

**THE USE OF ICT IN TEACHING AND LEARNING KISWAHILI PLAYS IN  
SELECTED SECONDARY SCHOOLS IN ELDORET WEST SUB-COUNTY,  
KENYA**

**BY**

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KENYA**

**MOI UNIVERSITY**

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**DECLARATION**

**Declaration by the Candidate**

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## **ABSTRACT**

The main aim of this study was to investigate the use of ICT in teaching and learning Kiswahili plays in secondary schools as a way of cultivating interest and positive attitude towards drama at an early age. The objectives of the study were: To determine the availability of ICT facilities for use in teaching Kiswahili plays, to ascertain whether teachers of Kiswahili play have ICT skills for teaching Kiswahili plays, to examine attitude of teachers of Kiswahili towards integration of ICT in teaching Kiswahili plays and to examine the student's attitude on use of ICT in teaching and learning Kiswahili play in secondary schools. The study used social learning theory by Bandura and the functionalism theory by John Dewey. The study also used a conceptual framework developed by the author showing the usefulness of the ICT in facilitating teaching and learning of literature plays, the study also employed a descriptive survey design to answer the research questions. Stratified sampling was used to categorize schools in to boys, girls, mixed schools, day and boarding schools. Simple random sampling was applied to select 275 students from a total of 918 form three students in Eldoret West district representing 30% of the study population. Saturated sampling was used to select 26 form three Kiswahili teachers and 7 Head teachers in Eldoret West district. A total of 308 respondents will be selected for the study. The study used focus group discussion, questionnaires for teachers and students to collect data and interviews to provide further information on the teacher's attitude on the use of ICT in teaching Kiswahili play and observation. Descriptive and inferential statistics were used to analyze the data collected. Descriptive statistics involves comparison of means, use of tables, pie charts and bar graphs. The chi-square ( $\chi^2$ ) test was used to measure relationship between independent variables and the dependent variables. The data were entered into the statistical package for social sciences (SPSS) for data analysis. The study showed limited use of ICT in teaching and learning of Kiswahili play and it adds up into the pool of existing knowledge and is beneficial to teachers since it gives suggestion on the best combination to motivate and arouse interest of teaching and also to the teacher training institutions in preparing teachers to adequately use ICT in instruction in classroom level and also to the curriculum developers.

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## **DEDICATION**

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## **LIST OF ABBREVIATION AND ACRONYMS.**

**AEOs-** Administrative Education Officers

**CDs-** Compact Disk

**DVDs**-Digital Versatile Disks.

**CEOs**- County Education Officer.

**HODS**- Head of departments.

**HM**- Head Masters /Mistresses

**ICT**- Information Communication and Technology.

**KCPE**- Kenya Certificate of Primary Education.

**MOE**- Ministry of Education.

**SPSS**- Statistical Package for Social Scientists.

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# CHAPTER ONE

## INTRODUCTION TO THE STUDY

### 1.1 Introduction

This chapter presents the background of the study, statement of the problem, objectives, research questions, limitation, assumption of the study, scope of the study, justification of the study, significance of the study, theoretical framework, conceptual frame work and operational terms.

### 1.2 Background of the study

Kiswahili language in Kenya plays an important role as a national language and it contributes to the broad national goals of education in all aspects of life in Kenya. It is a compulsory subject in the national curricula of primary and secondary levels of education. Language is part and parcel of human life as it is the most effective means of human verbal communication. It is through language that people express their feelings, emotion, like and dislikes. Without language people would find it difficult to exchange ideas, share experiences and participate in cultural activities. While teaching Kiswahili play, the art of language is the key factor.

The power of ICT in promoting teaching and learning in the developed countries has been recognized as the Chinese say:

*“When I am told I forget, what I see I remember and what I do builds a castle in my head”*

This is much the same with teaching Kiswahili plays, if students are merely told concepts verbally they may easily forget, if they are given an opportunity to see the relationship

they will remember, but more importantly if they practice what they are told and shown, they internalized it. ICT bridges the gap between theory and practice.

In Kenya the Ominde commission (1964) placed emphasis on the use of instructional resources for teaching. The commission called upon the ministry of education to avail the relevant instructional resources which could be used for teaching. ICT is expected to play a critical role in enhancing teaching and learning; it forms a vital ingredient in instructional process and ultimately reflects on student's performance. Since this is the age of digital the desire for quality is still on.

The digital technology has influence all aspects of human life, education is not an exceptional. Now the technology is in the process of change from digital to photon. Shortly photon technology will be available for the use of the society. At present majority of devices are based on digital technology. There is an irreversible trend among countries in Asia and the Pacific to transform their teaching force and educational staff into technology literate and skilled workers. In almost all countries in the region, teachers in primary, secondary and tertiary levels are being trained in the use of information and communication technologies (ICT) in education with varying degree and scope. Collis, and Pawlowski. Fishbein, and Ajzen (1995).

Over the past two decades, Information Technology (IT) has broadened to become Information and Communication Technology (ICT), and has become better established within schools Albirini, A. (2004).). Many claims have been made about its potential contribution to pupils' learning (Pachler, 1999) and official rhetoric has presented it as set to 'transform education' (Blair, 1997). Much current policy and practice reflects a

technocratic determinism in which technology is seen unproblematically as providing relatively immediate tools for teachers and students, and its use as calling primarily for development of technical skills. However, others see successful educational applications of the computer as involving a complex interplay of context, people, activities, machines and available software within specific settings. While quality and level of ICT resource continue to improve in many schools, provision of equipment alone is likely to be of limited value unless more is understood about the interactions and processes engendered by using technology in different settings, and how pedagogical strategies to enhance students' learning might be developed effectively through them.

Students constitute a significant group within this social system, and their perspectives play an important part in framing the activity that takes place in school settings. Indeed, it has been argued that young people should be seen as active participants in shaping social and educational processes rather than viewed as passive recipients of them (Pollard & Tann, 1993). Research has demonstrated that, from an early age, young people are capable of insightful and constructive analysis of their experience of learning in school and are able to comment on teaching approaches and contexts that are helpful in their learning (Brown & McIntyre, 1993; Harris et al., 1995; McCallum et al., 2000; Rudduck & Flutter, 2000). A key component in acquiring such understanding may be attention to the 'pupil voice' (Keys & Fernandes, 1993; Blatchford, 1996; Rudduck et al., 1996). Rudduck and Flutter (*op cit*) maintain that 'we need to tune in to what pupils can tell us about their experiences and what they think will make a difference to their commitment to learning and, in turn, to their progress' (p. 75). Recent research on pupils' perspectives in the UK has been linked either to the development of school-based strategies based on consultation with pupils on

effective classroom practice, or to aspects of curricular evaluation (see Lord and Harland (2000) for a review) but few studies have focused specifically on secondary pupils' views on their current classroom use of ICT in teaching and learning. Where students' perspectives have provided the focus for such inquiry in other educational settings (for example the Canadian technology-enhanced Secondary Science instruction (TESSI) project), pupils' enhanced participation in learning activities and their development of successful learning strategies were attributed to the combined influences of – and interactions between – the technologies employed and the pedagogical and social milieu of the classroom (Pedretti et al., 1998).

