

Influence of Human Resource Utilization of Instructional Resources and Pupils' Acquisition of Skills in English Language in Public Primary Schools in Nairobi, Kenya

Sara Zinyuk¹, Rosemary Khitiei Imonje² & Mercy Mugambi³

¹ Doctor of Education Student, Department of Educational Management, Policy and Curriculum Studies, University of Nairobi, Kenya, East Africa

² Senior Lecturer, Department of Educational Management, Policy and Curriculum Studies, University of Nairobi, Kenya, East Africa

³ Senior Lecturer, Department of Educational Management, Policy and Curriculum Studies, University of Nairobi, Kenya, East Africa

Correspondence: Sara Zinyuk, Doctor of Education Student, Department of Educational Management, Policy and Curriculum Studies, University of Nairobi, Kenya, East Africa. E-mail: sarazinyuk@gmail.com

Received: September 28, 2025

Accepted: October 29, 2025

Online Published: November 27, 2025

doi:10.20849/jed.v9i4.1534

URL: <https://doi.org/10.20849/jed.v9i4.1534>

Abstract

Instructional resources play an important role in the acquisition and learning of receptive, productive and digital skills in English language. Teachers of English and pupils manipulate instructional resources to acquire and learn these key skills for use academically and in different social contexts. Teachers of English demographics teaching experience and professional qualifications can to an extent determine usage of instructional resources during the teaching learning process. This study sought to establish how human resource utilization of instructional resources influence pupils' acquisition of skills in English language in public primary schools in Nairobi, Kenya. The study used Mixed Methods Research design. Qualitative and quantitative data was elicited using questionnaires (headteachers, teachers of English and grade 6 pupils), structured interviews, observation checklist form and an English Assessment Test. A sampled population of 41 headteachers, 260 teachers of English and 316 grade 6 pupils participated in the study. Qualitative data was analyzed thematically while quantitative data was presented using tables, frequencies and percentages. Pearson Product Moment Correlation Coefficient analysis was used to test the null hypothesis and show correlations between human resource utilization of instructional resources and pupils' acquisition of skills in English language. The findings revealed that teachers of English utilization of instructional resources during English lessons significantly correlated with acquisition of skills in English language ($r=.883^{**}$, $n=260$, $p=0.001$). The study concluded that teachers of English demographics, teaching experience and professional qualifications does determine factors such as adeptness, resourcefulness, embracement and attitude in the use of instructional resources which influence pupils' acquisition of skills in English language.

Keywords: influence, utilization, English skills, demographics, professional qualifications

1. Introduction

1.1 Contextualization of the Problem

English receptive (listening and reading), productive (speaking and writing) and digital skills require various instructional resources such as classroom material resources, classroom facilities, library resources and digital resources in the teaching learning process. The acquisition and learning of these key skills in English is facilitated by teachers of English who use these instructional resources to meet the pedagogical and learners' learning needs during instruction because teachers are great facilitators of knowledge and skills in the 21st century teaching and learning profession, Joseph (2015). Teachers use teaching aids to such as devices (computer, DVD), instructional aids (book, chalk board, picture), or objects (specimen, map, globe) to enhance classroom instruction, extract learners' attention, create a motivation to learn and help the teacher to effortlessly carry out the teaching-learning process. A lot depends on the creative abilities of the teacher. The use of teaching aids can facilitate the learning process by making it interesting and less time consuming. The use of teaching aids enables

learners to use their hearing or seeing abilities and actively perform something while learning, Ordnur (2021). Teachers' demographic characteristics and professional qualities can play a role in the utilization of English resources during the teaching learning process of English.

English is an international global language spoken by at least 27% of the world's population, extensively used in business and commerce and the most commonly learnt second language among foreign speakers, Internet Public Library (2022). In Kenya, it is the official language and the Language of Instruction (LoI) across all learning institutions underpinning the importance for excellent English skills in a pupil's primary education years (7 years to 14 years). English receptive (listening and reading), productive skills (speaking and writing) and digital skills in these formative years require a variety of instructional resources that resonate with all learning senses elaborated by Dale (1969) as cognitive, psychomotor and affective including digital skills in tandem with the contemporary technological information age.

Listening is a crucial linguistic ability in language learning, Lestari and Nor (2025). Language learners must first listen for linguistic input before reacting verbally or in writing, Manzouri et al. (2016). Listening skills in English language precede other skills since it is the listening input that triggers the output of the other language skills. Teachers of English utilize various instructional resources in the teaching of English listening skills such as the English textbook, radio, storybooks, poetry books, novels, magazines, newspapers, flashcards and word charts etc. Teachers of English also use digital devices and digital resources in the acquisition and learning of English skills.

Reading skills in English such as skimming, scanning, silent, loud, speed and prosody, intensive and extensive reading are taught, learnt and acquired using instructional resources. Reading enriches a pupil's phonology, morphology, syntax, semantics and discourse by availing a wide range of vocabulary. Teachers of English employ different strategies using different instructional resources to aid pupils acquire reading skills. These strategies help instill reading habits and cultures which are associated with reading scores in reading assessments. Krashen (1993) attributes reading skills to improved vocabulary, spelling, writing styles, reading comprehension and grammatical development. One of the resources teachers of English use to impart reading skills is the library and the resources therein. Library resources are rich in texts such as storybooks, novels, newspapers, magazines, word maps, word puzzles, revision material and various genres of literature. Digital resources too contain a wide range of reading material teachers of English and pupils can use to improve reading skills.

