6% of teachers who strongly disagreed with these initiatives suggests that there may be concerns or disparities in how these efforts are perceived or implemented across the school. In an interview, one of the principals argued that:

> As principal, I do my best to encourage and appreciate teachers who make efforts to integrate technology in their teaching. I know that recognizing and appreciating teachers who effectively utilize ICT in teaching validates the efforts and achievements of these teachers, boosting their morale and motivation to continue integrating technology into their teaching practices. Recognition can take various forms, such as awards, certificates, or public acknowledgment during staff meetings or school events, highlighting exemplary use of ICT. This not only enhances individual teacher satisfaction but also inspires their peers to explore and adopt similar innovative approaches (Principal J, 24/06/2024).

The Sub County Director also had this to say:

> I encourage the principals of the schools to motivate and encourage those who make efforts to integrate IT in teaching. Appreciating them publicly demonstrates the school administration's commitment to embracing technology in education, which can attract and retain talented teachers who prioritize modern teaching methodologies. By celebrating and supporting ICT use among teachers, schools can enhance overall instructional quality, student learning outcomes, and readiness for a digitally driven future (Sub County Director 19/7/2024).

The finding is consistent with the findings of a study by Eksail and Afari (2020), who noted that initiatives applied by principals to motivate teachers to use ICT in teaching are important for integrating ICT into teaching and learning. Similar findings were revealed by Muhammad (2023), who noted that training teachers on the use of different engaging techniques such as blended learning, flipped classrooms, project-based learning, and personalized learning improves teachers' performance in classrooms.

It was further revealed from the findings that most of the teachers (78.3%) were in disagreement that their principals organize training sessions for teachers to familiarize them with e-learning tools. This finding shows a sharp contrast from the findings from one of the principals who commented that, "We occasionally bring in someone with digital skills to help our teachers who are not effective in using computers and programs, especially the software we use at school on a day-to-day basis." These findings reveal a significant disconnect between teachers and principals regarding the provision of training for e-learning tools. With 78.3% of teachers disagreeing that their principals organize relevant training sessions, it is evident that there is a perceived lack of support in the schools regarding teacher training on the use of digital devices.

This contrasts sharply with a principal's comment suggesting that digital skills support is provided, though it appears to be more sporadic and reactive rather than a structured, regular training program. This disparity highlights a potential gap in communication or implementation of professional development initiatives provided to teachers in secondary schools in Migori County.

Organizing training sessions for teachers on digital literacy is crucial for enhancing their performance by equipping them with the skills and confidence needed to effectively use technology in the classroom. As argued by Kennedy (2023), digital training for teachers equips them with hands-on experience and practical knowledge about various digital tools and platforms, enabling them to integrate these technologies into their teaching practices. Ntorukiri (2021) adds, arguing that equipping teachers with digital skills does not only enhance their ability to deliver lessons more engagingly and interactively but also helps them to streamline administrative tasks, access valuable resources, and support diverse learning needs. Consequently, teachers become more adept at leveraging technology to improve student outcomes.

The findings further indicate that 65% of teachers perceive ongoing support and resources from their principals to address technical and instructional challenges as enhancing teachers' performance. This finding highlights a crucial aspect of effective school leadership. This support not only demonstrates a commitment to overcoming barriers that teachers may face in integrating ICT into their teaching but also fosters a conducive environment for professional growth and development. By providing timely assistance and resources, principals empower teachers to effectively utilize ICT tools and methodologies in their classrooms, leading to improved instructional quality and student engagement. Such proactive support from school principals may not only boost teacher confidence in navigating technological challenges but also underscore the

importance of continuous learning and adaptation in teaching. In line with findings from teachers, a principal had this comment:

> I understand the struggles teachers go through in the process of integrating technology in teaching. To support them, I have a computer technical team, and at times, I invite resource persons to train teachers on computer skills. This approach has consistently helped ensure that almost every teacher in my school embraces technology in teaching and learning, leading to their effective performance (Principal D, 16/06/2024).

A sub county director also noted:

> I encourage principals to support teachers' use of ICT by ensuring sufficient allocation of resources and maintaining technological equipment and software in schools. This includes ensuring there are adequate computers, internet access, and educational software available for teachers to use, which can enhance teachers performance (Sub County Director, 22/7/2024).