The popular image of young people – the 'screenagers' referred to by Rushkoff, (1997) – growing up in an increasingly technology-dependent society, connected by sophisticated telecommunication networks in a culture mediated by television and computer, is that of natural computer users from a 'digital generation'. Recent studies (Holloway & Valentine, 1999; Becta, 2001; Facer et al., 2001; Wellington, 2001) have begun to examine the nature and extent of young people's use of ICT outside school and the influence that it may have upon their learning with ICT in school. Whilst results indicate that some children (often those who use computers extensively at home) are capable of integrating their use of ICT in balanced and sophisticated ways (Furlong *et al.*, 2000), the indications are that this further accentuates inequities between such young people and their peers who lack similar access to these technologies. Findings also show that whilst boundaries between home knowledge and school knowledge are being eroded, learners' experience of ICT takes on a different character depending upon the context of its use. Furlong et al (*op cit*) found that at home, young people tend to control their own time, how they use technology and the content of

what they do. In school, however, the locus of control lies elsewhere; emphasis is on learning activities managed by the teacher, metered by timetable constraints, designed to meet curriculum criteria and attainment targets and incorporate the mandatory use of ICTs.

Today, a variety of ICT can facilitate not only delivery of instruction, but also learning process itself. Moreover, ICT can promote international collaboration and networking in education and professional development. There's a range of ICT options – from videoconferencing through multimedia delivery to web sites - which can be used to meet the challenges teachers face today. In fact, there has been increasing evidence that ICT may be able to provide more flexible and effective ways for lifelong professional development for today's teachers. Because of rapid development in ICT, especially the Internet, traditional initial teacher training as well as in-service continued training institutions worldwide are undergoing a rapid change in the structure and content of their training and delivery methods of their courses. However, combining new technologies with effective pedagogy has become a daunting task for both initial teacher training and in-service training institutions. (Kozman, 2005).

In the recent years, there has been growing interest in the integration of information and communication technology (ICT) in the education systems of countries across the globe. Such interest has often been premised on the assumption that ICTs have a great potential for improving the quality of education. Moreover, education is presumed to cause socio-economic development. Indeed empirical studies confirm that education can make an important economic contribution (Kozman, 2005). Thus by improving the quality of education, ICT is thought to contribute to social and economic development. The potential

impact of ICT on social, economic and educational transformation has been alluded to by researchers, policy makers, politicians, bilateral and multilateral organizations. For example, the United Nations and the World Bank both advocate the use of ICT to support the development of the world's poorest countries (Kozman2005, 2008, p.1083). For example, the United Nations and the World Bank both advocate the use of ICT to support the development of the world's poorest countries (Kozman, 2008, p.1083). In this regard, a World Bank report notes that ICT can increase access to education through distance learning, enable a knowledge network for students, train teachers and broaden the availability of quality education materials (p.1084)

Kenya's Ministry of Education launched a national ICT Integration and Innovation Centre (NI3C) at the University OF Nairobi. The centre has been established as a development hub for effective use of ICT in education and training. In partnership with the Flemish Development Cooperation (VVOB), Smoother and other education stakeholders, the centre was officially launched by former Minister for Education Prof Sam Onger. The education sector is key to the overall achievement of Kenya's ICT Policy. In the formal education sector, the need for application integration is key above application development. For this particular purpose, the centre is expected to enable developers demonstrate the application of ICT technologies and new pedagogic aspects of ICT in teaching and learning. In addition, the centre is expected to provide guidance to education managers on ICT innovations and integration aspects.

The United Nations Educational, Scientific and Cultural organization [UNESCO] (2009) argues that ICT can help to enhance the quality of education with advanced teaching



methods, improve learning outcomes and enable reform or better management of education systems (p.9). In addition, ICT support to education is perceived to be critical for reaching Education for All goals by boosting the current rate of progress in developing countries especially through accelerated distance teacher-training.

Tilya (2008) attests that the world has entered the knowledge and information society, driven by information and intellectual products as raw materials. In this context, he argues that the ability to transmit data over an information and communication infrastructure is a crucial resource for any nation to participate effectively in the global information society and to address development challenges (p.1146). UNESCO (2009, p.16) points out that although the benefits of ICT use in education cannot be clearly measured, many countries continue to introduce it based on the assumption that citizens should be able to function adequately in a rapidly evolving information society.

According to Luvisia (2003), there are three factors that determine the quality of teaching and learning. These are physical facilities, competent teachers and adequacy of instructional resources. He argues that availability of adequate instructional resources, physical facilities and competent teachers are prerequisites to quality teaching and by extension learning unfortunately, the complex nature of literature calls for a wide range of instructional materials that are not accessible in most schools (Murphy, Staya and Boget, 2004).

One of the best ways to develop teachers' ICT skills and promote ICT-pedagogy integration in their teaching is the provision of ICT-based training environments where on-

demand access to materials, peers, and networks of experts where expertise and advices can be obtained and active discussion can take place in relation to 99 technology or pedagogy. In this regard, the approach of using ICT to support teachers' on-going professional development and networking can be very effective as long as organized support is provided (Pacey, 1999).

Education approaches in the 21<sup>st</sup> century requires the integration of ICT in the delivery and access to the content. The use of computers in the teaching process has gave birth to the computer assisted instruction, computer managed instruction, computer based instruction (Heyes 1997).Prabhakar (1995)highlighted that use of ICT is more effective compared to the lecture method, but how will this be proved in regard to the use of ICT in teaching Kiswahili plays? It is this and related concerns that this research sought to answer.

### **1.3 Statement of the problem**

The government of Kenya sought to embrace ICT with the hope that it will enable the country to improve and sustain development and poverty reduction.ICT has become common placed entity in all spheres of life. Over the past twenty years, the use of ICT has fundamentally changed the practice and procedures of nearly all forms of endeavours (Misoi.j.2013). Education approaches in the 21<sup>st</sup> century requires the integration of ICT in the delivery and access to the content and since play is a social oriented activity and has traditionally been associated with strong teachers having high degree of personal contact with learners and now that the world is moving rapidly into digital the role of ICT in instructing plays is becoming more important which will continue to grow and develop the subject in the 21<sup>st</sup> century. Research shows that the integration of ICT has not taken roots

among the Kiswahili teachers compared to the science and computer related areas despite the government through the ministry of education trying to equip schools with computer facilities. The benefits of integrating ICT are many as indicated in other findings however the Kiswahili teachers have not fully realized the benefits and therefore the level is still low. The computers in schools are rarely used by the Kiswahili teachers and only a few are used in performing management functions related to their use. Barak (2006) reveals that while teachers exploit ICT for their own learning, they are cautious about integrating advanced technologies in schools. The study also suggests that while teachers recognize the potential of technology in stimulating students' learning and making school studies relevant to real-life contexts, they do not think that ICT is preferable for class-based instruction for promoting cooperation and reflection in learning. Students of Kiswahili have not been performing well in Eldoret West Subcounty yet teachers are using other learning resources. Use of ICT in teaching Kiswahili plays can improve the performance of Kiswahili in the district. The purpose of the present research was to investigate the extent to which secondary schools Kiswahili teachers' used ICT in teaching plays in the classroom level in Eldoret West sub county Uasin-Gishu County.

