

# Accessibility and Usage of E-Resources in Learning of English Language in Public Secondary Schools in Kakamega County, Kenya

Dr. Mark W. Muvango\*

Research Fellow: Department of Educational Communication, Technology and Curriculum Studies, Maseno University, Kenya

\*Corresponding Author

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## ABSTRACT

Adequate accessibility and usage of electronic resources (e-resources) support and transform pedagogical process; although incorporation of e-resources in education has not reached optimum level. The purpose of the study was to assess accessibility and usage of e-resources in learning of English Language in public secondary schools in Kakamega County, Kenya. The study found out that e-resources were inadequately accessed and used in learning of English Language due to insufficient: computer/internet skills, e-resource infrastructure and awareness of e-libraries programmes use in the curriculum. Based on the findings the study recommended that Ministry of Education (MOE) should provide adequate e-resources for use in schools; MOE in conjunction with Kenya Institute of Curriculum Development (KICD) should provide capacity building programmes on e-resources use regularly to teachers and school librarians. The study provided additional information in formulating policies which enhance use of e-resources in learning process. It also provided opportunities to teachers and learners to use e-resources in the curriculum adequately.

**Keywords:** Accessibility, Usage, E-resources, Utilization

**Acronyms:** PDF - Portable Display Format, HTML - Hyper – text Mark –up Language, ETQ – English Teacher’s Questionnaire, PQ – Principal’s Questionnaire, LQ – Learner’s Questionnaire

## INTRODUCTION

In accordance with International Federation of Library Associations (IFLA) (2015) research, e-resources are known as online information resources covering electronic reference books, search engines for full text-books and digital collections of data. These resources are accessed on internet connected devices such as computers, tablets, smart phones and so on. E-resources offer opportunities for enhancing strategic learning. They demonstrate a positive influence on motivation and academic achievement notwithstanding, it was disappointing that most schools used them sparingly. The study of Miima (2014) observed that Kakamega County was one of the largest counties with many public schools equipped with e-resources. On the contrary, they were inadequately used in teaching and learning of Kiswahili language. Interestingly, the researcher did not come across any empirical evidence on use of e-resources in teaching and learning of English language in the county. Therefore, it was from this background that the present study assessed accessibility and usage of e-resources in learning of English language in public secondary schools in the county. As a result the following question was formulated to direct the study: Do teachers of English and learners access and use e-resources in public secondary schools in Kakamega County, Kenya?

## METHODOLOGY

The research was guided by components of Generic Model that was proposed by Wang (2008) and adopted descriptive survey design. The study population was 150 principals, 250 teachers of English and 10,000 Form Two students. Simple random sampling method used to select 108 principals, 152 teachers of English and 370 Form Two students. Research instruments included: questionnaires for principals, teachers of English and students, interview schedule and observation checklist for teachers of English. Face validity of research instruments was established by judgement of three experts in the Department of Educational Communication, Technology and Curriculum Studies. Reliability of instruments was established through pilot study. The computed coefficients of reliability were 0.85, 0.85 and 0.80 for questionnaires of principals, teachers of English and students respectively. Data was analysed through descriptive statistics included frequencies, means and percentages. Statistical Package for Social Sciences (SPSS) was used to analyse data.

## RESULTS AND DISCUSSIONS

Respondents suggested the accessibility of technological tools for use in the curriculum, Table 1 showed the results.

Table 1: Accessibility of Technological Facilities

*n*= 152 Teachers of English

Accessibility of Technological Facilities	Number of Teachers (f)	Percentage (%)
Internet Connectivity	68	45
Photocopying machines	152	100
Scanners	100	65
Wi – Fi/Hotspots	49	32
Internet café/Computer LAN	44	29