One of the principals explained:

> In my school, I support teachers to use ICT in the classroom in several ways. For instance, I foster a culture of collaboration by encouraging teachers to share successful practices and innovative ideas related to ICT integration. Additionally, I have established a help desk to assist teachers with any technical issues they encounter while using ICT in their lessons. I believe that through my commitment to ICT integration and these supportive measures, I have empowered teachers to effectively utilize technology to enhance teaching and learning experiences in the classroom (principals C 18/7/2024).

The findings highlighted in Table 5 reveal a notable disconnect between teachers' experiences and the principals' perspectives regarding the development and effectiveness of an

online platform. While the majority of teachers (60%) disagreed with the notion that such a platform had been established, one principal claimed that it was being used effectively to enhance teaching and assessment by providing access to uploaded materials. This discrepancy suggests that the platform may not be functioning as intended or is not widely recognized and utilized by teachers. The principal's optimistic view contrasts with the teachers' uncertainty, indicating a possible gap in communication or implementation.

It was further found that the majority of teachers (68.6%) agreed with the idea that principals in their schools encourage them to integrate online educational resources such as virtual labs and multimedia content to improve their performance. However, 16.9% of teachers strongly disagreed with this idea. One principal argued, 'Online resources like virtual labs and multimedia content significantly enhance teachers' performance by providing dynamic tools and content to enrich their teaching practices. The findings suggest that the use of ICT in teaching and learning is supported by the principals in schools as it promotes teachers' performance. It must be acknowledged that online resources not only facilitate deeper understanding of complex concepts but also cater to diverse learning styles, making lessons more accessible and impactful. According to Maanvizhi (2022), multimedia content, including videos, animations, and interactive presentations, helps present information in engaging and visually stimulating ways, capturing students' attention and fostering a deeper connection with the subject matter.

Most of the teachers (72.9%) agreed that their principal evaluates their use of ICT in teaching to enhance their performance. These findings are consistent with what was found out from the Sub County Director’s statement, “ I encourage principals to regularly observe how teachers are using ICT in their teaching and find ways to assist them when they face challenges.” These findings suggest that principals are making a concerted effort to implement ICT in schools

by actively evaluating and supporting its use in teaching. The alignment between teachers' experiences and the sub-county director's guidance implies that principals are likely following best practices by fostering an environment where technology is not only integrated but also continuously supported. This effort reflects a commitment to enhancing educational practices through technology, ensuring that challenges are addressed, and that teachers are well-equipped to leverage ICT effectively in their teaching.

4.6 Principals' Promotion of E-learning Resources and the Performance of Teachers

The third question of this study was to establish whether principals' promotion of e-learning resources has an influence on the performance of teachers in public secondary schools in Migori County. The teachers were requested to choose the response that best represented their opinions on a five-point scale. The rating scale presented was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). Table 6 presents the findings.

Table 6

Principals' Promotion of E-learning Resources and the Performance of Teachers

Statement	SA		A		UD		D		SD	
	F	%	F	%	f	%	f	%	F	%
Our principal recognizes the achievements of teachers who effectively utilize e-learning resources in teaching.	123	74.1	31	18.7	00	00	2	1.2	10	6.0
Our principal provides training sessions and professional development opportunities for teachers to familiarize them with e-learning tools and techniques, which has enhanced their performance.	37	22.3	20	12.0	2	1.2	1	0.6	106	63.9

Our principal provides modern IT resources such as computers to teachers to enhance teaching	15	9.0	17	10.2	2	1.2	5	3.0	127	76.5
Our principal ensures e-learning resources are maintained, such as computers and internet connections for teachers to use.	11	6.6	5	3.0	2	1.2	2	1.2	146	88.0
Our principal creates an e-learning support team comprising teachers and IT staff to support the implementation of e-learning resources.	45	27.1	105	63.3	1	0.6	4	2..4	11	6.6

Source: Field data, 2024

As shown on Table 6, the findings of the study reveal a significant majority of teachers (74.1%) acknowledge that their principals recognize the achievements of teachers who effectively utilize e-learning resources in their teaching practices. This indicates a positive sentiment towards institutional support and acknowledgment of innovation in educational approaches. However, the 6.0% of teachers who disagreed with this notion suggest there may be a segment within the teaching staff who feel unrecognized or undervalued for their efforts in integrating e-learning tools. In line with these findings, a principal commented, "I appreciate teachers who make efforts to integrate technology in teaching. I do this during staff meetings or through school-wide announcements, emphasizing the positive impact their use of ICT has on student engagement and learning outcomes." These findings show that the principals of schools are committed to promoting ICT use in teaching which improves teachers' performance.

