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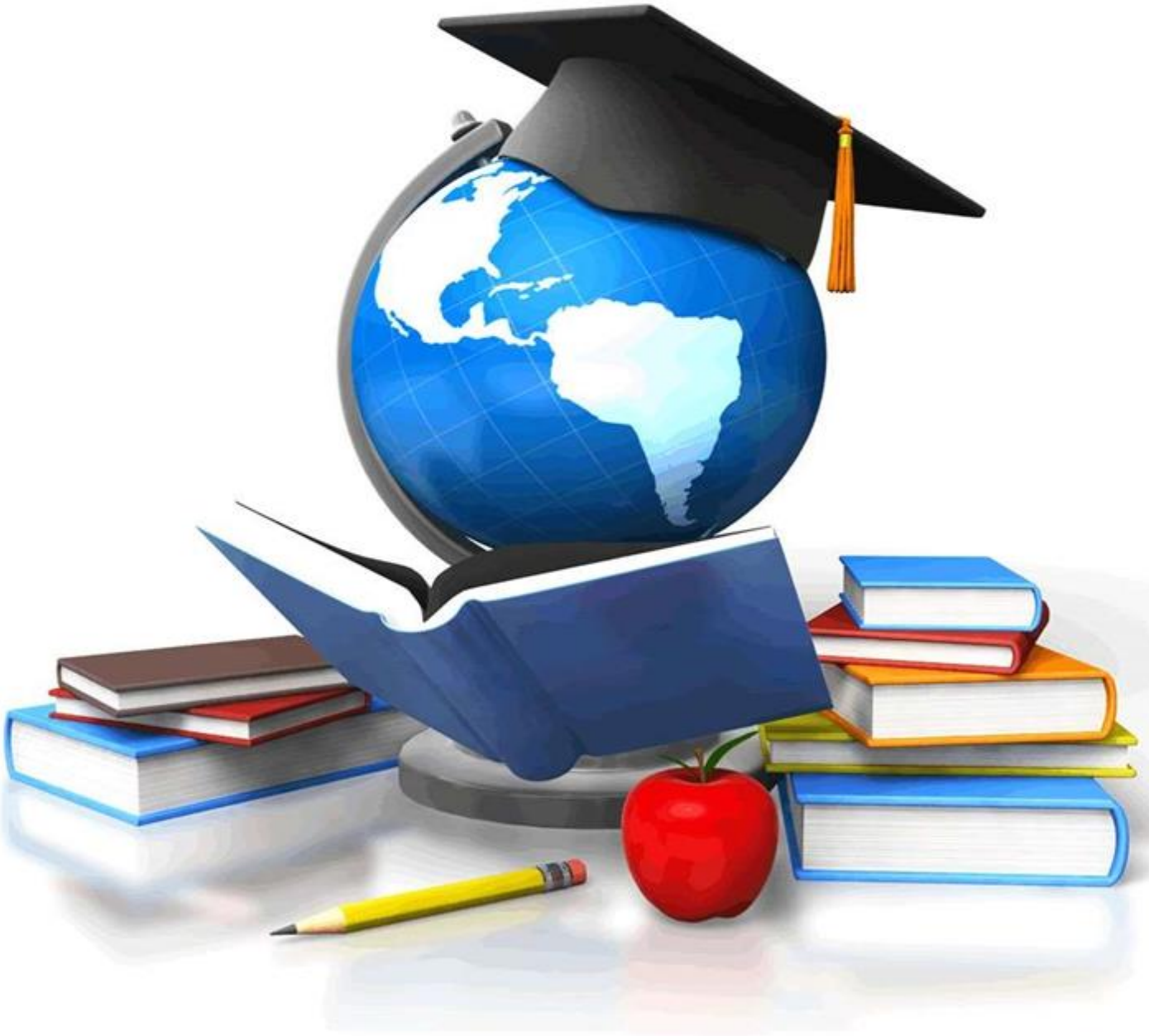

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Influence of Principals' Promotion of E-Learning Teacher Training on the Performance of Teachers in Public Secondary Schools in Migori County

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Abstract

Purpose: Promotion of e-learning has become a matter of priority for most stakeholders in the education sector. This study examined the influence of principals' promotion of e-learning teacher training on the performance of teachers in public secondary schools in Migori County.

Methodology: 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.

Findings: The findings of the study revealed that e-learning promotional strategies employed by school principals including e-learning teacher training 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.

Unique Contribution to Theory, Practice and policy: the study recommends that 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. The study further 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. This would help to improve teachers' performance in using digital devices in teaching.

Key words: *Principals, Promotion, E-Learning, Teachers Training, Teachers' Performance*

1. Introduction

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. Rwanda has realized this through equipping schools with resources 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 impedes 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 principals' promotion of e-learning teacher training 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.

2. Statement of the Problem

The aim of this study was to investigate how principals' promotion of e-learning teacher training influences 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 principals' e-learning promotion strategies including teacher e-learning 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.

2.1 Objective of the Study

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.

2.2 Research Question

1. How does the principals' promotion of e-learning teacher training influence the performance of teachers in public secondary schools in Migori County?

3. Theoretical Framework

The study was guided by the technology acceptance model which was developed by Davis (1989). The model 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 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.

4. 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 accorded 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 were variables invested in this 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.

5. Research Methodology

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.

6. Research Findings

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 1 presents the findings.

Table 1 ***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 1 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. In this way, 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.

7. Conclusions

The purpose 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 findings were that e-learning promotional strategies employed by school principals including e-learning teacher training are not effectively implemented to enhance teachers' performance in public secondary schools. The study concluded that although e-learning programs can contribute to improved teacher performance, teachers feel unsupported in developing their digital skills.

8. Recommendations

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. The 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.

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