Table 1 indicated that internet connectivity (45%), photocopying machines (100%), scanners (65%), Wi-Fi/hotspots (32%) and internet café/computer LAN (29%) were accessible for use in public secondary schools. Internet connectivity, photocopying machines and scanners enhanced downloads process in the curriculum. However, internet connectivity, Wi-Fi/Hotspots and internet café/computer LAN were inadequately accessed for use by teachers. Photocopying machines (100%) were used very adequately followed by scanners (65%) in learning process. The respondents pointed that Wi-Fi increased learners engagement consequently allowed them to collaborate with peers from other schools. Teachers elaborated on topics through email and created online tools and apps for students to use. Therefore, this personalized instruction helped each learner excel at their own pace. It was noted that 49% of schools had invested in Wi – Fi technology whereas others encouraged students to bring their own devices. Through Wi –Fi, teachers kept a track of students’ progress, uploaded files and provided feedback promptly.

Alternatively, e-rate funding for schools enabled teachers and students to use Wi – Fi in education via desktops computers, laptops, tablets and other connected devices at a reduced cost. Public secondary schools in the county qualified for e-rate funding which covered the cost of internet access provided by cost effective company. This saved eligible schools on the cost of Wi–Fi.

Internet café/computer LAN enhanced sharing of resources such as printers, scanners, CD-ROM drives, hard discs and internet amongst other connected computers in a network. Computer laboratories and internet cafes in schools were used to provide internet to all connected computers. The above mentioned results agreed with Orenstein (2006), Lefuma (2017) and Jahejo (2021) observations. Orenstein focused on what one need to know about Wireless LAN whereas Jahejo targeted advantages and disadvantages of LAN. Lefuma

determined access to and use of electronic information resources in the academic libraries of the Lesotho Library Consortium.

English Teacher’s Questionnaire (ETQ) revealed e-resources that were mostly accessed in teaching and learning of English language. Results were summed up in Table 2.

Table 2: E-resources Accessed Mostly

*n*=152 Teachers of English

<b>E-resources Accessed Mostly in Teaching and Learning of English</b>	<b>Number of Teachers (f)</b>	<b>Percentage (%)</b>
E-mails	67	44
Search engines	71	47
Websites	63	41
Full-text databases	73	48
References databases	35	23
CD-ROMs	100	66
E-books	77	51
E-images	0	0

Table 2 indicated e-mails (44%), search engines (47%), websites (41%), full - text databases (48%) and references data bases (23%) were inadequately accessed in the curriculum whereas CD – ROMs (66%) and e-books (51%) were fairly accessed by teachers. There was an improvement in comparison with Muvango *et al.*, (2020) study whereby 50.7% teachers of English indicated CD – ROMs were available for use. This study examined availability of e-resources for use in teaching and learning of English language in public secondary schools in Kakamega County, Kenya.

Contrarily, e-images were never accessed in teaching and learning of English language. The use of internet search was below average except e-book readers which had slightly above average. These results agreed with Muvango, Kowino, Ajuoga and Okono (2020) research. This study and Muvango *at al.*, (2020) study noted that most public secondary schools lacked funds to pay internet service providers. Muvango *et al.*, (2020) study examined availability of e-resources for use in teaching and learning of English language in public secondary schools in Kakamega County, Kenya.

The results showed that e-books provided in a digital format for checkout via an internet browser, computer or e-book reader. The web interface allowed the teacher/learners to read the text. They also offered possibilities of linking to other resources, cross text searching and usage of dictionaries. E-books were advantageous because they were: easy to access, space – saving and low costs.

E-mails and websites (internet technologies) encompassed several devices that teachers manipulated appropriately during a lesson to facilitate delivery, learning activities and evaluation. Teachers used the web for information retrieval and communication via e-mail. The aforementioned e-resources were accessed in teaching and learning of different aspects of English language such as reading, writing, vocabulary development and grammar use. These results were in tandem with Sharndama (2013) study. However, he focused on application of ICTs in teaching and learning in large classes. He also used qualitative approach only.

Table 2 showed that reference databases were least accessed whereas e-images were not utilized at all in teaching and learning process. The use of databases was inadequate consequently the quality of students’ writing was below expectations. Teachers were pessimistic about learners’ capacity in information search than the learners themselves. Digital reference services were one way to keep interaction with learners.