The study further revealed that 74.5% of the teachers were in disagreement with the idea that their principals provide training sessions and professional development opportunities for teachers to familiarize them with e-learning tools and techniques to enhance their performance. The number of teachers who agreed with the idea was 22.3%, and those who were undecided

regarding the matter were 1.2%. These findings suggest a concerning gap between teachers' expectations and the perceived support provided by principals in integrating e-learning tools. Effective utilization of e-learning tools requires not only access to technology but also ongoing training and support to ensure teachers are confident and proficient in their use. The relatively low agreement rate of 22.3% indicates that a minority of teachers feel adequately supported in this regard, potentially impacting their ability to leverage technology effectively in teaching. The sub-county director argued that:

> Teachers in our schools are given training on teaching methodology and best practices, especially on the use of technology in the teaching and learning process. However, what has been limiting in most cases has been resources, such as having computers for each and every teacher. This has somehow limited our efforts in promoting digital literacy among teachers (Sub-County Director, 18/07/2023).

Related findings were revealed in a study by Garzon (2020) in Spain, indicating that the development of digital teaching competence remains a persistent challenge for the education system. This issue must be addressed and will continue to be a key focus in the training of current teachers, as it constitutes a fundamental pillar for promoting a new approach to teaching.

> The findings highlight a significant disparity in access to modern IT resources among teachers. A striking 76.5% of teachers disagreed that their principals provide adequate IT resources like computers to enhance teaching. This suggests a widespread perception of insufficient support from school leadership in facilitating effective teaching practices through technology. The mere 1.2% of teachers who were undecided further underscores the overwhelming consensus among the majority regarding the lack of

provision. Such findings point to potential challenges in integrating technology into educational practices.

One principal stated:

> We would like to have enough digital devices for our teachers to use in teaching, but the government has not been supportive enough to provide all that we need. As a result, we have had to improvise with what we have to ensure that learning takes place.' (Principal A, 23/06/2026).

A similar sentiment was shared by the sub-county director, who argued that “most schools do not have enough digital devices for all teachers and learners. This has been a challenge regarding the integration of ICT in teaching.” These findings align with those of a study by Msiza (2020) in South Africa, which discovered that teachers experienced difficulty in accessing learning resources, which negatively impacted their performance.

The findings of this study reveal a glaring issue with the maintenance and provision of e-learning resources in schools, particularly concerning computers and internet connections. A significant majority, 88% of teachers, expressed disagreement regarding their principals' efforts in ensuring these resources are adequately maintained. This statistic highlights a pervasive concern among teachers about the lack of support and infrastructure necessary to leverage technology effectively in teaching. Insufficient access to computers and stable internet not only impedes teachers' ability to integrate digital tools into their lessons but also hampers their overall performance and instructional effectiveness. Without proper support from school leadership to maintain and update e-learning resources, teachers may struggle to adapt to modern educational demands and deliver quality education that meets the needs of learners. These findings sharply contradict what one of the principals stated in an interview, asserting, "As a principal, I ensure

that what we have is well maintained and utilized effectively to ensure smooth teaching and learning in our school (Principal G, 24/06/2024).

As shown in Table 6, the findings suggest varying levels of effort among principals in implementing ICT in schools. While 63.3% of teachers acknowledged that their principals have established e-learning support teams involving both teachers and IT staff to bolster the integration of e-learning resources, indicating a proactive approach to enhancing teachers' proficiency, there remains room for improvement. The fact that over a third of teachers did not affirm such initiatives highlights potential disparities in leadership strategies across schools. Principals who actively foster collaboration between educators and IT experts are likely fostering a more conducive environment for technological integration, which is crucial for improving teaching effectiveness and student learning outcomes in today's digital age.

In relation to these findings, a principal narrated:

To ensure that our computers are well maintained, we have a technician who is called upon whenever there is a need. This has been helpful in ensuring that the computers are kept in good condition and are usable at all times (Principal E, 24/06/2024).