Students improve their formal speech when teachers provide insights on how to organize their ideas for presentation and give better speeches when they can organize their presentation in a variety of different ways, including sequentially, chronologically and thematically, this is part of speaking practice, Wallace, Statiha and Walberg (2004). Speaking skills too require various instructional resources as pupils need to differentiate different speaking skills for different contexts. Proficiency in oral skills is important if pupils are to attain confidence in public speaking. Teachers of English utilize digital devices and resources to improve pupils' English pronunciation skills. Teaching of oral English through technology in Nigeria showed that Oral English is better taught using ICT tools because of the differences in teachers and students' pronunciation backgrounds and programmed technology can be used to teach correct English pronunciations thereby enhancing English oral productive skills, Operifa et al. (2022).

Writing skills in English require both resources and time to teach, learn and acquire. Writing has always been seen as an important skill in English language acquisition as it reinforces grammatical structures and vocabulary that educators strive to teach their students, Cole and Feng (2015). Teachers of English utilize the black/white board, chalk/markers & dusters to teach writing skills and aid pupils who may need help in their writing skills from the teachers' table.

Digital skills in English are in tandem with the 21st century learning and while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction, Alqahtani (2019).

When it comes to acquisition of skills in English language, the influence of human resource in the utilization of instructional resources in receptive, productive and digital skills in English language and how this usage and patterns of usage are articulated by factors such as teachers of English gender, age, professional qualifications, attitudes, years of experience and in-service training is an area of interest. Eickelmann and Vennemann (2017) study in Europe in Czech Republic, Germany and Norway found out that age and subject taught had the highest impact on teacher attitude towards utilization of technology which translated into patterns of usage with

relatively young participants aged below 39 years of age and teaching languages portraying high enthusiasm.

Another study by Waigera, Mweru and Ngige (2020) on the relationship between teachers' demographic characteristics and levels of utilization of instructional materials in pre-primary schools in Kenya using a cross-sectional survey research design where 168 male and female teachers were randomly sampled revealed that female teachers were more inclined to use instructional materials than the male teachers. The research also showed that teachers who were more educated and highly trained were more likely to use instructional materials. The research findings indicated no statistically significant relationship between age, marital status and duration of teaching experience and utilizations of instructional materials.

When it comes to specific English skills, Operifa et al. (2022) research on teachers' perceptions in using technology to teach oral English skills cite very positive feedback which is not affected by teachers' gender, school type, educational qualifications and years of experience, there exists no significant difference in the perceptions of English Language teachers towards using technologies in teaching Oral English in secondary schools.

Geleta and Seyoum (2024) research on teachers' perceptions and practices of using instructional materials using mixed methods research design where both qualitative and quantitative data was collected through questionnaires and interviews from 123 primary school teachers revealed that teachers' perceptions towards use of instructional resources was positive, but their practices were found to be infrequent. There was no relationship between gender and educational qualifications but there existed a significant relationship between teachers' years of experience and use of instructional resources.

Perception of teachers and principals on ICT integration research by Mwendwa (2017) shows positive perceptions on use of digital resources in primary school curriculum due to government sensitization programmes in Kitui, Kenya.

2. Statement of the Problem

English language proficiency includes the ability to use language skills namely receptive (listening and reading), productive (speaking and writing) and digital skills effectively in various contexts. Proficiency in English is key to the realization of sustainable development goals (SDGs), the National Goals of Education, the link to the global community and the door to the worldwide information network, KICD (2020) underscoring the importance of equipping pupils with these necessary English skills.

Despite English language playing such an important role, Kenya National Examination Council (KNEC) in its National Assessment System for Monitoring Learner Achievement (NASMLA) report (2020) continue to show that pupils exhibit challenges in the areas of grammar and vocabulary with many errors such as spelling mistakes, tenses, omissions, punctuation, weak sentence structures and limited word choice portraying weak grammar and vocabulary in their English proficiency.

Given the importance of English as a global language, official language and language of instruction (LoI) in Kenya, with Nairobi being the focus of this study due to its status as the capital city, highly cosmopolitan where interference from the lingua franca Kiswahili and Sheng can diminish gained learnt skills it is vital to enquire whether human resource utilization of instructional resources has a role to play in influencing pupils acquisition of receptive, productive and digital skills in English language in public primary schools in Nairobi County, Kenya.

2.1 Purpose of the Study

The purpose of this study is to establish how human resource utilization of instructional resources influence pupils' acquisition of skills in English language in public primary schools in Nairobi, Kenya.

2.2 Research Hypothesis

H₀₁: There is no significant relationship between human resource in the use of instructional resources and pupils' acquisition of skills in English language in public primary schools in Nairobi, Kenya.

2.3 Significance of the Study

The findings of this study may be useful to teachers of English on the importance of instructional resources in the acquisition of skills in English language as these skills have a bearing on the learning of other subjects, the Kenya Institute of Curriculum Development (KICD) especially curriculum designers in English in responding to teachers and learners' contemporary requisites in the design of instructional resources. The study may also provide feedback to ministry of education and the government on the benefits of investing in instructional resources. Finally, data generated from this study may be useful to scholars and researchers focusing on the same

thematic area and may shed light on how usage of instructional resources influence acquisition of receptive, productive and digital skills in English and academic performance at the primary level of education.

3. Literature Review

Doan et al. (2025) research in the United States spanning six years of the American Instructional Resource Survey, from 2019 to 2024 tracking instructional material use among kindergarten through grade 12 in English language arts, mathematics and science teachers revealed that new teachers, those entering the teaching profession were more likely to use new instructional materials than more experienced teachers although the differences were not as great.

Mahdi and Al-Dera (2013) on the impact of teachers' age, gender and experience on the use of Information and Communication Technology in EFL teaching in Saudi Arabia findings indicated no significant difference between teachers with over ten years of teaching experience and those with less than ten years of teaching experience when it comes to the use of digital resources.

Kuusisto and Tirri (2021) agree that one of the secrets of the Finnish educational success has been its resourceful teachers, who are dedicated to addressing all of their student's personal and professional interests throughout their teaching careers.