#### **1.4 The purpose of the study**

The purpose of this study was to investigate the level of ICT skills in the Kiswahili play teachers, to make the recommendations on the use of ICT in teaching Kiswahili plays and to assess whether Kiswahili play teachers use ICT in teaching Kiswahili play in classroom level and to find out the ICT facilities that are available for the teaching of Kiswahili plays.

### **1.5 Objectives of the study**

This study was guided by the following objectives;

- i. To determine the availability of ICT facilities for use in teaching Kiswahili plays.
- ii. To investigate the level of ICT skills in Kiswahili play teachers.
- iii. To examine the attitude of teachers of Kiswahili towards integration of ICT in teaching Kiswahili plays.
- iv. To examine the student's attitude on use of ICT in teaching and learning Kiswahili plays.

### **1.6 Research questions**

The study sought to answer the following questions;

- (i) Which are the ICT facilities available for teaching Kiswahili plays in secondary schools?
- (ii) What ICT skills do Kiswahili teachers need in order to use ICT in teaching Kiswahili plays in secondary schools?
- (iii) What are the teacher's attitudes towards the use of ICT in teaching Kiswahili plays?
- (iv) What are the student's attitudes towards the use of ICT in teaching and learning plays?

### **1.7 Assumptions of the study**

In this research the researcher had the following assumption;

- i) The researcher assumed that the sampled population was willing to give the answers to the questionnaires.
- ii) Since the sampled population was literate, it was assumed that questionnaires were to be filled accurately within short period of time.

- iii) Teachers responses to the questionnaire were to represent a true state of the teacher's perception of the use of ICT as a teaching resource.
- iv) Students responses to the questionnaire were to represent a true state of the student's perception of the use of ICT as a learning resource.

## **1.8. Scope and Limitation of the Study**

### **1.8.1 Scope**

The study was an investigation on the use of ICT in teaching and learning Kiswahili literature plays in Eldoret west district secondary schools. Only county schools were targeted because assumption was that such schools had the ability to afford all the facilities required for the use of ICT .The sample included form three students in both mixed and single sex county schools. These schools provided an appropriate representation of the targeted population since they stand between district and national schools, with teachers of similar academic backgrounds under the same employer and with the students' enrollments of between 320 and 450 K.C.P.E marks. The decision to choose the area among many others in the county did not minimize the importance of other areas which could provide similar results especially since Kenya government is emphasizing on the use of ICT in education.

### **1.8.2 Limitations**

Limitation is an aspect of a research that may influence the results negatively over which the researcher has no control. The researcher faced the following limitation;

- i) Since only Kiswahili literature teachers and students were consulted, the research was narrow.
- ii) There were no criteria to prove right or wrong the information that teachers and students gave on their attitude of ICT use.

### **1.9 Justification of the study**

Education approaches in the 21<sup>st</sup> century requires the integration of ICT in the delivery and access to the content. There has been a groundswell in interest in how ICT can best be harnessed to improve the efficiency and effectiveness of education at all levels. The use of ICT in developed countries, Kenya is ranked highly among African countries to take a leap in use of ICT .For the country to succeed in vision 2030, the use of ICT in teaching and learning Kiswahili plays is paramount for it has the potential to accelerate, enrich, deepen skills, to motivate and engage students, relate school experiences to work practices hence creating economic viability for young generation.”There is need to build the awareness of the benefits of internet technology to enhance the life chances of all, otherwise inequality in the use and application of digital technologies is potentially a significant new driver of social exclusion in the 21<sup>st</sup> century, which risks accelerating existing social divides and creating new ones.

### **1.10 Significance of the study**

This study is of great help to secondary school curriculum designers, curriculum implementers and teacher training institutions since ICT can enhance teaching and learning. (Misoi.J.2013) noted that it is a transformational tool which when used appropriately can promote the shift to a learner-centered environment.

### 1.11. Theoretical framework

This study was guided by two theories;

- i) Social learning theory by Bandura (1977).
- ii) The functionalism theory by John Dewey (1886).

**Social learning theory** highlights that people learn from one another through observation, imitation and modeling. There are four conditions that Bandura proposed for the success of modeling.

- a. **Motivation**- having a good reason to imitate.
- b. **Reproduction**- ability to reproduce the image of interest in terms of physical capacity.
- c. **Attention**- various factors increase or decrease attention of the learner e.g. attitude, perceptual level, sensory capacities etc.
- d. **Retention**- ability to remember what one paid attention to.