These findings indicate that principals of schools in Migori County are making efforts to integrate ICT into teaching and learning, which enhances teachers' performance. A study conducted by Emam (2018) in Egypt on the implementation of ICT in schools noted that for effective integration of ICT in teaching, teachers need to acquire the necessary digital skills, and the digital tools must be maintained and functioning effectively. The study further observed that such initiatives promote a conducive environment for the use of e-learning in teaching and learning in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings and the conclusion of the research study. Finally, it presents the recommendation based on the findings of the study and suggestions for further studies.

5.2 Summary of the Findings

The purpose of this study was to find out the influence of principals' e-learning promotional strategies on teachers' performance in public secondary schools in Migori County, Kenya. This section of the study summarizes the findings from each of the objectives. The first objective aimed to evaluate the influence of principals' promotion of e-learning teacher training on the performance of teachers in public secondary schools in Migori County. Regarding this objective, the study revealed that principals of schools encourage teachers to attend workshops intended to develop digital literacy skills. However, it was further found out that the majority of the teachers (86%) disagreed that their principals invite experts in IT to train them on how to use digital resources to improve their performance. The findings show that the majority of teachers feel unsupported in enhancing their digital skills. The findings revealed that most of the teachers disagreed with the idea that e-learning programs such as virtual instructors, discussion boards, and podcasts are installed on their digital devices to encourage training and use of digital devices in teaching. These findings suggest that there is limited availability and use of e-learning resources that can support teachers to perform well in school. The findings indicate a mixed reception among teachers regarding the impact of e-learning on their performance. While slightly more than half of the teachers (55.4%) acknowledge that the e-learning programs implemented in their

schools have contributed positively to their performance, a notable minority expressed disagreement with this sentiment. The findings from the study highlight a strong consensus among teachers regarding the encouragement from their principals to pursue IT training courses.

The second objective of this study was to find out if the principals' promotion of e-learning environments has an influence on the performance of teachers in public secondary schools in Migori County. In reference to this objective, it was revealed that slightly more than half the study participants agreed that principals play an important role in promoting innovations through resources, incentives, and recognition for e-learning. It was further revealed that most of the teachers (78.3%) were in disagreement that their principals organize training sessions for teachers to familiarize them with e-learning tools. The findings further indicate that more than average number of teachers perceive ongoing support and resources from their principals to address technical and instructional challenges as enhancing teachers' performance. The findings highlighted a notable disconnect between teachers' experiences and the principals' perspectives regarding the development and effectiveness of an online platform. While the majority of teachers (60%) disagreed with the notion that such a platform had been established, principals claimed that it was being used effectively to enhance teaching. It was further found that the majority of teachers agreed with the idea that principals in their schools encourage them to integrate online educational resources such as virtual labs and multimedia content to improve their performance.

Most of the teachers were in agreement that their principal evaluates their use of ICT in teaching to enhance their performance.

The third objective of this study was to establish whether principals' promotion of e-learning resources has an influence on the performance of teachers in public secondary schools in Migori County. The findings under this objective revealed that principals recognize the

achievements of teachers who effectively utilize e-learning resources in their teaching practices. The study further revealed most of the teachers (74.5%) disagreed with the idea that their principals provide training sessions and professional development opportunities for teachers to familiarize them with e-learning tools and techniques to enhance their performance. The findings further highlight a significant disparity in access to modern IT resources among teachers. A striking 76.5% of teachers disagreed that their principals provide adequate IT resources like computers to enhance teaching. The findings of this study reveal a glaring issue with the maintenance and provision of e-learning resources in schools, particularly concerning computers and internet connections. A significant majority, 88% of teachers, expressed disagreement regarding their principals' efforts in ensuring these resources are adequately maintained.

5.3 Conclusions of the Study

The purpose of this study was to find out the influence of principals' e-learning promotional strategies on teachers' performance in public secondary schools in Migori County, Kenya. Based on the findings, the study made various conclusions:

Regarding the influence of principals' promotion of e-learning teacher training on teachers' performance, the study concluded that teachers in schools feel unsupported in enhancing their digital skills. E-learning resources, including e-learning programs such as virtual instructors, discussion boards, and podcasts, are not available to teachers to encourage training and use of digital devices in teaching. The study concluded that e-learning programs contribute positively to the performance of teachers. The study concluded that principals encourage teachers to pursue IT training courses to enhance their performance.