Kola and Abdulwasiiu (2023) on teachers' effective use of educational resources and their effect on student learning elaborate the qualities of a resourceful teacher to include being knowledgeable, having problem solving skills, adaptability, creativity, strong organizational skills, collaborative mindset, continuous learner, compassionate and understanding, effective communicator and reflective. Resourceful teachers utilize technology, collaborate with other teachers, use open educational resources, encourage student feedback, and broaden their teacher's professional development. This resourcefulness impacts the retention, motivation, collaboration and academic achievement of their students.

On the other hand, the findings of Kiambi and Waithaka (2023) on teacher training and experience on the use of improvised learning resources in pre-primary schools in Meru, Kenya revealed teachers with over six years of experience were more resourceful in utilizing improvised learning resources in the lessons.

In Rwanda, Byiringiro, Mugo and Andala (2023) research on the effect of English teacher qualification on student performance in English language concluded there was a statistically significant relationship between teacher qualification and how they provide and use English language instructional resources during teaching. Teachers who have high qualifications are also able to communicate better in the usage of these resources which in turn enriches students' English proficiencies.

Academically, teachers' professional qualifications can impact pupils' summative performance as research by Wandera, Akala and Imonje (2019) show a significant increase in learner mean score in the Kenya Certificate of Primary Education (KCPE) by candidates taught by undergraduate teachers due to their added skills and confidence in the mastery of content and knowledge and Fakeye (2012) in Nigeria too found out that teachers teaching qualification had a significant relative contribution to students' academic achievement in English language due to the mastery of the subject matter which influenced how teachers taught and utilized instructional resources in class.

In the Philippines, Torrado et al. (2023) findings on teachers' perceptions on instructional leadership: drawing implications for professional development program for instructional leaders agree teachers are themselves a source of instructional resource in facilitating teaching learning and utilization of a variety of instructional resources as this keeps them abreast with new developments in teaching materials, technology integration, and strategies for improving the quality of teaching.

Research by Rotumoi and Kipkoech (2014) on teachers' attitude towards the use of instructional resources in teaching the novel in Eldoret, Kenya found teachers had very positive attitudes towards instructional resources albeit usage was hindered by unavailability rendering English teaching process excessively verbatim. Thibaut et.al (2018) research on the other hand reported that teachers' attitude toward the use of classroom instructional assets was not positive and this affected the delivery of content ultimately affecting the academic performance of students. This study recommended training for teachers who were biased towards classroom instructional assets.

Time allocation in the timetable is crucial if teachers are to incorporate various instructional resources in the teaching learning of English. Day (2023) research mentions English teachers incorporate instructional resources in their lessons although they sometimes feel they require more time to incorporate them during lessons, and their teaching autonomy feels problematic if they are not provided with resources to teach students leaving them to their own devices which is not a good feeling.

Ashrafuzzaman (2018) research on the impact of in-service training on English teachers' classroom practice at primary level in Bangladesh mentions benefits of in-servicing of English teachers in giving instructions in English, using English teaching aids such as audios, posters, games and writing paragraphs by mind mapping. Teachers are able to implement what they learnt during in-servicing in their English lessons which helped students to learn and speak English at a faster rate without difficulties compared to the learning rate before in-servicing.

Likewise, Uzorka, Kalabuki and Odebiyi (2024) research on the effectiveness of in-service teacher training programs in enhancing teaching quality and student achievement in Uganda established that in-servicing enhances teaching skills and instructional practices due to the provision of practical workshops and peer collaborations effectively instilling teachers with more confidence in utilizing instructional resources. The teachers felt more prepared to manage a variety of learning demands after the training.

Moreover, Manduku, Boiyon and Cheruiyot (2017) findings of in-service teacher training programmes in Sotik sub-county, Kenya on their effectiveness highlighted positive relationships between in-servicing of teachers and teachers planning for instruction, teachers lesson content delivery, teachers' student evaluation and teachers use of teaching learning resources as well as teachers' relationship with students. On their part, Coşgun and Savaş (2024) in Turkey realized increased levels of use of digital resources in teachers after in-service. This is because of exposure to ICT training where teachers were given skills in using the internet.

Augustine, Melani and Nashir (2021) research on students' perception towards English teacher performance in teaching English to eight graders reveals that students rated highly English teachers who use various teaching methods, teachers who merge the students' creativity to activities during lessons, teachers who develop students skills in reading and writing through tasks and teachers who give homework and assignments about the material being learnt in English lessons. Students' highly rated teachers' interactions during English lessons as the teachers helped design resources, apply various activities, use different strategies and incorporate many resources. English teachers provided feedback which impressed the students. Teachers were able to design and apply activities that allowed students to practice listening, speaking, reading, writing skills during lessons and in group work. This was made able by teaching and learning English in small classes which enabled teachers of English to address the students frequently and create a conducive individualized atmosphere for learning English, Toro et al. (2019)

3.1 Theoretical Framework

A theoretical framework is the blueprint for research comprised of theories expressed by experts in the field into which one plans to research, Kivunja (2018).

This study is based on Functional Grammar language theory by Simon C. Dik (1977) which emphasizes on contextualization of receptive, productive and digital English skills implying that both teachers and pupils need to manipulate a variety of instructional resources to be able to understand and experience how language functions in different academic and social contexts in the teaching learning process. The relevancy of functional grammar in contemporary classrooms and students' learning is that it enlightens the learning of grammar. Whereas traditional grammar approaches and conceive of grammar as a set of structures which can be assessed as correct or incorrect, functional grammar sees language as a resource through which we interactively shape and interpret our world and ourselves. Because of this multidimensional there are implications of using it in the teaching learning process: at the level of cultural context, students can see language varies across the different discourse communities; in genre, students can see how texts are organized according to social purposes they are trying to achieve and how grammatical patterns contribute to the meaning of the text; in register, students can see the relationship between various factors in the context and how these impact on the choices we make from the language system; coming through the meta functions students can learn how language is used to construct meanings of the various curriculum areas for instance literature, mathematics, science, geography; in mode students can construct and interpret spoken, visual and digital texts by asking questions of purpose, audience, genre and register and in grammar students can see how clauses and sentences are structured in various ways for different semantics, Derewianka and Jones (2010). Functional grammar prepares pupils in the usage of various instructional resources to acquire skills in English language for use in different contexts.