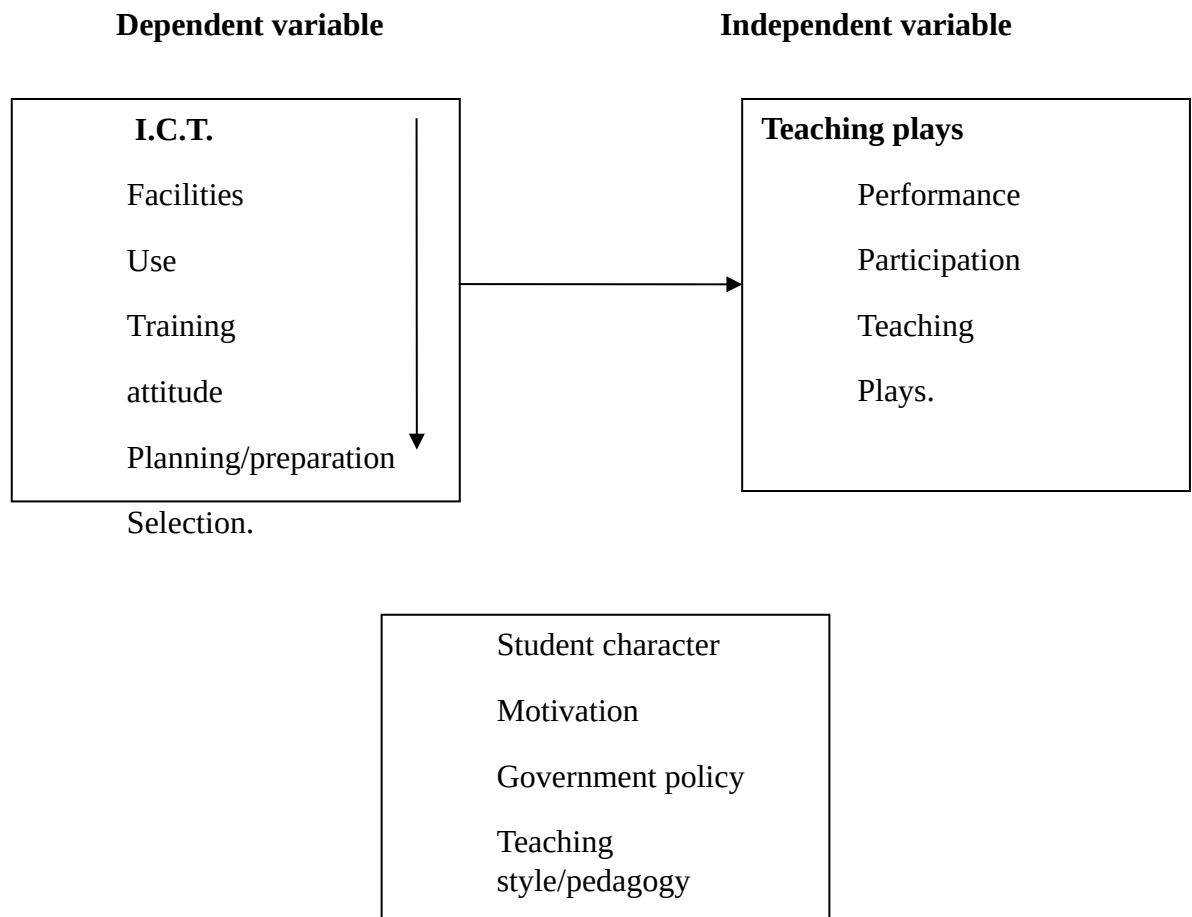
Basing the study at hand on the above theory it was correct to say that learners of Kiswahili literature need to be provided with a play that will meet the above conditions. ICT elicits a lot of excitement and enthusiasm in students leading to attention. Learners are able to retain and reproduce what they have seen and listened to. Since students hold ICT lessons with a lot of interest and belief, they are highly motivated to imitate and master the content presented.

**The functionalism theory** states that function of behavior is to promote survival and those behaviors are adaptive to allow the individual to survive. John Dewey (1886) suggested that reflective behavior of the animals has been replaced in humans by mind which has evolved as the primary mechanism for human survival. The brain therefore enables individual to adapt the environment, thus the teacher could decide to select and use a given instructional resource or not depending on the benefits that could accrue. This type of perception would influence his/her attitude decision for the purpose of the study. Dewey's standpoint where human beings are viewed as rational animals that can behave in a given way or adapt to the environment for their own survival so as to benefit from it, in the same way teachers can use the immediate environment to teach or choose not to use it depending on the inherent attitude held about the environment which offers instructional resources. Teachers behave in a given way for survival. The theory is applied to assess the teacher's attitude towards the use of ICT. The pertinent question that will be asked will be; what is the teacher's attitude towards the use of ICT in teaching Kiswahili plays. This theory explains the nature of human beings and the way they perform their duties.

The two theories complement one another in teaching and learning. The use of ICT translates abstract concepts into concrete facts. All children are born with the ability to learn, learning becomes easier, motivating and interesting if a child is given an enriched environment where the child interacts freely with the new environment he/she encounters. When this is ensured a child will be able to visualize and get meanings of things he/she interacts with by assigning specific characteristics.



## 1.12 Conceptual frame work



**Source;** *author*

## 1.13 Definition of the Operational terms

The following are the operational definitions of terms pertinent to this study.

**I.C.T-** Jonathan Misoi 2013 defines it as diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. These

technologies include; computers, internet, broadcasting technologies,(radios , television and telephone). This is the definition that was used in the study.

**Facilities**-equipment that are provided for a given purpose. According to the study it includes; computers, internet, broadcasting technologies, (radios and television) and telephone.

**Use**-is the act of making effective utilization of ICT in teaching plays.

**Training**-the process of learning the skills that one needs to do a job. To the study it means the process of learning ICT skills in order to use it in teaching Kiswahili plays.

**Attitude**- a feeling towards something.

**Preparation**-being ready and able to deal with. To the study it means the state of being ready and willing to use ICT in teaching plays in classroom level.

**Selection**-the process of choosing from a group of things or people usually according to the system. To the study it is the process of choosing ICT for the purpose of teaching and learning plays.

**Performance**-the act of doing a play or some other form of entertainment.

**Participation**-the act of taking part in an activity or an event.

**Teaching**-The act of a person deliberately imparting knowledge, concepts, skills and attitudes to a student during play lessons using ICT.

**Play**- a form of literature (drama) –part of the literature curriculum in secondary schools in Kenya.

### **1.14 Conclusion of the Chapter**

Chapter one has dealt with the background of the study in detail, the chapter has defined the meaning of ICT and its role in class room level. The problem of the study has been given together with the objectives of the study. The assumption, significance, scope, limitation, theoretical framework, conceptual framework, and the operational terms of the study have been defined.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of literature related to the study from past research studies, books reports, journals and internet. It was presented in two ways;

- i) Related studies outside Kenya.
- ii) Literature related to the study which will deal with the general review of the literature related to the study as derived from books, reports, journals, primary sources and internet. It will be presented under different sub headings in related to the objectives of the study.

#### **2.2 Background of ICT use**

There is an irreversible trend among countries in Asia and the Pacific to transform their teaching force and educational staff into technology literate and skilled workers. In almost all countries in the region, including emerging countries, teachers in primary, secondary and tertiary levels are being trained in the use of information and communication technologies (ICT) in education with varying degree and scope. (Coban, L. (2001).

While information and communication technology (ICT) is not a panacea for all educational problems, today's technologies are essential tools for teaching and learning. To use these tools effectively and efficiently, teachers need visions of the technologies' potential, opportunities to apply them, training and just-in-time support, and time to

experiment. Only then can teachers be informed and confident in their use of new technologies (Bowes, 2003). Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and much of it is available to students as well as teachers at the same time (Perraton, Robinson, & Creed, 2001). As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. Modern developments of innovative technologies have provided new possibilities to teaching professions, but at the same time have placed more demands on teachers to learn how to use these new technologies in their teaching (Robinson & Latchem, 2003)

Information and communications technologies (ICT) are being integrated in the teaching - learning process in many learning institutions of the world ( Ertmer 2005; Juang et al. 2008 ; Friedman et al. 2009 ; St eel 2009; Ismail et al. 2010) . It has been learnt that the integration of ICT in education, inter alia, does promote autonomous learning, curriculum differentiation ( S meets 2005) , student- centred learning, higher order thinking, problem - solving, cooperative learning ( Smeets & Mooij 2001; Bangert 2008) , clarification of abstract concepts and transformation of the understanding of the subject matter ( Leach & Moon 2000 ) . It is due to such benefits that Tanzania too has been struggling to encourage teachers integrate ICT in education at various levels.