Concerning principals' promotion of e-learning environments on teachers' performance, the study concluded that principals make efforts to promote innovations through resources,

incentives, and recognition for e-learning. It was further concluded that principals do not organize training sessions for teachers to familiarize them with e-learning tools. The study concluded that principals in their schools encourage teachers to integrate online educational resources such as virtual labs and multimedia content to improve their performance.

Regarding principals' promotion of e-learning resources on the performance of teachers in public secondary schools in Migori County. The study concluded that principals recognize the achievements of teachers who effectively utilize e-learning resources in their teaching practices. However, it also found that principals do not provide training sessions or professional development opportunities to help teachers become familiar with e-learning tools and techniques that could enhance their performance. Additionally, the study highlighted that there is limited access to modern IT resources among teachers and identified issues with the maintenance and provision of e-learning resources in schools, particularly concerning computers and internet connections.

5.4 Recommendations of the Study

The study, based on the findings, made several recommendations: recommendations for policy, recommendations for theory, recommendations for practice and the recommendations for further research.

5.4.1 Recommendations for Policy

The study recommends that government should implement a comprehensive policy that mandates regular, structured professional development programs focused on digital literacy so as to improve teachers' performance in using digital devices in teaching. This policy should include mandatory training sessions for all teachers, offering hands-on workshops and continuous support to ensure they are proficient in utilizing digital tools effectively. Additionally, the government

should provide funding for these programs and ensure that schools have the necessary resources, such as up-to-date technology and reliable internet access. By prioritizing these initiatives, the government can help teachers integrate digital tools into their teaching practices, ultimately improving educational outcomes for students.

5.4.2 Recommendations for Theory

Based on the Technology Acceptance Model (TAM) theory, which emphasizes perceived ease of use and perceived usefulness as key factors influencing technology adoption, principals should focus on enhancing both aspects to improve technology use in schools. Principals should ensure that technology is user-friendly and provides clear benefits to teachers' instructional practices. This can be achieved by selecting intuitive digital tools and providing comprehensive training that addresses teachers' concerns and demonstrates how technology can enhance their teaching effectiveness. Additionally, creating a supportive environment where teachers receive ongoing assistance and feedback can help in overcoming resistance and increasing the perceived usefulness of technology. By addressing these factors, principals can facilitate a more positive attitude toward technology adoption and improve its integration into teaching.

5.4.3 Recommendations for Practice

To enhance teachers' performance in using digital devices, principals should prioritize the establishment of targeted professional development programs that focus on digital literacy and instructional technology. They should organize regular training workshops and hands-on sessions to help teachers build their skills and confidence with digital tools. Additionally, principals should create a supportive environment by providing ongoing technical assistance and fostering a culture of collaboration where teachers can share best practices and resources. By incorporating digital competence into performance evaluations and offering incentives for teachers who actively

engage in technology training, principals can encourage continuous improvement and effective integration of digital tools in the classroom.

5.4.4 Recommendations for Further Research

The current study recommends conducting a similar investigation into the influence of principals' e-learning promotional strategies on teachers' performance in public secondary schools across other counties in Kenya to compare findings. A broader research scope would provide additional insights that are crucial for informing government policymakers and school principals about the strategies needed to enhance digital literacy among teachers, thereby improving their performance and the performance of learners in schools.

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APPENDICES

APPENDIX I: Consent Form

TITLE OF STUDY: Principals' E-learning promotional strategies on Teachers' Performance in Public Secondary Schools in Migori County, Kenya

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CONSENT

I have read and understood the provided information and have had the opportunity to ask questions. I know that my participation is voluntary and that I am free to withdraw at any time without giving a reason or incurring any cost. I voluntarily agree to take part in this study.

Participant's Signature _____Date_____

Researcher's Signature _____Date_____

APPENDIX II: Teachers' Questionnaire

Dear participants,

I am a student at Tangaza University College, a constituent college of the Catholic University of Eastern Africa (CUEA). I am currently pursuing a degree of Master of Education in Educational Leadership and Administration. I am conducting a study on Principals' E-learning promotional strategies and Teachers' Performance in Public Secondary Schools in Migori County, Kenya. The purpose of this study is to find out how principals' e-learning promotion strategies influence teachers' performance in public secondary schools. You are kindly requested to provide truthful responses to the questions in the questionnaire. Be assured that any information provided will be treated with the utmost confidentiality and will be used only for academic purposes.