4. Methodology

4.1 Research Design

A research design integrates different components of a study in a logical and coherent way ensuring that one effectively plan for the procedures of investigating a research problem, its objectives, hypotheses, selection of

participants, collection of data, analysis and interpretation of the findings, Thakur (2021).

This study adopted a mixed method research (MMR) design to describe and explore the influence of human resource utilization of instructional resources on pupil's acquisition of skills in English language. Mixed method research design was found relevant for this study as it combines both qualitative and quantitative approaches and an enquiry moves from general to particular, Wambugu and Njoroge (2021), with the advantage of using data triangulation where multiple sources of data are used in a study. Generally, there are three major types of mixed methods research design namely: the concurrent (convergent or parallel) design, explanatory sequential design and the exploratory sequential design, Fraenkel et al. (2012). This study adopted the concurrent design. Concurrent mixed methods research design involves collecting both quantitative and qualitative data at roughly the same time.

4.2 Target Population

The study targeted 195 public primary schools in Nairobi County which comprised 32,500 grade 6 pupils (RDE 2022) about 2000 teachers of English (TSC 2022). This study also targeted 195 headteachers representing each public primary school. Therefore, the total population targeted was 34,695 respondents.

4.3 Sample Size

A subset of the entire population containing the same characteristics is a sample size. Yamane (1967) simplified formula was used to determine the schools, pupils and teachers of English populations.

Yamane Simplified Formula: $n = N / 1 + N(e)^2$

Where n = sample size; N = population size; e = level of precision at 95%

The sample size for schools is $n = N / 1 + N(e)^2$ $n = 195 / 1 + 195 (0.0025) = 55$

The sample size for teachers of English is $n = N / 1 + N(e)^2$ $n = 2000 / 1 + 2000 (0.0025) = 333$

The sample size for grade 6 pupils is $n = N / 1 + N(e)^2$ $n = 32500 / 1 + 32500 (0.0025) = 395$

The population using purposive sampling is a stratum comprising of headteachers, grade 6 teachers of English and grade 6 pupils. Stratified random sampling using the lottery technique was used to select each strata population.

Table 1. Sampling Frame

Category of respondent	Population	Sample Size	Criteria
Headteachers	195	55	Yamane simplified formula
Teachers of English	2,000	333	Yamane simplified formula
Grade 6 Pupils	32,500	395	Yamane simplified formula
Totals	34,695	783	

4.4 Sampling Techniques

Simple random sampling was used to select the strata, and the lottery technique was used to select participants in the stratum.

4.5 Data Collection and Analysis

Qualitative and quantitative data was collected from the respondents using questionnaires (headteachers, teachers of English and grade 6 pupils), unstructured interviews guided by the theme of the study, observation checklist form and an English Achievement Test. An unstructured interview schedule guided by the theme of the study was administered to headteachers as it is informal, conversational and allowed informants to express themselves in-depth. The questionnaires were divided into two sections. Section A elicited Bio Data information while Section B generated data under the theme of the study objective bearing both open and close ended questions presented in a five-point Likert scale. An English Achievement Test was administered to the pupils to gauge their level of English proficiency. The observation checklist form was used to verify data of the actual availability, status and usage of the instructional resources.

Quantitative data was summarized using descriptive statistics using frequencies and percentages presented in tables. Qualitative data was analyzed thematically. Pearson Product Moment Correlation Coefficient analysis

was used to test the hypothesis.

4.6 Ethical Considerations

The researcher initially obtained a research permit from the National Commission of Science, Technology and Innovation (NACOSTI) to allow her to collect data. The researcher and research assistants contacted the public primary schools to book appointments on the dates and times for data collection. Teachers of English who are custodians of grade 6 pupils were involved in administering the pupils' questionnaires and English Achievement Test as the pupils are familiar with and trust their teachers. The interview schedules, filling up of the questionnaires, English test and observation checklist forms were done on the same day.

5. Findings of the Study

The study aimed to establish how human resource utilization of instructional resources influence pupils' acquisition of skills in English language.

5.1 Availability, Status and Usage of Instructional Resources

This data was elicited using the observation checklist form. The findings indicated that public primary schools had the resources (classroom materials, facilities, libraries and digital resources), the status was generally good and the usage was often.

Researchers commented:

'Teachers of English used instructional resources during the English lesson, the most used resource was the English textbook, blackboard, chalk and duster.'

'The English teacher used the library as it was library hour, there were many books of different genres, magazines, newspapers for the pupils to select from.'

'The English teacher used the English textbook, dictionaries, chalk/blackboard/duster and the mobile phone.'

'The English teacher used the English textbook, mobile devices, chalk/board/duster and newspapers during the lesson.'

5.2 Teachers of English Demographic Characteristics and Usage of Instructional Resources

This data was elicited from the headteachers questionnaire and structured interviews. Headteachers were requested in the questionnaire to tick the age bracket of teachers of English adept in the usage of instructional resources in their English lessons. Table 1 shows the responses.