In the recent years, there has been growing interest in the integration of information and communication technology (ICT) in the education systems of countries across the globe.

Such interest has often been premised on the assumption that ICTs have a great potential for improving the quality of education. Moreover, education is presumed to cause socio-economic development. Indeed empirical studies confirm that education can make an important economic contribution (Kozman, 2005). Thus by improving the quality of education, ICT is thought to contribute to social and economic development. The potential impact of ICT on social, economic and educational transformation has been alluded to by researchers, policy makers, politicians, bilateral and multilateral organizations. For example, the United Nations and the World Bank both advocate the use of ICT to support the development of the world's poorest countries (Kozman2525, 2008, p.1083). For example, the United Nations and the World Bank both advocate the use of ICT to support the development of the world's poorest countries (Kozman, 2008, p.1083). In this regard, a World Bank report notes that ICT can increase access to education through distance learning, enable a knowledge network for students, train teachers and broaden the availability of quality education materials (p.1084)

Successful integration of ICT in the teaching- learning process, among other things, is dependent on the preparation of teachers. In Tanzania, teachers are prepared at two major levels, the college and university levels. In the college level, graduates from ordinary level are trained as certificate teachers for pre - primary or primary schools while the advanced level leavers are trained as teachers for secondary schools. At the university level, depending on their Teachers' perceptions on ICT.

Kenya's Ministry of Education launched a national ICT Integration and Innovation Centre (NI3C) at the University Nairobi. The centre has been established as a development hub for

effective use of ICT in education and training. In partnership with the Flemish Development Cooperation (VVOB), Smoothern and other education stakeholders, the centre was officially launched by former Minister for Education Prof Sam Ogeri. The education sector is key to the overall achievement of Kenya's ICT Policy. In the formal education sector, the need for application integration is key above application development. For this particular purpose, the centre is expected to enable developers demonstrate the application of ICT technologies and new pedagogic aspects of ICT in teaching and learning. In addition, the centre is expected to provide guidance to education managers on ICT innovations and integration aspects

The use of technology in education consistently found that students in technology rich environments experienced positive effects on performance in all subject areas (Look, 2005). In particular, Becta (2003) pointed out that ICT provide fast and accurate feedback to students, and speed up computations and graphing, thus freeing students to focus on strategies and interpretation. Further, use of interactive multimedia software, for example, motivates students and leads to improved performance. In fact, studies showed that more students finished high school and many more consider attending college where they routinely learned and studied with technology (Becta, 2003). Barak (2004) pointed further revealed that the use of ICTs in education would promote deep learning, and allows schools to respond better to the varying needs of the students.

Despite the apparent benefits of the use of ICT for educational purpose, studies showed that in many cases, the learning potential of ICT is deprived as many teachers are still not fully ICT literate and do not use it in their teaching. Studies on teachers' readiness for ICT

generally, suggest that there is still a long way to go before schools in the region will be able to take full advantage of the opportunities provided by 21st century technology (Ya'acob et. al., 2005; Soul & Paula, 2006).

As shown by Bradley and Russell (1997), recurring faults, and the expectation of faults occurring during teaching sessions have reduced teachers' confidence and caused teachers to avoid using technology. In addition, obstacles such as access to equipment, time pressures, lack of mentor and opportunities for apprenticeship of observation also have an impact on teachers' ability to use ICT (Slaouti & Barton, 2007). Further, teachers' workload and time management was found to be inhibiting the implementation of computer instruction in classroom (Guha, 2000).

Barak (2006) reveals that while teachers exploit ICT for their own learning, they are cautious about integrating advanced technologies in schools. The study also suggests that while teachers recognize the potential of technology in stimulating students' learning and making school studies relevant to real-life contexts, they do not think that ICT is preferable for class-based instruction for promoting cooperation and reflection in learning. To investigate the factors hindering teachers' readiness and confidence in using ICTs, Tella, et al. (2007) found that inadequate knowledge to evaluate the role of ICT in teaching and learning, lack of skills in the use of ICT equipment and software had resulted in a lack of confidence in utilizing ICT tools. This is consistent with Preston (2000) who concluded that lack of technical support to be key inhibitor to the use of ICT in classroom



Tilya (2008) attests that the world has entered the knowledge and information society, driven by information and intellectual products as raw materials. In this context, he argues that the ability to transmit data over an information and communication infrastructure is a crucial resource for any nation to participate effectively in the global information society and to address development challenges (p.1146). UNESCO (2009, p.16) points out that although the benefits of ICT use in education cannot be clearly measured, many countries continue to introduce it based on the assumption that citizens should be able to function adequately in a rapidly evolving information society.

Kozman (2008) identified a number of key operational components essential for an ICT policy and these among others include teacher training. This is because the successful integration of ICT in education undoubtedly depends on teachers' ability to use it. Clearly, Uganda's policy for ICT in Education takes in cognizance the importance of teachers in the implementation of ICT in education and as such lays a strong emphasis on equipping them with ICT skills as a strategy for the successful implementation of the overall education sector ICT policy. Using a framework provided by Moonen (2008) and information about the status of ICT in African countries as described by the United Nations Economic Commission for Africa (UNECA)-2006, Tilya (2008) situated the ICT-in-education policies of sub-Saharan African countries on a continuum of steps in the development of ICT i.e., no policy yet, emerging policy, applying policy, infusing policy and transforming education by policy.

ICT have become common placed entity in all spheres of life. Over the past twenty years, the use of ICT has fundamentally changed the practice and procedures of nearly all forms

of endeavourers (Misoi.j.2013). Education approaches in the 21<sup>st</sup> century requires the integration of ICT in the delivery and access to the content. Play is a social oriented activity and quality play has traditionally been associated with strong teachers having high degree of personal contact with learners. But with the world moving rapidly into digital the role of ICT in instructing plays is becoming more important which will continue to grow and develop in the 21<sup>st</sup> century.

There is need to build the awareness of the benefits of internet technology to enhance the life chances of all, otherwise inequality in the use and application of digital technologies is potentially a significant new driver of social exclusion in the 21<sup>st</sup> century, which risks accelerating existing social divides and creating new ones-(Digital Britain 1,2009).

The Kenyan Ministry of Education and Culture (MoEC) unveiled its project for compulsory ICT training in secondary schools during a stakeholders workshop held in Nairobi in 2014 whose theme was “The future of ICT in Secondary Schools - Strategizing for Implementation”. The workshop gathered participants from a broad spectrum of ICT stakeholders in Tanzania, including eighteen students from five selected secondary schools in Dar es Salaam. The workshop which was conducted in a highly participatory approach provided a platform for stakeholders in the sector to present useful input towards a strategy for implementation.