Thanks you! Yours

faithfully,

Sr. Indede Selline Awino

SECTION A: Demographic Information

Tick (✓) in the box against your appropriate response, or write in the provided spaces as needed.

1. What is your gender
   - Male ( )
   - Female ( )

2. Please indicate your age bracket:
   - 25 years and below ( )
   - 26 - 30 ( )
   - 31- 40 ( )
   - 41- 50 ( )
   - Above 51 ( )

3. What is your highest professional qualification?
   - Diploma ( )
   - Bachelor's degree ( )
   - Masters ( )
   - PhD ( )

4. Indicate your years of teaching experience

Less than 6 years ( ) 6-

11 years ( )

12-16 years ( )

17 years and above ( )

SECTION B: Principals' Promotion of E-learning Teacher training and the Performance of Teachers

5. The following statements are about how principals' promotion of e-learning teacher training influences teachers' performance**.** Indicate the extent to which you agree or disagree with each statement by ticking (✓) in the appropriate space. Use the scale: Strongly Agree **(SA),** Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	**Statement**	**SA**	**A**	**UD**	**D**	**SD**
1.	Our principal encourages us to attend workshops intended to develop digital literacy skills.					
2.	Our principal invites experts in IT to train us on how to use digital resources, which has improved our performance					
3.	E-learning programs such as virtual instructors, discussion boards, and podcasts are installed on our digital devices to encourage training and use of digital devices among the teachers, which has enhanced our performance.					
4.	The E-learning we have attained in this school has improved our performance as teachers.					
5.	The principal encourages teachers to train in IT courses, which has enhanced the acquisition of digital literacy and performance.					

6. Explain how your school's principal promotes e-learning among the teachers.
……
……
……..

7. Explain how your school's principal's promotion of e-learning influences teachers' performance.

……
……
…….....

SECTION C: The Principals' Promotion of E-learning Environment and the Performance of Teachers

8. Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (DA), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
1.	The principal promotes teachers' innovation through resources, incentives, and recognition for teachers' e-learning use, which has enhanced their performance.					
2.	Conduct training sessions for teachers to familiarize them with e-learning tools and platforms.					
3.	The principal offers on-going support and resources to address any technical or instructional challenges, which enhances teachers' performance.					
4.	Our principal has developed an online learning platform and created a user-friendly and interactive online platform where teachers can upload resources, assignments, and assessments.					
5.	Our principal encourages open communication channels between parents and teachers to address concerns and provide updates on student progress.					
6.	The principal in our school encourages teachers to integrate educational resources available online, such as virtual labs, and multimedia content to improve their performance					
7.	Our principal evaluates the e-learning environment by regularly assessing its effectiveness regarding the promotion of teacher performance.					

9. Explain how your school's principal promotes e-learning environment.

……
……

10. How does the principals' promotion of an e-learning environment enhance teachers' performance reflected in learners KCSE mean grades?

……
……
……..

SECTION D: Principals' Promotion of E-learning Resources and the Performance of Teachers

11. Please indicate the extent of agreement or disagreement to the following statements. Tick (✓) appropriately: Strongly Agree (SA), Agree (A), Undecided (UD) Disagree (DA), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
1.	Our principal recognizes the achievements of teachers who effectively utilize e-learning resources, which motivates others to embrace these resources and contribute to a positive e-learning culture within the school.					
2.	Our principal provides training sessions and professional development opportunities for teachers to familiarize them with e-learning tools and techniques, which has enhanced their performance.					
3.	Our principal provides modern IT resources such as computers to teachers to enhance.					
4.	Our principal ensures e-learning resources are maintained, such as computers and internet connections for teachers to use.					
5.	Our principal creates an e-learning support team comprising teachers and IT staff to support the implementation of e-learning resources, which has enhanced teachers' proficiency.					

12. Explain how the school's principal promotes e-learning resources in your school.

……
……

13. How does the principals' promotion of e-learning resources enhance teachers' performance?

……
……

Thank you!