Additionally, an interactive website attracted learners to use the services. Respondents suggested the reasons attributed to low usage of online database such as lack of awareness of e-resources, difficult user name and passwords to remember and insufficient time to access them. 23% of teachers suggested that databases:

1. Provided access to professionally written books, video content and literature,
2. Developed students' habit of seeking and respecting information expertise,
3. Ensured students spent less time worrying about whether the sources were credible or not and went straight to their information,
4. Provided habit building practice necessary for university/ college preparation. These institutions expected their students to arrive with experience in using scholarly databases for research, and
5. Provided access to copyrighted materials which were freely available on internet.

Therefore, to keep learners using reference databases, library staff must be aware with the latest environment where e-resource technology made teachers and learners comfortable to use services through online rather than traditional. Also, school administrators must improve library network such as LAN. The above results were in tandem with Avdic and Eklund (2010), Woodlawn (2020) and Nurul (2020) observations. However, Avdic and Eklund study used the Unified Theory of Acceptance and use of Technology (UTAUT) model and analysed results using comparison of median values. They also selected 150 students who participated in the survey at Orebro University.

Learner's Questionnaire (LQ) showed how learners were made aware of e-resources in schools. Table 3 showed the results.

Table 3: How Learners were made Aware of E-resources in Schools

*n*=370 learners

Sources of E-resources Awareness	Number of Learners (f)	Percentages (%)
Library orientation/instruction	204	55
Classmates/Friends	185	50
Teachers	259	70
Library staff	196	53
Library prefects	174	47
Library displays	159	43
Acquisition section	122	33
Institutions' newsletter	144	39
Parents	181	49

The results in Table 3 showed that learners were made aware of e-resources through library orientation/instruction (55%), classmates/friends (50%), teachers (70%), library staff (53%), library prefects (47%), library displays (43%), acquisition section (33%), institutions' newsletter (39%) and parents (49%). Thus, library prefects, library displays, acquisition section, institutions' newsletter and parents provided insufficient awareness of e-resources found in schools. This culminated in low access and utilization of e-materials by learners. These results agreed with Preeti and Navita (2021) and Obande, Osakwe, Ujakpa, Iyawa, Ikechukwu and Amunkete (2020) studies. However, Obande *et al.*, (2020) study targeted awareness, availability and usability of e-resources. The survey administered questionnaire and analysed data using mean scores and standard deviation. Contrarily, Preeti and Navita (2021) focused on the awareness and usage of e-resource portals among prospective teachers that included graduates and undergraduates students pursuing Bachelor of Education (BEd) degree.

ETQ indicated teacher's awareness of e-resources for use in teaching and learning of English language, Table 4 showed results.

Table 4: Teachers’ Awareness of E-resources for Use

n=152 Teachers of English

Teachers’ Awareness of E-resources for Use	Number of Teachers (f)	Percentage (%)
E-mails	107	71
Search engines	96	63
Internet	93	61
Full text databases	61	41
Online databases	55	33
Smart boards	47	31
Computer	152	100
Power points	46	30
You Tube	32	21
Video calls	13	9

The results showed that e-mails (71%), search engines (63%), internet (61%) and computers (100%) were adequately used because of their high level of awareness in the curriculum. Although, full-text databases (41%), online databases (33%), smart boards (31%), power-points (30%), You Tube (21%) and video calls (9%) were inadequately used due to their low level of awareness by teachers. Generally, video call made without necessary bandwidth resulted in bad sound quality, low quality or jittery video. This influenced negatively searching, retrieval and storage of e-content. The above results were in tandem with Obande *et al.*, (2020) research. The teachers’ awareness of e-mails use in teaching and learning English Language was 71% this contradicts with Muvango *et al.*, (2020) study whereby e-mail was inadequately used in the curriculum: 23% teachers of English daily (1.3%) weekly (21.7%) showed e-mails were insufficiently used. Muvango *et al.*, (2020) study examined availability of e-resources for use in teaching and learning of English language in public secondary schools in Kakamega County, Kenya.

