TEACHER EXPERIENCE ON PERFORMANCE OF INTERNATIONAL SCHOOLS IN NAIROBI CITY COUNTY, KENYA

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Abstract: **E-learning is widely used in the education sector in nowadays; hence, it is essential to study the effects of technology implementation on performance of students. There are numerous studies about academic performance however; studies on e-learning in Kenya are minimal. The objective of the study was to investigate the influence of teacher experience on performance of international schools in Nairobi City County, Kenya. The study used a descriptive research design. The study targeted 480teaching staff of the 15 mainstream International Schools in Nairobi. Stratified proportionate-random sampling technique was used in sample selection. The population was grouped into 7 strata related to their departments. From each stratum, simple random sampling was used to select 44.6% of the population of that stratum. Giving a total sample of 214, this represents 44.6% of the total population. Data collection was by use of semi-structured questionnaires. Content analysis, descriptive analysis and inferential analysis were employed. The study revealed that, experience in teaching influences the use of information communication technology in schools, further teacher experience on use of ICT in assisting students is a result of perceived ease of use of ICT in assisting students. The study recommends that the government should come up with strategies to train the teachers on technology and the school management should ensure their teachers undergo refresher courses on computers to equip them to teach the children.**

Keywords: **E-Learning Implementation, Teacher Experience, Performance**

1. INTRODUCTION

Project administration involves initiation, planning, execution, control and monitoring the project progress to realize the set goals. Projects are temporary in nature; they are designed to generate new products or service to achieve the set objectives by adding value (Nokes & Sebastian, 2007). The process of e-learning implementation in a particular institution can be considered as a specific project.

According to Emerson and Taylor (2004) electronic learning is widely used in education all over the world. Therefore, it is important to determine effects of electronic learning on performance of learners. The research further notes that different teaching methods have diverse levels of success in relation to educational results. Smith and Hardaker (2000) established that learning using internet positively influences performance. On the other hand, Johnson, Hornik and Salas (2008) found a negative relationship between e- learning and performance. According to Anderson and Becker (2008), many global schools argue that the use of technology in learning is not an assurance of improvement in learning. Students who focus on courses administered through e-learning are highly focused on the process of learning therefore they get great learning benefits.

Voogt and Knezek (2008) electronic learning implementation entails the integration of the current technology in learning which may involve learning without any form of mediation. This process of incorporating technology in the education system has been progressive for last 2-decades. The first online learning was recorded by Graziadei (1993) by use of virtual instructional classroom (VIS). Olatokun and Opesade (2008) e-learning involves teaching using the electronic

methods; it includes distance-education and computer-based learning. E-learning is mostly used in universities, colleges and schools which focus on online learning to improve learning processes.

Saekow and Samson (2011) to ensure successful implementation of e-learning, the government in collaboration with learning organizations should examine whether they are ready to incorporate such technology. Introduction of e-learning has brought about changes in the education sector and the economy. It has brought about several projections; the economy is now changing to learning which is sustained by use of technology. Due to the introduction of ICT technology in the education sector there is need for reviewing the curriculum and education instructions. Lubis, Yunus, Lampoh, and Ishak (2011) very soon electronic learning will be the most appropriate learning method used all over the world. The effects of technology on education also affect other sectors in the economy which are also required to adapt new technologies (Dutta & Osorio, 2012)

The government of Kenya has been working hard to incorporate e- learning in the education sector; however the implementation has been successful in only few learning institutions in the country. The education ministry MoEST partnering with Microsoft-corporation, Oracle-corporation and DSTV performed a pilot in several schools with an aim of integrating e-learning in the schools (NEPAD e-Commission, 2003). However a report by Ayere, Odera and Agak's (2010) about e-learning revealed that less than10% of educational institutions provide computer lessons for their students. Kadzo (2011) the benefits of e-learning has forced the government to use its resources to incorporate electronic learning in the learning institutions in the country. A multimillion ESP-ICT project has been set up by the government to ensure the incorporation of e-learning. Successful implementation of the project depends on the government commitment and the education institutions willingness to use the technology.

Broadley (2012) the users of eLearning platforms that are teachers, students require skills and knowledge to be able to use the platform. Apart from the necessary skills the willingness to use the technology is also important in the adoption. Alcock (2007) the implementation of e-learning requires psychology readiness, infrastructure and technical expertise. Important infrastructure for e-learning comprises digital contents, eLearning materials, projectors, computers, and LAN and internet connection.This study seeks to establish the impact of educational technology on learner interactions in classroom management Kenya. International schools in Nairobi have been grappling with how to Implement e-learning in their schools and if the process shall result in an improvement in their performance

2. STATEMENT OF THE PROBLEM

Hawkins (2002) education is very important and has always been important; however there is a lot of competition in the education in regards to the quality of education. Formerly, there was no eLearning therefore those willing to pursue higher education faced great competition when trying to secure the few chances that were available in the universities. Those who managed to secure the chances were sometimes required to go for a holiday since that was a traditional system of learning. The traditional system of education had the following features; few students could secure higher education chances and others could lose their jobs in the period in which they were studying.