## **2.3 Availability and use of ICT facilities**

### **2.3.1 Availability of ICT facilities**

Teachers can only use instructional resources they are made available and carefully selected to help the teacher achieve the instructional objectives. According to Kochhlar (1991), a teacher who has adequate and relevant teaching materials and facilities will be more confident, effective and productive. Muranga (1993) asserts that resources and methods of instruction among others affect the amount of learning that resources and methods of instruction among other affect the amount of learning that takes place. As such effective learning and teaching demands that resources are made available to the students. Maranga states that; "the provision of quality education and training depend on, among other things the supply of adequate equipment as teaching materials (Maranga 1993:113). Various studies conducted in Kenya have revealed that many secondary schools are experiencing acute shortage of the necessary instructional resources (Muchilwa 1998); Luvisia 2003). There is therefore need to improvise resource materials which are not available.

### **2.3.2 Use of ICT facilities**

Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and modern technologies are demanding teachers to learn on how to use these technologies in their teaching. While new technologies increase teachers' training needs, they also offer part of the solution. Information and communication technology (ICT) can provide more flexible and effective ways for

professional development for teachers, improve pre- and in-service teacher training, and connect teachers to the global teacher community. One of the best ways to develop teachers' ICT skills and promote ICT-pedagogy integration in their teaching is the provision of ICT-based training environments where on-demand access to materials, peers, and networks of experts where expertise and advices can be obtained and active discussion can take place in relation to technology or pedagogy. In this regard, the approach of using ICT to support teachers' on-going professional development and networking can be very effective as organized support is provided (Pacey, 1999)

Research studies in Tanzania show that teachers use ICT ( MoCT 2003; Foundation 2007; Tilya 2007; Swarts & Wachira 2010) , however, it is evident that ICT is rarely used as a teaching-learning tool (MoCT 2003; Senzige & Sarukesi 2003; Unwin 2005) . Furthermore, research does not indicate how ICT is used for administration, professional development and personal purposes amongst teachers. The importance of ICT in these areas cannot be ignored. According to Cavas et al.

(2009) , personal success of using the technology can encourage teachers to use the technology in other areas such as teaching and learning. However, factors such as access and cost may be s o m e of the factors that may limit ICT integration in schools. To that end, this study set to examine the teachers' perceptions about freely distributed ICT tools for teaching, professional development, administration and personal use.

As Brush, Glazewski and Hew (2008) have stated, ICT is used as a tool for students to discover learning topics, solve problems, and provide solutions to the problems in the learning process. ICT makes knowledge acquisition more accessible, and concepts in

learning areas are understood while engaging students in the application of ICT , Support student - centered and self- directed learning Students are now more frequently engaged in the meaningful use of computers

(Castro Sánchez and Alemán 2011 ) . They build new knowledge through accessing, selecting, organizing, and interpreting information and data. Based on learning through ICT , students are more capable of using information and data from various sources , and critically assessing the quality of the learning materials, Produce a creative learning environment and develops student s' new understanding in their areas of learning ( Chai, Koh and Tsai 2010 ) .

Serving and student-teachers need to be skilled in the use of ICT and also to be able to critically evaluate strategies for the acquisition and the appropriate application of ICT in diverse curriculum area (Robbin, 1998). Major ICT competencies required by teachers were highlighted by Kirschner and Woperies (2003) to include competency in making personal use of ICT; mastery of a range of educational paradigms that make use of ICT; competency in making use of ICT as mind stools; competency in using ICT as tool for teaching, competency in mastering a range of assessment paradigms which involves use of ICT; and competency in understanding the policy dimensions of the use of ICT for teaching and learning.

Pre-service teacher education should focus on the need for student-teachers to have ICT skills for their own use in the preparation of materials for teaching and learning activities; the need to facilitate the direct use of ICT in students' learning activities within the classroom situation; and the need for teachers to develop in their

students a critical awareness of ICT applications and the social implications (Robbins, 1998). Similarly, Marija and Palmira (2007) classified ICT competencies into two: basic and educational ICT competence. These competences are further elaborated in the ICT competency standards for teachers developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2008a, 2008b). Based on these documents, the information and communication technology competency is comprehensive than mere focus on ICT skills. Rather, it is a comprehensive approach to education reform in six broad areas of policy, curriculum and assessment, pedagogy, the use of technology, school organization and administration, and teacher professional development. The UNESCO (2008a, 2008b) standards for teachers are meant to improve teachers' practice in using ICT in an innovative way for teaching, collaborating with colleagues, and for school organization.

#### **2.4 Teachers' attitude towards the use of ICT**

Teacher perception is defined by Fishbein and Ajzen (1975) as a learned predisposition to respond to an object or class of objects in a consistently favorable or unfavorable way. In this case is the teacher's perception or attitudes or a state of mind or feeling towards of ICT in teaching and learning of Kiswahili language. Integration of ICT in teaching and learning process largely depend on teachers' perception that is a key factor in accepting their pedagogical practices or their actual use (Baylor & Ritchie, 2002). According to Fishbein and Ajzen, teachers' perspectives about an object could be objectively true and mere opinions, International Journal of Arts and Commerce Vol. 2 No. 3 March 2013 prejudice or stereotypes. This could influenced by gender, education, training and profession, religious convictions, individuals' character, personality and even relationship with others.

A number of studies have been carried out to determine teachers' perspective about use of ICT in teaching and learning process. A study carried by Harrison and Rainer (1992), on ICT integration in teaching and learning process among the teachers teaching large universities in the Southern United States found out that many of them were less skilled in computer use and therefore had a negative attitude about it. Another study done by Albirini (2004) investigated the Science teachers' perspective about ICT integration in teaching and learning in Syrian high schools. The results indicated that Science teachers had a positive attitude towards integration of ICT in the teaching and learning process. Albirini (2004) also found out that majority of teachers in high schools in Syria were interested in developing their ICT skills and knowledge. Though the studies done in Harrison, Rainer and Albirini are very important to this work, they were done in developed countries and Science based subjects. The thesis focuses on the teachers' perspective about integration of ICT in teaching and learning of Kiswahili plays in Kenyan secondary schools.

Palak and Walls (2009) conducted a mixed study to investigate whether teachers who frequently integrate technology and work at technology - rich schools shift their beliefs and practices toward a student- centered paradigm. The results showed that their practices did not change ; neither student- centered nor teacher - centered beliefs are powerful predictors of practices. However, teachers' attitudes toward technology significantly predict teacher and student technology use, as well as the use of a variety of instructional strategies Sang et al. (2010) focused on the impact of Chinese student teachers' gender, constructivist teaching beliefs, teaching self - efficacy, computer self- efficacy, and computer attitudes on their prospective ICT use. The findings confirmed the results of

the study by Palak and Walls (2009) that the strongest predictor of future ICT use were teachers' attitudes toward it.