It was suggested that search engines, websites, e-mail, You-tube, online databases and full-text databases were accessed through computers and other electronic devices such as tablets and smartphone. Internet was used to acquire majority of e-resources through different search engines for instance Google, Yahoo, Gmail, Hotmail and webmail. They were accessed via World Wide Web (WWW). More so, full – text databases were a collection of data in a server or computer for easy access format that provided full – text document instead of just a citation typically in Portable Display Format (PDF) or Hyper – text Mark –up Language (HTML). Learners preferred PDF format for printing, however, the HTML format was suitable for skimming, whereas others preferred to print out articles for reading and do most of their reading from paper printouts.

Principal’s Questionnaire (PQ) indicated how frequently e-resources were used in the schools libraries. Table 5 showed the results.

Table 5: Frequency of E-resources Use in the Schools’ Libraries

n=108 Principals

Frequency of E-resources Use in the Schools’ Libraries	Number of Principals (f)	Percentage (%)
Daily	11	10
Weekly	21	13
Fortnightly	31	23
Monthly	18	18
Termly	25	23
Never at all	2	3
TOTAL	108	100

In Table 5, 11 (10%), 21 (13%), 31 (23%), 18 (18%), 25 (23%) and 2 (3%) principals revealed that e-resources were used daily, weekly, fortnightly, monthly, termly and never at all in the schools libraries respectively. E-resources were inadequately used daily (10%), weekly (13%) fortnightly (23%) in the schools libraries. Schools libraries must organize training and awareness programmes to improve on information search from e-resources so as to maximize the use of library resources and services.

It was noted that e-library reduced congestion in traditional libraries. Due to growing dependence on the internet by teachers and learners for their information needs, school libraries must strive to provide e-materials required. For instance, in large classes, teachers could use e-library to facilitate teaching and learning process without necessarily going to the libraries. This also enabled learners to obtain library materials even at home. The principals pointed out that learners were referred to e-material in the library which they accessed at any time and place of convenient to them other than the classroom. They suggested enhancement of library application software for example Innovative Interfaces Incorporated Library System (INNOPAC) and Computerized Document System-Integrated Set for Information Systems (CDS-ISIS) for access of e-resources. These results agreed with the research of Sharndama (2013). However, he used qualitative approach to describe the way multimedia devices were used to facilitate teaching and learning of English language in classes with 50 and above students.

PQ showed conditions attached to use of e-resources in the library. 100% principals maintained that there were conditions attached to use of e-resources. Furthermore, conditions attached to use of e-resources included: e-resources to be accessed in the library only (97%), user(s) must be a registered student or staff member/current member in the school (91%), all access required a user login and password (97%), only visit approved internet sites (100%), students or staff members from other schools accessed e-resources on permission (100%) and use of e-resources should be only for academic purposes (100%).

However, it was reported that teachers and students wanted free access without to remember difficult/multiple passwords or login protocols. The respondents also identified other general conditions attached to use of e-resources in the library: never give out personal information, inform teachers in case of something uncomfortable/ inappropriate, never download anything without teacher's permission, leave workspace as you found it, print only if you have a permission, never change settings without permission, touch the mouse and keyboard gently and do not eat or drink when using devices.

The results revealed that all individuals complied with the specific conditions for use of e-resources in the library. Breaches typically resulted in suspension of access to and use of e-resources. The conditions dictated proper behaviour and use of e-resources. They also gave learners the freedom to use e-resources without abusing the privilege. In order to maximize the benefits of using e-resources in the classroom, it was important to have clear conditions attached to use of e-resource and expectations for appropriate usage in the curriculum.