APPENDIX III: In-depth Interview Guide for Principals

Tick (✓) in the box against your appropriate response, or write in the provided spaces as needed.

1. What is your gender

Male ( )
Female ( )

2. Please indicate your age bracket:

25 years and below ( )
26 - 30 ( )
31- 40 ( )
41- 50 ( )
Above 51 ( )

3. What is your highest professional qualification?

Diploma ( )
Bachelor's degree ( )
Masters ( )
PhD ( )

4. Indicate your years of experience as a principal

Less than 6 years ( )

6-11 years ( )

12-16 years ( )

17 years and above ( )

5. How you promote e-learning among the teachers.

6. Explain how your promotion of e-learning influences teachers' performance.

7. Describe how you promote an e-learning environment at your school.

8. How does your promotion of an e-learning environment enhance teachers' performance?

9. Describe how you promote e-learning resources in your school.

10. Explain how your promotion of e-learning resources enhances teachers' performance.
11. Describe some of the challenges you face as you strive to enhance eLearning in your school.

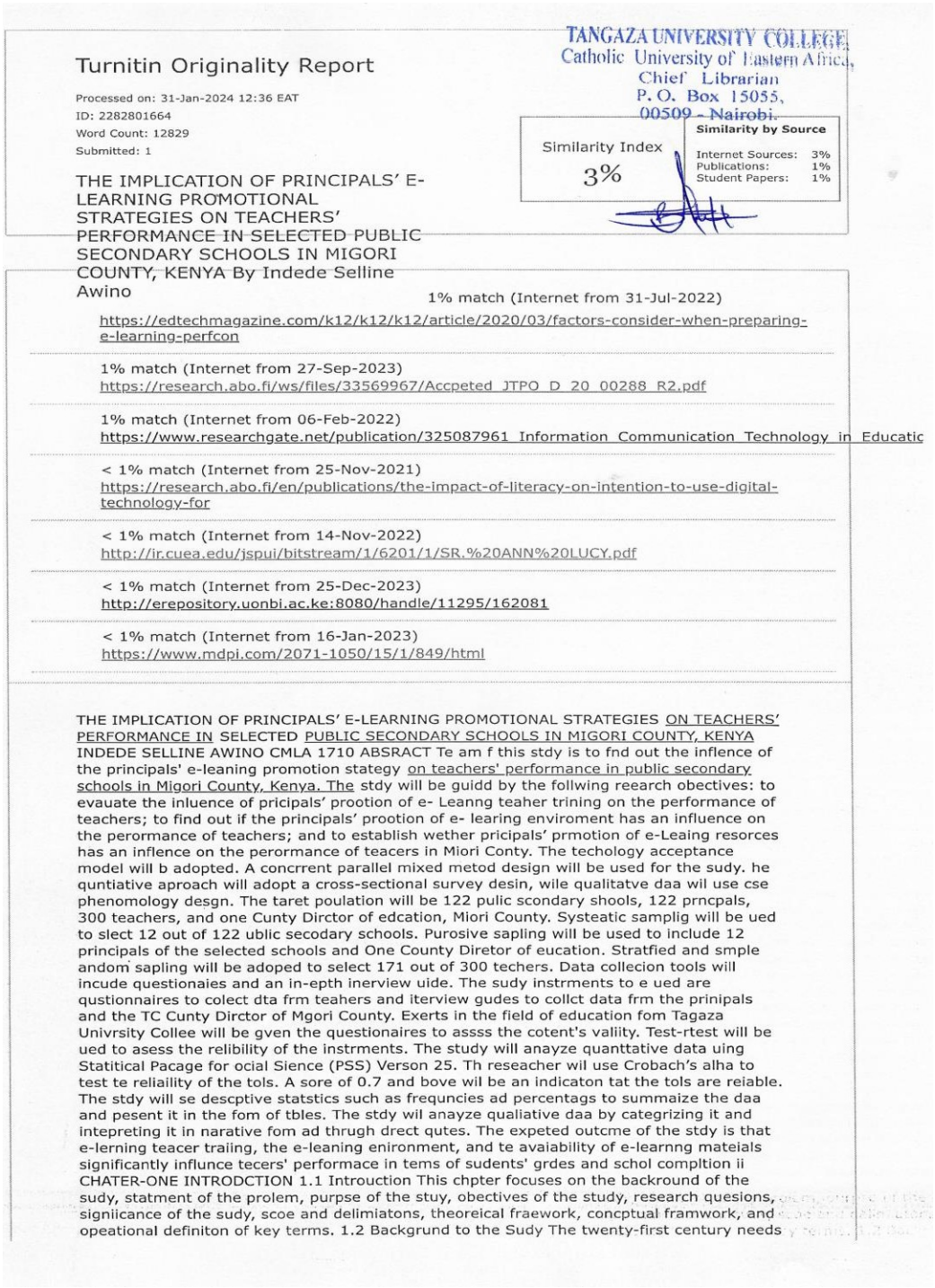
Thanks you!

