

**SELECTED DIGITAL TOOLS IN ENGLISH LANGUAGE INSTRUCTION IN PUBLIC
SECONDARY SCHOOLS IN MAARA SUB-COUNTY, THARAKA NITHI COUNTY,
KENYA**

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**A Research Thesis Submitted to the Graduate School in Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Education in Arts Education of
Chuka University**

CHUKA UNIVERSITY

OCTOBER, 2024

DECLARATION AND RECOMMENDATION

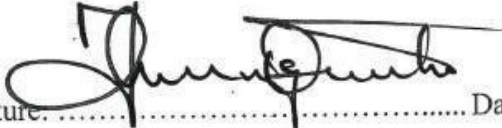
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This Thesis is my original work and has not been submitted for an award of diploma or conferment of degree in this or any other University.

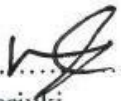
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Recommendation

This Thesis has been examined, passed and with our approval as the University supervisor.

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DEDICATION

This work is dedicated to my beloved family and friends at large for their love, understanding, encouragement and support all through my research work.

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to the Almighty God for His grace and guidance throughout my academic journey. I am also sincerely thankful to my supervisors, Dr. John Ogembo and Dr. Mercy Kariuki, for their invaluable support, insightful guidance, and unwavering encouragement during the course of this study. Special appreciation goes to my parents, Wilfred Njeru and Sabella M'arimi, for their endless love, encouragement, and sacrifices that have made my education possible. I am also grateful to my friends and family for their understanding, support, and motivation during this challenging yet fulfilling endeavor. I extend my appreciation to Chuka University for providing the conducive environment and resources necessary for the completion of this thesis. Lastly, I would like to acknowledge the Maara-Subcounty Director for their support and guidance throughout this study.

ABSTRACT

English language instruction is vital to education systems worldwide because it opens up many opportunities for individuals to access higher education, find jobs, and interact with people from other countries and cultures. Thus, English teaching techniques affect language learning and learners' capacity to interact meaningfully with the language. The research examined selected digital tools for English language instruction in Maara sub-county, Tharaka-Nithi County, Kenya. The study had four objectives: to assess the types of digital tools used in language instruction, to establish the frequency of use, to examine the influence of digital tools on English language instruction in public high schools, and to assess the challenges met by teachers in using digital tools. Component display and media richness theories were utilized to inform the study. The study utilized descriptive survey research design and was done in public high schools in Maara subcounty, Tharaka Nithi county, Kenya. The research population was 7025, including 208 form three teachers of English, 67 head of English subject teachers, and 6750 form 3 learners from public secondary schools in different wards of Maara sub-county. The sample size utilized was 379, including 327 students, 39 teachers of English, and 13 English subject heads. For a representative sample, multistage sampling was performed. Stratified sample divided respondents into HOS, instructors, and students while simple random sampling selected a proportional number of form three pupils. HOS were selected for the research by purposive sampling. Questionnaires were used to gather data from students and teachers of English while English language subject heads at several schools were interviewed. A pilot study in Embu-West sub-county, Embu County, tested instrument dependability. The research instruments' reliability was examined using Cronbach's Alpha coefficient. The reliability test yielded a value of 0.7, indicating that the research instruments were reliable, as they fell within the acceptable Cronbach's alpha coefficient threshold of 0.7. SPSS 26 was used to clean, code, and analyze data. To ensure that the study tools addressed all important aspects of the issue, Chuka University supervisors determined face and content validity. The study found that integrating digital tools into English language instruction positively impacted learning outcomes. It emphasized the need for effective use of these tools in secondary schools to enhance English language instruction.