Computer servers were a type of computer that shared information with other computers. They could be computers, software programs or hardware. PQ demonstrated if schools had their own computer servers. The results revealed that 47 (43%) respondents suggested that there were computer servers in schools while 27 (25%) were unaware if schools had a computer server. 34 (32%) indicated that their schools did not have a computer server. The results established presence of inadequate computer servers in the public secondary schools. The ultimate function of the computer server was to receive, store and share data. They kept lessons plans, activities and ideas available for all teachers to go through. Servers performed school's functions such as managing devices (laptops and desktops), printers and user profiles included passwords, storing data (sharing teaching files) and security.

Schools networks offered advantages such as fast access to information, improved collaboration, communication and convenient access to soft ware for teachers and learners. Results in Table 5 suggested that learners and teachers were interested in working with network software applications like web browsers and e-mail. However to support these applications, schools must first put several other technologies in place such as up-to-date computer hardware and software, network operating systems and network hardware.

Generally, principals pointed out that a fully networked schools offered several benefits to students and teachers, such as: i. Students collaborated on projects using network software applications (63%), ii. Students shared files quickly and reliably whereby central printers were made accessible to learners conveniently (71%), and iii. teachers carried out their day – to – day communications with each other efficiently through e-mail and messaging. Consequently, they easily disseminated news and class project information to learners (63%). Schools computers were networked with little fanfare. These results concurred with the observations of Mitchel (2021). However, Mitchel examined computer networking in today’s schools libraries.

LQ established how frequently learners used the internet technologies/facilities in learning of English language. They were expected to rate the usage in terms of daily, weekly, monthly and termly. It was indicated that 56 (15%), 74 (20%), 148 (40%) and 222 (60%) learners used internet technologies daily, weekly, monthly and termly in learning of English language respectively. There was insufficient use of internet daily (15%) weekly (20%) in the curriculum. Learners indicated that teachers had started utilizing the internet to facilitate teaching and learning process. Teachers utilized internet technologies to send learning materials to learners for instance they gave assignments, assessed and posted feedback to the students’ e-mail boxes. Learners interacted with their teachers, parents and fellow learners at a distance. Sharing of e-content enabled them to collaborate with their teachers and fellow learners. This approach enhanced learner – centred activities in the classroom. More so, websites as an internet technology facilitated the learning of English language. Teachers posted the materials to their websites for the students to download for classroom use. Websites materials included texts for reading such as story books, poems and sample of writing tasks such as letters, diary, journal, essays, shopping lists and packing lists. The study noted that exercises and reading materials were available on English language websites. Websites were also used to post assignments or exercises for the learners. Websites materials for learners included text for reading, cloze tests and grammar exercises.

The study showed that it was useful and at the same time respondents felt that there must be e-person near the OPAC to help in retrieving the required documents. In Web based OPAC, teachers and learners accessed e-resources from anywhere without going to the physical library. Materials in e-library were accessed at any time and place convenient to learners other than the classroom. Conversely, learners had inadequate up-to-date computers and internet facilities. The study found out that there was need to promote the usage of e-resources through internet technologies/facilities to enhance the quality of teaching and learning process. The aforementioned results were in line with Sharndama (2013) observations although, he used qualitative approach only.

Bandwidth was measured as the amount of data that transferred from one point to another within a network in specific amount of time. It was important factor when determining the quality and speed of a network or the internet connection. Bandwidth varied over time depending on use and network connections. Therefore, respondents found out the strength of internet bandwidth in their schools. Table 6 showed the results.

Table 6: Strength of Bandwidth

*n*=152 Teachers of English

Strength of Internet Bandwidth in the Schools	Number of Teachers (f)	Percentages (%)
Very good	19	13
Good	47	31
Poor	30	20
Very poor	18	12
Don’t know	22	14
TOTAL	152	100