The available literature shows that little research have been done on implementation process of eLearning and the contribution of learners, social-demographic, hours spent both online and offline and computer knowledge on academics performance. Coldeway (1986); Calvert, (1986); Garrison and Baynton (1987); Kumar and Usunier (2001) emphasized on the importance of a detailed approach, together with the experience of learners and the exclusive e-learning environmental aspects. Cookson (1989) noted that there is little literature about factors influencing e-learners academic performance. Kumar and Usunier (2001) states that most research concentrated on demographic factors effects on performance.

Studies on academic performance have been conducted on conventional scholars; few studies have been done on electronic learning in the education sector in Kenya. Therefore it is important to study electronic learning and its importance on performance. This is important so as to improve performance in the education sector. This serves as the stirring reason to undertake this research to fill the research gap. This study sought to establish the relationship between teacher experience on the performance of international schools in Nairobi, Kenya.

3. LITERATURE REVIEW

According to Niederhauser and Stoddart (2001) teacher's experience on delivery has no effect on usage of computer in learning. On the other hand, Wong and Li (2008) noted that teachers' experience have an effect on use of electronic learning. Weiner (2000) noted that the experience of teachers is correlated to technology usage. The research found that

effective computer usage had a relationship with technology levels of comfort and liberty to shape instructions to teacher's supposed student needs. Zhao, Pugh, Sheldon and Byers (2002) stated that teachers with experience are reluctant to incorporate IT in teaching. Teacher experience on use of ICT in assisting student is a result of PEOU of ICT in assisting student, PEOU helps in assisting teacher's acceptance of ICT in learning, this is the insight about the degree of efforts required to use a particular system, this is acquired through experience.

Teachers experienced in the use of technology have the capability of changing time as well as space dynamics. Technology assists learners to do tasks independently and provides teachers with an opportunity to deal will small students group. Evaluation technology assists teachers to identify learner's strength and weakness to improve the teaching methods. The availability of digital methods of keeping records, access to LAN to connect with colleagues, parents and administrators more time is used in teaching. It is important to modify teaching so that to incorporate IT effectively. E Learning is a system, classroom reform, and community catalyst since it creates opportunities of changing from teacher-centred to student- centred learning. It also increases pedagogical knowledge of instructors. E learning effect on teachers improves learning hence benefiting the students since it focuses on individual needs and offers various strategies on curriculum and assessments to increase the capabilities of students. Obstacles of teachers' experience include; lack of skills, lack of confidence, insufficient time and inability to determine important IT tools.

4. RESEARCH METHODOLOGY

The descriptive research design was used in the study; the study population was Teaching Staff. This design was adopted because the study sought to determine the relationship of study variables. The method facilitated the production of quantitative data from the respondents. Targeted population was 480 teaching Staff of the 15 mainstream International Schools in Nairobi. The study selected a sample of 214 teaching staff from the 15 mainstream International Schools in Nairobi. The study sample was selected from the population frame using Stratified proportionate random sampling technique. The population was convened into 7 strata based on their departments i.e. Mathematics, English and Literature, Sciences, Humanities, Modern Foreign Languages, Physical education and Creative Technical and Vocational. Simple random sampling was used in each stratum to select 44.6% of the population of that stratum. Questionnaires were used in data collection. The study used descriptive, inferential and content analysis. A multiple regression was conducted to determine the relationship between the study variables.

5. FINDINGS

The study sought to determine the effect of teacher experience on performance of international schools in Nairobi City County, Kenya. The respondents were enquired to indicate their agreement level regarding the statements below relating to teachers experience effect on the performance of international schools in Nairobi, Kenya. The study findings were as presented in the Table 1.

Table 1: Teachers Experience and Performance of International Schools

Statement	1	2	3	4	5	Mean	S.D
Teaching experience influences effective usage of ICT during learning	0	0	47	90	74	4.128	0.870
Effectiveness in computers usage is associated with comfort-level of the technology and the ability to tailor instructions to teachers perceived student requirements	0	12	26	85	88	4.180	0.949
Knowledgeable teachers are ready to integrate ICT into their teaching	0	8	57	81	65	3.962	0.751
Teacher experience on use of ICT in assisting students is a result of perceived ease of use of ICT in assisting students	0	5	61	70	75	4.019	0.782

Source: (Researcher, 2017)

From Table 1 the respondents agreed that effectiveness in computers usage is associated with comfort-level of the technology and the ability to tailor instructions to teachers perceived student requirements. On how else the teachers experience affects performance of international schools in Nairobi, the study research indicates knowledgeable teachers

are ready to integrate ICT into their teaching. Teacher experience on use of ICT in assisting student is a result of PEOU of ICT in assisting student, PEOU helps in assisting teacher's acceptance of ICT in learning, this is the perception about the degree of effort needed to use a particular system, this is acquired through experience. Further the respondents indicated that Instructors experienced in technology usage are able to later space and time dynamics in learning. Evaluation technology assists instructors to efficiently determine the strength and weakness of their students. The study findings concur with those of (Wong & Li, 2008). They indicated that experience in teaching influences successful ICT usage in learning Weiner (2000) the experience of instructor's has a significant relation with technology usage.

6.   CONCLUSIONS AND RECOMMENDATIONS

The study concludes that, teaching experience influences the successful use of ICT in classrooms and also that teacher experience on use of ICT in assisting students is a result of perceived ease of use of ICT in assisting students. Thus, the study recommends that the teachers should embrace integration of ICT into their teaching for the benefit of the learners. Also, the study recommend that the school management should ensure that the teacher integrate ICT into their teachings.

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