Table 1. Teachers of English demographics and acquisition of skills in English language

Age bracket and usage of Instructional Resources	Frequency	Percentage %
20yrs-30yrs	14	34.1%
31yrs-40yrs	15	36.6%
41yrs-50yrs	8	19.5%
Over 50yrs	4	9.8%
Totals	41	100%

Source: Study Field Data (2025)

Table 1 shows that teachers of English who are adept in using instructional resources in English lessons were those in the age bracket 31yrs-40yrs at 36.6% followed by those in the age bracket 20yrs-30yrs at 34.1%. Those in the age bracket 41yrs-50yrs stood at 19.5% while those over 50 years stood at 9.8%.

The findings of this study show that headteachers felt teachers of English in the age bracket 31yrs-40yrs to be more adept in using instructional resources followed by those in the age bracket 20yrs-30yrs.

When asked to elaborate their given answer, headteachers responses were themed as follows: experience, more settled, and vibrant.

Table 2. Teachers of English demographics and acquisition of skills in English language

Age bracket and usage of Instructional resources	Frequency	Percentage %
Experience	22	53.7%
More settled	15	36.6%
Vibrant	4	9.8%
Totals	41	100%

Source: Study Field Data (2025)

The headteachers, as table 2 shows indicated the age bracket 31yrs-40yrs were more experienced in the use of instructional resources at 53.7%, more settled in their teaching profession at 36.6% and vibrant when using instructional resources at 9.8% hence making this age bracket more adept in the usage of instructional resources.

Headteachers wrote:

'They are conversant with ICT.' *'These teachers have understood the curriculum and are able to comfortably integrate digital teaching.'* *'These teachers have high skills in IT which enables them to digitalize learning and use instructional resources that are updated.'* *'This category of teachers are competent in pedagogy and digital devices.'* *'These teachers have acquired enough experience.'*

5.3 Teachers of English Years of Teaching Experience and Usage of Instructional Resources

Headteachers were requested to indicate the teachers of English most resourceful when using English digital resources in their English lessons when it comes to years of teaching experience. Table 3 shows the responses.

Table 3. Teachers of English teaching experience and acquisition of skills in English language

Resourcefulness and usage of Instructional Resources	Frequency	Percentage %
1month-5yrs	12	29.3%
6yrs-10yrs	11	26.8%
11yrs-15yrs	4	9.0%
Over 20yrs	14	34.1%
Totals	41	100%

Source: Study Field Data (2025)

When it comes to teachers of English who are most likely to be very resourceful when using English digital resources in the English lessons headteachers as table 3 shows agreed that those with teaching experiences of over 20years were most resourceful at 34.1% followed by those with 1month-5years experience. Those in the range of 6yrs-10yrs stood at 26.8% while those with 11yrs-15yrs stood at 9.0%. These findings are interesting because the youngest and oldest in the teaching profession were found to be more resourceful in the use of digital resources in English lessons.

When prompted to elaborate on their given answer regarding years of experience and usage of digital resources, headteachers responses were themed as follows: vast experiences, competencies in digital literacy and learn to learn.

Table 4. Teachers of English resourcefulness in the usage of instructional resources

Resourcefulness and usage of Instructional Resources	Frequency	Percentage %
Vast experiences	17	41.5%
Competencies in digital literacy	12	29.3%
Learn to learn	12	29.3%
Totals	41	100%

Source: Study Field Data (2025)

The headteachers found teachers of English with over 20yrs of teaching experience to have vast experiences and hence more resourceful in the use of digital resources in the teaching learning of English as table 4 shows at 41.5% and they also embrace learn to learn at 29.3%. Those with 1month-5yrs experience were mentioned to be competent in digital literacy at 29.3% making this category of teachers of English to be very resourceful when using digital resources in English lessons.

Headteacher wrote in respect of 1month-5yrs teaching experience:

'They are computer literate and find it good to integrate ICT in teaching and learning.' 'More conversant with digital world.'

In respect of over 20yrs:

'They have had vast experiences and thus they are able to compare notes on what it was and what it is now.'

5.4 Teachers of English Professional Qualifications and Usage of Instructional Resources

Headteachers were requested to indicate the teachers of English who best embrace instructional resources in their English lessons when it comes to professional qualifications from the choices of certificate holders, diploma holders, degree holders and masters' holders. Table 5 shows the responses.

Table 5. Teachers of English professional qualifications and acquisition of skills in English language

Professional qualifications	Frequency	Percentage %
Certificate	8	19.5%
Diploma	7	17.1%
Degree	22	53.7%
All	4	9.8%
Totals	41	100%

Source: Study Field Data (2025)

Table 5 shows majority of headteachers at 53.7% were of the opinion teachers of English who possess a degree certificate best embrace instructional resources in their English lessons followed by certificate holders at 17.1% and diploma holders at 17.1%. There were headteachers who felt that all teachers of English embrace the use of instructional resources at 9.8%.

Headteachers themed degree certificate holders as well trained, more practical, embrace research and have wide experiences as table 6 indicates.

Table 6. Teachers of English embracement of instructional resources (IRs)

Professional qualifications and embracement of IRs	Frequency	Percentage %
Well trained	24	58.5%
More practical	8	19.5%
Research	5	12.2%
Wide experiences	4	9.8%
Totals	41	100%

Source: Study Field Data (2025)

The headteachers mentioned the teachers of English who possess degree certificates are well trained to embrace the use of instructional resources in their English lessons at 58.5% as table 6 shows. They also noted that these teachers of English are more practical in the usage of instructional resources at 19.5% followed by research at 12.2% and wide experiences at 9.8%.

Headteachers wrote:

'Degree holders are conversant with instructional resources.' *'The nature of their training is good.'*

'Degree holders – these are teachers who are knowledgeable and open to embrace instructional resources in their English lessons.'

5.5 Teachers of English Attitude Towards Instructional Resources

This question to headteachers sought to find out the attitude of teachers of English when using instructional resources in English lessons. Table 7 shows the responses.