From Table 6, 19 (13%), 47 (31%), 30 (20%), 18 (12%) and 22 (14%) teachers suggested that strength of their bandwidth was very good, good, poor, very poor and don’t know respectively. These results implied that the strength of bandwidth was limited very good (13%) good (31%) in schools. The study noted that broadband

access in classrooms resulted in significant improvements in learners’ learning outcomes. They were mostly purchased from telecommunications companies. Speed might be high or low at different times of the day or under different circumstances. It is expressed in bits, megabits or gigabits per second. However, it was revealed that high capacity bandwidth typically costs more. They were shared among electronic media connected to the same network. Activities such as downloading large files consumed a large amount of bandwidth and slowed down connections for other devices on the network. Notably, limited bandwidth caused operations to be too long to complete which resulted in timeouts or caused application errors or database errors. Teachers pointed that limited bandwidth caused long lag times. The above mentioned results concurred with the Monitoring Experts (2022) and Vangie (2021) observations.

LQ showed main purpose for using e-resources in teaching and learning of English language. Table 7 summed up the results.

Table 7: Purpose for Using E-resources

*n*= 370 Learners

Main Purpose for using E-resources	Number of Learners (f)	Percentage (%)
Communication	270	73
Assignments	248	67
Support teaching and learning activities	274	74
Classroom requirement	307	83
Administrative purposive	285	77
For studying course work	229	62
Recreation/Entertainment	96	26

In Table 7, 270 (73%), 248 (67%), 274 (74%), 307 (83%), 285 (77%), 229 (62%) and 96 (26%) learners indicated that e-resources were used for communication, assignments, support teaching and learning activities, classroom requirement, administrative purpose, studying course work and recreation/entertainment respectively. These revealed that the use of e-resources in transforming teaching learning was indisputable. Significantly, e-resources were made with little buzz/recreation/entertainment in education (26%). They were rich source of information for learners who wanted extra learning materials in addition to their regular classroom activities. They also enhanced learner – centred activities in learning setting. Generally, e-resources played a prominent role in supporting teaching and learning process and in fulfilling educational objectives. The above mentioned results were in tandem with Thanuskodi (2012) and Anjana (2016) studies. Though, Thanuskodi research determined the use of e-resources by the postgraduate students and research scholars of Faculty of Arts in the Annamalai University. A questionnaire was distributed among the research scholars and post graduate students to collect desired data. Whereas, the study of Anjana examined the advantages of e-resources in higher education and identified various concerns related to e-resources.

The ETQ sought to find out the contribution of information search to learning of English language. The study showed that information search improved learning outcomes (73%), enhanced: academic work (67%), academic self-reliance (67%), learner – teacher connectedness (57%) and academic self-confidence (63%). E-resources that contributed to improved learning outcomes included CD – ROMs (63%), computer games (51%), e-mail use (71%), website for teaching (47%), word processors (89%), simulation software (53%), radio broadcasts (73%), interactive whiteboards (67%) and power – point projectors (61%). Furthermore, they were used for preparation of notes and writing book reviews and personal journals. These results concurred with Omete (2016) study. However, Omete focused on level of awareness and utilization of electronic information resources at the University of Eldoret (UOE) Library. It was informed by Unified Theory of Acceptance and use of Technology (UTAUT).

Teachers revealed areas in which they received training based on use of various e-resources in teaching and learning of English language. The results were shown in Table 8.

Table 8: Areas in which Teachers Received Training regarding use of E-resources

*n*=152 Teachers of English

Areas Teachers Received Training regarding use of E-resources	Number of Teachers (f)	Percentage (%)
Computer software in teaching	152	100
Use of video clips in teaching	152	100
Integration of e-resources into English lesson	90	59
Use of simulation in teaching	46	30
Searching, retrieval and retention of related information from a range of text and e-resources	41	27
Use of web resources in teaching	35	23
Creation of smart board lessons	30	20
Use of smart boards	23	15
Recording and editing video in teaching	15	10

Table 8 indicated that 100% teachers received training in computer software in teaching and use of video clips in teaching of English language whereas 59% teachers were trained on integration of e-resources into English lesson. 46 (30%), 41 (27%), 35 (23%), 30 (20%), 23 (15%) and 15 (10%) teachers indicated they received training on use of simulation in teaching, searching, retrieval and retention of related information from a range of text and e-resources, use of web resources in teaching, creation of smart board lessons, use of smart boards and recording and editing video in teaching of English language respectively.