## **2.5 Teachers' level of ICT skills**

One of the best ways to develop teachers' ICT skills and promote ICT-pedagogy integration in their teaching is the provision of ICT-based training environments where on-demand access to materials, peers, and networks of experts where expertise and advices can be obtained and active discussion can take place in relation to 99 technology or pedagogy. In this regard, the approach of using ICT to support teachers' on-going professional development and networking can be very effective as long as organized support is provided (Pacey, 1999)

Watts- Taffe et al. (2003) found that teachers can act as catalysts for the integration of technology through ICT. If the encouragement, equipment, and necessary technological support are available from institutes for the teachers, developing an ICT class will be easier for them. The main responsibilities of these teachers will be changing their course format, creating and explaining the new assignments, and arranging for the computer lab through their technology -learning specialists or assistants.

ICT-integrated training environments should be created to provide more effective ICT training. As it is indicated that, teachers tend to integrate ICT in their teaching if they experience ICT skills as a learner (Collis & Jung, 2003) in his research show that many cases adopt ICT into their training process not just as content of the training but rather as an



integrated training environment and thus allow teachers to experience ICT-based pedagogies.

Successful integration of ICT in the school system depends largely on the competence and on the attitude of teachers towards the role of modern technologies in teaching and learning. Thus, experienced teachers, newly qualified, and teachers need to be confident in using ICT effectively in their teaching (Kyriakidou, Chrisostomou, & Bank, 2000). Simply having ICT in schools will not guarantee their effective use. Regardless of the quantity and quality of technology placed in classrooms, the key to how those tools are used is the teacher; therefore teachers must have the competence and the right attitude towards technology (Kadel, 2005). Attitudes refer to one's positive or negative judgment about a concrete subject. Attitudes are determined by the analysis of the information regarding the result of an action and by the positive or negative evaluation of these results (Ajzen & Fishbein, 1980).

There is a common saying that attitude determines altitude. Studies have established close links and affinities between teachers' attitude and their use of ICT. More positive attitudes towards the computer were associated with a higher level of computer experience (Dyck & Smither, 1995; Teo, 2008). Students' confidence on ICT can be explained through the attitude and behaviors of their teachers. Teachers' behavior is a critical influence on students' confidence and attitude towards ICT as they provide important role model to their students (Derbyshire, 2003). The literature suggests that lack of adequate training and experience is one of the main reasons why teachers do not use technology in their teaching. This also eventuates in teachers' negative attitude towards computer and

technology. In addition, lack of confidence leads to reluctance to use computers by the teachers (Kumar & Kumar, 2003).

Attitude of pre-service and in-service teachers towards computer and technology skills can be improved by integrating technology into teacher education (Zammit, 1992). Findings have revealed that a significant relationship exist between computer attitude and its use in institutions for pre-service teachers (Khine, 2001), and also for serving teachers in the affective attitude, general usefulness, behavioral control, and pedagogical use (Yuen & Ma, 2002). Attitude is a major predictor of future computer use. Lee (1997) study indicated the importance of appropriate responses to the trainee's feelings about using ICT as one of the factors critical to success. Thus, there is the need to take care of the emotional needs of student teachers as attitude is a major predictor of future ICT use. Student teachers have positive attitude and are highly enthusiastic about interactive whiteboards as an important feature of teaching and learning, and this motivated them to practice using the technology (Kennewell, & Morgan, 2003)

## **2.6 Students' attitudes on use of ICT in classroom level**

Student's attitude is one of the main factor that determines their success in learning (Muthusamy and jusoff, 2009).Attitude towards the content may all play part in the explaining their success or failure (Candling and Mercer, 2001).Attitude has cognitive components; it involves beliefs, emotional reaction and behavioral tendencies related to the object of the attitudes (Mc Groaty,1996) Jamaluddin (2009) found that teachers used more student-centered approach in class compared to teacher-centered strategies that created a

better learning atmosphere and improved students perception and motivation towards literature.

The potentials of information and communication technology (ICT) to facilitate students' learning, improve teaching and enhance institutional administration had been established in literature (Kazu & Yavulzalp, 2008; Kirschner & Woperies, 2003). The use of information and communication technology as a tool for enhancing students' learning, teachers' instruction, and as catalyst for improving access to quality education in formal and non-formal settings has become a necessity.

Recognizing the impact of new technologies on the workplace and everyday life, teacher education institutions try to restructure their education programmes and classroom facilities, in order to husband the potentials of ICT in improving the content of teacher education. Information and communication technology as tools within the school environment include use for school administration and management, teaching and learning of ICT related skills for enhancing the presentation of classroom work, teaching/learning repetitive tasks, teaching/learning intellectual, thinking and problem solving skills, stimulating creativity and imagination; for research by teachers and students, and as communication tool by teachers and students (Collis & Moonen, 2001; Derbyshire, 2003; Moursund & Bielefeldt, (1999).

## **2.7 Conclusion of the Chapter**

From all the works that have been reviewed in this chapter, it is clear that use of ICT is very important element in teaching and learning and should be embraced to the highest degree. Teacher should strive more to utilize all forms of ICT in classroom level however much they are complicated. It has become appealing obvious that our technology has exceeded our humanity, (Misoi J.K .2013).

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter deals with procedures that will be followed in conducting the study, it includes the research methodology the research design, the study population the sampling procedures, the research instrument, the validity and reliability of the research instruments and the procedure of data collection and analysis.