Table 7. Teachers of English attitude when using instructional resources in English lessons

Attitude of Teachers of English	Frequency	Percentage %
Positive	41	100%
Fair	0	0%
Totals	41	100%

Source: Study Field Data (2025)

Table 7 shows the teacher of English have positive attitudes when using instructional resources in their English lessons at 100%.

5.6 Teachers of English Usage of Instructional Resources

This data was elicited from the teachers of English questionnaire bearing a five-point Likert scale question which required teachers of English to indicate their level of agreement with various statements on the influence of human resources and acquisition of skills in the English language where level 5 equated to strongly agree, level 4 equated to slightly agree, level 3 equated to agree, level 2 equated to slightly disagree while level 1 equated to strongly disagree. The responses were as follows:

Table 8. Human resource usage of instructional resources and acquisition of skills in English language

Statement	Strongly agree (5)	Slightly agree (4)	Agree (3)	Slightly disagree (2)	Strongly disagree (1)	N
I incorporate instructional resources in my English lessons	74 28.5%	130 50.0%	32 12.3%	24 9.2%	- 0.0%	260 100%
I enjoy using instructional resources in my English lessons	98 37.7%	100 38.5%	42 16.2%	20 7.7%	- 0.0%	260 100%
Instructional resources take up most of the time when delivering a lesson	34 13.1%	68 26.2%	102 39.2%	36 13.8%	- 0.0%	260 100%
Preparing a lesson plan using instructional resources takes a lot of time	32 12.3%	52 20.0%	48 18.5%	68 26.2%	60 23.1%	260 100%
Preparing schemes of work using instructional resources is cumbersome	28 10.8%	24 9.2%	68 26.2%	62 23.8%	78 30.0%	260 100%

Source: Study Field Data (2025)

Table 7 shows the various responses of teachers of English to the statement on usage of instructional resources in English lessons. In the first statement 'I incorporate instructional resources in my English lessons' 28.5% strongly agreed; 50.0% slightly agreed; 12.3% agreed; 9.2% slightly disagreed. In the second statement 'I enjoy using instructional resources in my English lessons' 37.7% strongly agreed; 38.5% slightly agreed; 16.2% agreed;

7.7% slightly disagreed. The third statement 'Instructional resources take up most of the time when delivering a lesson' 13.1% strongly agreed; 26.2% slightly agreed; 39.2% agreed; 13.8% slightly disagreed. In the fourth statement 'Preparing a lesson plan using instructional resources take a lot of time' 12.3% strongly agreed; 20.0% slightly agreed; 18.5% agreed; 26.2% slightly disagreed and 23.1% strongly disagreed. The fifth statement 'Preparing schemes of work using instructional resources is cumbersome' 10.8% strongly agreed; 9.2% slightly agreed; 26.2% agreed; 23.8% slightly disagreed and the majority 30.0% strongly disagreed.

The findings of this study reveal that teachers of English incorporate instructional resources in their English lessons. Teachers enjoy using instructional resources in the teaching learning process, although teachers feel that instructional resources do take up most of the time when delivering a lesson. Teachers too were of the opinion that preparing a lesson plan using instructional resources does take a lot of time but not when preparing the schemes of work.

5.7 Teachers of English In-service Training and Usage of Instructional Resources

Teachers of English questionnaire requested them to tick yes/ no on attendance to in-service training. For those who ticked yes their responses on the impact in-service training had on their ability to utilize instructional resources in English lessons were themed as: skills in the usage of instructional resources, teaching methods, English skills acquisition, handling of high achievers and patience. Table 9 shows the responses.

Table 9. Impact of in-service training and acquisition of skills in English language

Impact of in-service training	Frequency	Percentage %
Skills in usage of instructional resources	34	26.2%
Teaching methods	32	24.6%
English skills acquisition	25	19.2%
Handling of high achievers	21	16.1%
Patience	18	13.8%
Totals	130	100%

Source: Study Field Data (2025)

Teachers of English who had attended in-service as table 9 indicates mentioned they were able to effectively use a wide variety of instructional resources after training at 26.2% followed by exposure to different teaching methods at 24.6%. Teachers of English also mentioned acquisition of various English skills at 19.2% and being able to handle high achievers in English lessons at 16.1%. Teachers of English said they were more patient with the pupils after attending in-service training at 13.8%.

Teacher of English wrote:

'Has updated me with the latest pedagogy methods and teaching strategies. I have improved subject knowledge and familiarize myself with curriculum changes.' *'Able to do more research on digital devices, able to incorporate digital devices during lessons and also able to use the devices appropriately.'* *'Positively because I implement what was learnt.'* *'Am able to use the instructional materials as expected in lesson facilitation and prepare for the English lesson in advance. Am able to use pocket charts in teaching reading skills and learners are able to read fluently.'* *'I have improved my pronunciation skills.'*

5.8 Teachers of English Collaboration With Pupils in the Use of Instructional Resources

This data was elicited from the pupils questionnaire where a five-point Likert scale question required them to indicate their level of agreement with various statements on the influence of human resources and acquisition of skills in the English language where level 5 equated to strongly agree, level 4 equated to slightly agree, level 3 equated to agree, level 2 equated to slightly disagree while level 1 equated to strongly disagree. The responses were as follows:

Table 10. Human resource and acquisition of skills in English language

Statement	Strongly agree (5)	Slightly agree (4)	Agree (3)	Slightly disagree (2)	Strongly disagree (1)	N
My English teacher involves us in making word charts and word puzzles	184 58.2%	72 22.8%	30 9.5%	26 8.2%	4 1.3%	316 100%
My teacher provides opportunities to use digital resources in English lessons	106 33.5%	62 19.6%	64 20.3%	51 16.1%	33 10.4%	316 100%

Source: Study Field Data (2025)

Grade 6 pupils responded to the various statements regarding human resource and the acquisition of skills in English language variously. In the first statement 'my English teacher involves us in making word charts and word puzzles, 58.2% strongly agreed; 22.8% slightly agreed; 9.5% agreed; 8.2% slightly disagreed while 1.3% strongly disagreed. In the second statement 'my teacher provides opportunities to use digital resources in English lessons' 33.5% strongly agreed; 19.6% slightly agreed; 20.3% agreed; 16.1% slightly disagreed and 10.4% strongly disagreed, table 10.