APPENDIX IV: In-depth Interview Guide for County Director of Education

1. What are your academic qualifications?
2. For how long have you worked as a County Director of education?
3. How is e-learning promoted among the teachers in your area?
4. Explain how promotion of e-learning influences teachers' performance.
5. Describe how principals promote an e-learning environment at your schools.
6. How does their promotion of an e-learning environment enhance teachers' performance?
7. Describe how principals in your schools promote e-learning resources.
8. Explain how their promotion of e-learning resources enhances teachers' performance.
9. Describe some of the challenges you face as you strive to enhance eLearning in your schools.
10. What can be done to deal with the challenges encountered in the promotion of e-Learning in schools?

Thanks you!

APPENDIX V: Plagiarism Report



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THE IMPLICATION OF PRINCIPALS' E-LEARNING PROMOTIONAL STRATEGIES ON TEACHERS' PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA INDEDE SELLINE AWINO CMLA 1710 ABSRACT Te am f this stdy is to fnd out the inflence of the principals' e-leaning promotion stategy on teachers' performance in public secondary schools in Migori County, Kenya. The stdy will be guidd by the follwing reearch obectives: to evauate the inluence of pricipals' prootion of e- Leanng teaher trining on the performance of teachers; to find out if the principals' prootion of e- learing enviroment has an influence on the perormance of teachers; and to establish wether pricipals' prmotion of e-Leaing resorces has an inflence on the perormance of teacers in Miori Conty. The techology acceptance model will b adopted. A concrrent parallel mixed metod design will be used for the sudy. he quntiative aproach will adopt a cross-sectional survey desin, wile qualitatve daa wil use cse phenomology desgn. The taret poulation will be 122 pulic scondary shools, 122 prncpals, 300 teachers, and one Cunty Dirctor of edcation, Miori County. Systeatic samplig will be ued to slect 12 out of 122 ublic secodary schools. Purosive sapling will be used to include 12 principals of the selected schools and One County Diretor of eucation. Stratfied and smple andom sapling will be adoped to select 171 out of 300 techers. Data collecion tools will incude questionaies and an in-epth inerview uide. The sudy instrments to e ued are qustionnaires to colect dta frm teahers and iterview gudes to collct data frm the prinipals and the TC Cunty Dirctor of Mgori County. Exerts in the field of education fom Tagaza Univrsity Collee will be gven the questionaires to assss the cotent's valiity. Test-rtest will be ued to asess the relibility of the instrments. The study will anayze quanttative data uing Statitical Pacage for ocial Sience (PSS) Verson 25. Th reseacher wil use Crobach's alha to test te reliaility of the tols. A sore of 0.7 and bove wil be an indicaton tat the tols are reiable. The stdy will se descptive statstics such as frequncies ad percentags to summaize the daa and pesent it in the fom of tbles. The stdy wil anayze qualiative daa by categrizing it and intepreting it in narative fom ad thrugh drect qutes. The expeted outcme of the stdy is that e-lerning teacer traiing, the e-leaning enironment, and te avaiability of e-learnng mateials significantly influnce tecers' performace in tems of sudents' grdes and schol compltion ii CHATER-ONE INTRODCTION 1.1 Introuction This chpter focuses on the backround of the sudy, statment of the prolem, purpse of the stuy, obectives of the study, research quesions, signiicance of the sudy, scoe and delimiatons, theoreical fraework, concptual framwork, and opeational definiton of key terms. 1.2 Backgrund to the Sudy The twenty-first century needs

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APPENDIX VII: Map of Migori County

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