ETQ sought to find out means by which teachers became aware of integration of e-resources in teaching and learning of English language. The results were shown in Table 9.

Table 9: Means by which Teachers became Aware of Integration of E-resources

*n*=152 Teachers of English

Means Teachers became Aware of Integration of E-resources	Number of Teachers (f)	Percentage (%)
Verbal communication	102	67
Colleagues	111	73
Social networking websites such as face book, twitter, Myspace and so on	61	40
School policies	96	63
Ministry of Education (MOE) Policies	103	68
KICD policy documents, circulars, posters	108	71
Training	105	69
Conferences, seminars and workshops	97	64
ICT Policy documents	93	61
ICT champions	96	63
Quality Assurance and Standards Officers (QASOs)	97	64

Table 9 suggested that teachers became aware of integration of e-resources through verbal communication (67%), colleagues (73%), social networking websites (40%), school policies (63%), MOE Policies (68%), KICD policy documents, circulars, posters (71%), training (69%), conferences, seminars and workshops (64%), ICT Policy documents (61%), ICT champions (63%) and QASOs (64%) in the curriculum. The results

indicated that teachers were greatly aware of integration of e-resources in teaching and learning process. Therefore, this intended to influence positively utilization of e-resources in education however initial results in Table 2 revealed low usage of e-resources in the curriculum. The above results resonated with Yebowaah and Dzokotoe (2017) study. They determined awareness and use of electronic resources in University libraries. It was a case study of university for development studies library.

LQ indicated how the learners acquired computer skills in the curriculum. Results were summed up in Table 10.

Table 10: How Learners Acquired Computer Skills

*n*=370 Learners

How Learners Acquired Computer Skills	Number of Learners (f)	Percentage (%)
Friends/peers	100	51
Schools	307	83
Homes	190	41
Social media	192	52

The study indicated learners acquired computer skills through friends/peers (51%), schools (83%), homes (41%) and social media (52%). The results revealed schools imparted computer skills to learners greatly. More so, it was also clear that acquisition of computer skills by learners was achieved through incidental learning and accessible of suitable computer. Lack of computer caused lack of interest in the acquisition of skills due to lack of practical exercises. Also, learners acquired computer skills with minimal intervention from homes. These results concurred with Sugata and Dangwal (2017); Ngozi, Ukamaka and Amaka (2019) studies. Sugata and Dangwal (2017) research compared the acquisition of computer literacy of school going children in India with those in Bhutan whereas Ngozi *et al.*, (2019) focused on acquisition of computer knowledge in Nigerian Educational system. They used structured questionnaire designed and modified to contain four point Likert Scale. They also used mean and standard deviation to analyse the results from the participants' responses.

Lastly but not least, Table 10 revealed that inadequate computer facilities were an impediment to acquisition of computer skills. Learners found that it was difficult to retain what was taught theoretically without classroom computer practical/hands on activities. They also pointed that lack of hardware and upgrading software deeply affected the interest of the students towards the acquisition of computer skills.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The study showed inadequate accessibility and usage of e-resources in teaching and learning of English language. However, sufficient accessibility and usage of e-resources facilitated learning process. More so, teachers and learners lacked computer/internet skills for searching, retrieval and storage of e-content. Schools libraries lacked organized awareness programs on e-resources accessibility and usage in education.

### Policy Recommendations

It was recommended that all schools authorities and other stakeholders should enhance accessibility and usage of e-resources in the curriculum. Thus, all institutions should develop adequate e-resource infrastructure (such as internet connectivity, up - to - date technological software/hardware) and sufficient subscriptions fees/budgets for e-resources usage. MOE in conjunction with KICD should provide intensive capacity building programmes in regard to e-resources use in the curriculum. Schools libraries should organize awareness programs on e-resources accessibility and usage in education.

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