This study findings show that teachers of English involve grade 6 pupils in interacting, manipulating and making English instructional resources such as word charts and word puzzles. The teachers also provide opportunities to interact with digital resources during English lessons which the pupils appreciated. This confirms that pupils like to be involved in creating and managing some of the instructional resources used in English lessons.

5.9 Testing of the Hypothesis

Data analysis using Pearson Product Moment Correlation Coefficient analysis was done to establish the relationship between human resource usage of instructional resources and pupils' acquisition of skills in English language in public primary schools in Nairobi County, Kenya.

The research hypothesis tested was: H_{01} : There is no significant relationship between human resource in the use of instructional resources and pupils' acquisition of skills in English language in public primary schools in Nairobi, Kenya.

Table 11. Correlations between human resource utilization of instructional resources and acquisition of skills in English language

		English skills	Human resource
Human resource	Pearson Correlation	.883**	1
	Sig. (2-tailed)	<.001	
	N	260	260

**Correlation is significant at the 0.01 level (2-tailed)

Source: Study Field Data (2025)

The results presented in table 11 indicate there is a positive statistically significant correlation between human resource usage of instructional resources and pupils' acquisition of skills in English language ($r=.883^{**}$, $n=260$, $p=.001$). This is a clear indication that teachers of English usage of instructional resources in the teaching learning of English positively impacts the acquisition of receptive, productive and digital skills in English language. Subsequently, the null hypothesis was rejected at 0.01 significance level.

6. Conclusion

This study investigated the influence of human resource utilization of instructional resources on pupils' acquisition of skills in English language in public primary schools in Nairobi, Kenya. The study findings show that human resource utilization of instructional resources influences the acquisition of receptive, productive and digital skills in English language. The results reveal teachers of English demographics, teaching experiences,

professional qualifications, attitudes and in-service training does influence the utilization of instructional resources and in effect the acquisition of pupils listening and speaking, reading and writing and digital skills in English language.

This study contributes to teachers of English professional development area by expounding on the knowledge of utilization of instructional resources during the teaching learning process of English. When it comes to teacher in-service training, this study may provide a framework to understanding the training needs of teachers of English depending on their demographics, teaching experiences and professional qualifications, this may positively impact the utilization of instructional resources during the teaching learning process of English language.

This study yielded limitations. One of the limitations was the public primary schools were not homogenous. There were schools that were urban, others were rural-urban and those that were from the informal settlements. These differentials posed the limitation of different adequacy levels of instructional resources depending on the type of public primary school. A further comparative study could be conducted based on these differentials and limitations.

7. Recommendations

Based on the findings and conclusions, the study recommends the following:

1. Teacher professional development through in-service training and workshops can be intensified to equip teachers of English with contemporary trends in instructional resources, their usage and time management when manipulating these instructional resources during the teaching learning of English language.
2. Curriculum support officers can work closely with Teachers of English to understand and support their needs in the availability and utilization of instructional resources.

References

- Agustin, M., Melani, M., & Nashir, I. (2021). Students' Perception Towards English Teacher Performance in Teaching English at the Eighth Grade of SMPN 6 Lubuk Basung. *ELLTER-J*, 2(1), 33-46 <https://doi.org/10.22236/ellter.v2i1.6708>
- Alqahtani, A. (2019). The use of technology in English language teaching. *Frontiers in Education Technology*, 2, 168. <https://doi.org/10.22158/fet.v2n3p168>
- Ashrafuzzaman, M. D., & Alaul Alam, M. D. (2018). Challenges of Developing Speaking Skill through classroom interaction of EFL learners. *Prime University Journal*, 12(1).
- Byiringiro, D., Mugo, L., & Andala, H. O. (2023). The effect of English teacher qualification on student performance in English language in secondary schools in Rwanda: A case of Nyagatare District. *Journal of Emerging Technologies and Innovative Research*, 10(11).
- Coşgun, G. E., & Savaş, P. (2024). Enhancing Teaching Skills of In-service English Teachers through Online Professional Development. *Journal of Learning and Teaching in Digital Age*, 9(1), 32-39. <https://doi.org/10.53850/joltida.1248625>
- Dale, E. (1969). *Audio Visual Methods in Teaching*. NY: Dryden Press.
- Day, L. (2023). 'Our students Vs. Their students:' Perceptions of Teachers in English Language Learning. *Journal of English Learner Education*, 2(15). Retrieved from <https://stars.library.ucf.edu/jele/vol15/iss2/2>
- Derewianka, B., & Jones, P. (2012). Teaching Language in Context. *OUP*. Retrieved from https://www.researchgate.net/publication/315897394_Teaching_Language_in_Context/citation/download
- Dik, S. C. (1977). *Functional Grammar*. Amsterdam.
- Doan, S. Y., et al.. (2025). *Teachers' use of instructional materials from 2019-2024*. RAND Corporation, Santa Monica, Calif.
- Eickelmann, B., & Vennemann, M. (2017). Teachers Attitudes and Beliefs regarding ICT in teaching and learning in European Countries. *European Educational Research Journal*, 16(6), 733-761. <https://doi.org/10.1177/1474904117725899>

- Fakeye, D. O. (2012). Teachers' qualification and subject mastery as predictors of achievement in English language in Ibarapapa division of Oyo State. *Global Journals Inc.*, 12(3).
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). New York: Mc Graw Hill.
- Internet Public Library. (2022). Importance of Instructional resources.
- Joseph, O. (2015). Teaching Aids: a special pedagogy of brain development in school children, interest and academic achievement to enhance future technology. *Journal of Education and Practice*, 6(29), 92-101.
- Kenya National Examinations Council. (2020). National Assessment System for Monitoring Learning Achievement (NASMLA): Class 3 final report. *KNEC*.
- Kiambi, N. I., & Waithaka, E. (2023). Teacher training and experience on the use of improvised learning resources in pre-primary schools in Meru County, Kenya. *Journal of Education Practice*, 4(1), 1-20.
- Kivunja, C. (2018). Distinguishing between Theory, Theoretical Framework and Conceptual Framework: A Systematic Review of Lessons from the Field. *International Journal of Higher Education*, 7(6). <https://doi.org/10.5430/ijhe.v7n6p44>
- Kola, A. J., & Abdulwasiiu, A. A. (2023). Teachers' effective use of educational resources and their effect on students' learning. *Universitepark Bulletin*, 12(2), 83-98. <https://doi.org/10.22521/unibulletin.2023.122.4>
- Krashen, S. (1993). The power of reading: Insights from the research. *Englewood*, CO: Libraries Unlimited.
- Kuusisto, E., & Tirri, K. (2021). The challenge of educating purposeful teachers in Finland. *Education Science*, 11(1), Article 29. <https://doi.org/10.3390/educsci11010029>
- Lestari, T., & Nor, H. (2025). Exploring Listening Strategies, Activities, And Resources of English Education Department Lecturers. *Journal of English Education Program*. <https://doi.org/10.26418/jeep.v5i2.72263>
- Mahdi, H. S., & Al-Dera, A. S. (2013). The Impact of Teachers' Age, Gender and Experience on the Use of Information and Communication Technology in EFL Teaching. *English Language Teaching*, 6(6), 57. <https://doi.org/10.5539/elt.v6n6p57>
- Manduku, J., Boiyon E., & Cheruiyot, A. (2017). Inservice teacher training programmes: implications of teacher effectiveness in secondary schools in Kenya. *European Journal of Education Studies*, 3(7). Retrieved from <https://oapub.org/edu/index.php/ejes/article/view/815>
- Manzouri, H. A., et al.. (2016). Effect of listening proficiency on types of listening strategies used by Iranian EFL learners. *International Journal of English Language and Translation Studies*, 30-41.
- MOE. (2022). *Ministry of Education. Nairobi City County Regional Office*. Nairobi, Kenya.
- MOE. (2022). *Teachers Service Commission Nairobi City County Regional Office*. Nairobi, Kenya.
- MOEST. (2018). *A National Policy and Guidelines Framework for School Libraries in Kenya*.
- Opeifa, O., Adelana, O., & Atolagbe, O.D. (2022). Teaching oral English through technology: Perceptions of teachers in Nigerian Secondary Schools. *International Journal of Learning and Teaching*, 14(1), 57-68. <https://doi.org/10.18844/ijlt.v14i1.6434>
- Retrieved from www.erepository.uonbi.ac.ke/handle/11295/155213
- Retrieved from www.kicd.com
- Retrieved from www.ordnur.com/others/teachers-tables-in-classroom-management
- Rotumoi, J., & Kipkoech, L. C. (2014). Teachers' attitudes towards use of instructional resources in teaching the Novel. *English Language and Literature Studies*, 4(3). <https://doi.org/10.5539/ells.v4n3p58>
- Thakur, H. (2021). Research design.
- Toro, L. V., Pinza, E. I., Vargas, A. B., Zuniga, A., Paredes, F. M., & Espinosa, F. O. (2019). Teachers' and students' perceptions of teaching and learning English in small classes: a case of Ecuador. *The Turkish Online Journal of Educational Technology. TOJET*, 18(1).
- Torrato, J. B., Aguja, S. E., Prudente, M. S., & Ramos, R. P. (2023). Teachers' perceptions on instructional leadership: drawing implications for professional development program for instructional leaders. *International Journal of Learning and Teaching*, 9(4). <https://doi.org/10.18178/ijlt.9.4.402-408>
- Trudy, W., Stariha, W. E., & Walberg, H. J. (2004). Teaching, speaking, listening and writing. *International*

- Academy of Education* (IAE), Brussels, Belgium. Retrieved from <https://www.files.eric.ed.gov/fulltext/ED455377.pdf>
- Uzorka, A., Kalabuki, K., & Odebiyi, O. (2024). The effectiveness of in-service teacher training programs in enhancing teaching quality and student achievement. *Forum for Education Studies*, 2. <https://doi.org/10.59400/fes.v2i3.1465>
- Waigera, J., Mweru, M., & Ngige, L. (2020). Relationship between Teachers' Demographic Characteristics and Levels of Utilization of Instructional Materials in Pre-Primary Schools in Kenya. *East African Journal of Education Studies*, 2, 67-77. <https://doi.org/10.37284/eajes.2.1.179>
- Wambugu, L., & Njoroge, N. (2021). The search for understanding mixed method research among graduate students: A case of learners in the school of continuing and distance education. *Quality and Quantity*, 1-3. University of Nairobi. <https://doi.org/10.1007/s11135-021-01150-6>
- Wandera, N. S., Imonje, R. K., & Akala, W.J. (2019). Influence of teaching experience on pupils' performance at Kenya Certificate of Primary Examination in English Subject in Kenya. *IOSR Journal of Research & Method in Education*, 9(3).
- Yamane, T. (1967). *Statistics: An Introductory Analysis* (2nd ed.). New York: Harper and Row.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).