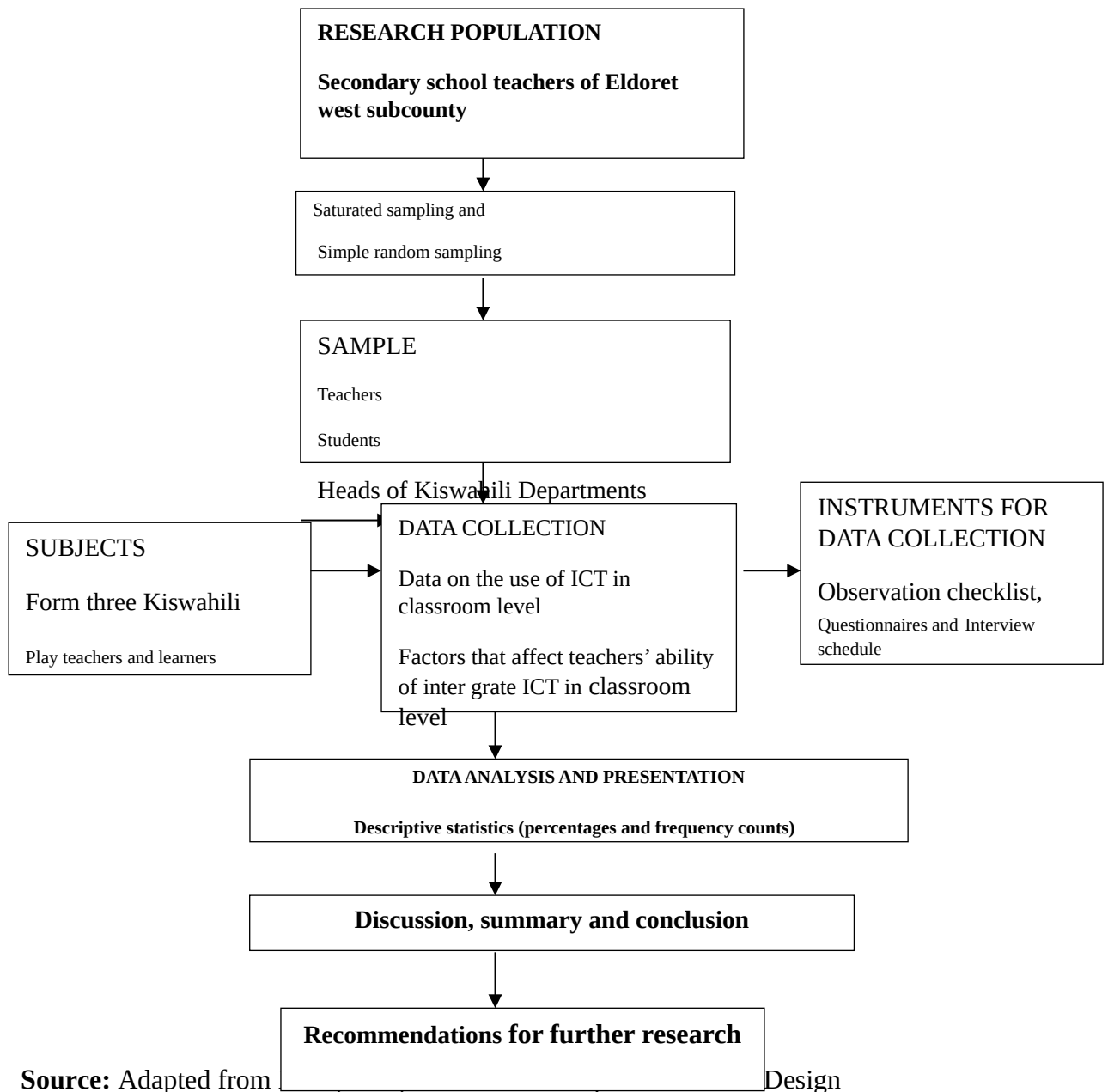
#### **3.1 Research Design**

This study employed a descriptive research design. This design was considered appropriate for the study because it facilitate collection of a wide range of information or data from a large population with different characteristics and from different geographical background (Mc Burney 2007). Neuman 2007 echoed this view and suggested that it is a useful fact finding method, which determines and reports on things the way they are describes behavior, attitudes, opinions, perception and characteristics the way they are presented.

Similarly Cohen and Manion (2008) observe that a survey research reports the status of issues of a particular time and applies it to the existing condition. This was applicable in the case because this study aimed at establishing the level of ICT use in teaching and learning Kiswahili literature plays in secondary schools. This is further supported by the fact that

according to Neuman (2007) the design is appropriate for studies of this nature where the data sought does not have to be captured over several data collection round.

**Figure 3.1.1: Descriptive Research Design used in this study**



### 3.2 Study area

The study was conducted in Eldoret West district in Uasin-gishu county, republic of Kenya. The district is a cosmopolitan area, which was of the former eighteen largest districts in the

Rift valley province of Kenya. It extended between longitude 34 50' and 35 37' east and 0 03' and 0 55' north. The county covers a total area of 3,327.8 km<sup>2</sup>. Administratively the county is divided into six divisions; Kapseret being the smallest with area of 274km<sup>2</sup>, Kesses, Soy, Turbo and Moiben being the largest with an area of 778.2km<sup>2</sup>. Schools have been grouped administratively under the same administrative boundaries. That is, zones at every location and divisions at every administrative division under the leadership of AEOs. The researcher was familiar with Uasin Gishu County (Uasin Gishu County Education Office UGEOU NTS)

### **3.3 Study population**

The study targeted secondary schools in Eldoret West district in Uasin-Gishu County. According to the statistics from the D.E.Os office there are 63 secondary schools in the district 15 day schools and 48 boarding schools carrying 16, 9060 students. The study population also includes kiswahili play teachers in the district who total up to 390 and 63 head teachers in all secondary schools within Eldoret West district.

### **3.4 Sample and sampling procedures**

There are seven county secondary schools in Eldoret west district with an estimated average population of 918 form three students, two are boys' schools, four are girls' schools and one mixed school. There are 26 teachers of Kiswahili in the county schools. All this population was used as the sample (100%) from these schools; all 7 head teachers were taken to be respondents. Kiswahili teachers were selected from each school using simple random sampling. While 30% of form three students from selected schools were selected through simple random sampling. Students were used to arrange the ICT as a



teaching recourse because it was through them that one could gauge the effectiveness of the ICT used in teaching and learning plays, subject's teachers prepared the lessons, H.O.Ds supervised the teaching activities by ensuring that schemes of work and lesson plans were prepared and work was covered at the right time. They also placed requisitions on the required instructional materials to the Head teacher whose role was to provide and ensure that they are put in proper use. Therefore the selected sample played a key role on whether there was effective use of ICT in teaching and learning Kiswahili plays in the subcounty.

**Table3.4.1.** Eldoret West District County Secondary schools.

School.	Status of the school	Number of form three students
1	Girls school	176
2	Girls school	124
3	Girls school	132
4	Girls school	99
5	Boys school	111
6	Boys school	114
7	Mixed school	Boys = 80 totaling to 162

		Girls = 82
total	7	918

*The information from the DEOs office Eldoret West subcounty.*

### **3.5 Sampling procedure.**

Sample is a smaller group obtained from the accessible population and is carefully selected so as to be representative of the whole population with the relevant characteristics.

**Table.3.5.1.** sampling procedure

Represented category	Gender		Boarding schools.	
	Male	Female	Total	Sample
Head teachers	3	4	7	7
Teachers.	9	10	19	19
HODs	5	2	7	7
Students.	341	577	918	240
Total	353	595	951	273

**Formula;**

Sample size determination.

Mugenda wa Mugenda, (2003) Olive Mugenda wa Mugenda

$$\text{Simple size} = nf = \frac{n}{1 + (n) N}$$

Where nf =the desired sample size.

n =the desired sample size when the population is less than 10,000.

N =the estimate of the population size.

$$\begin{aligned} & \frac{384}{1 + 384 \div 951} \\ & = \frac{384}{1.4038} \\ & = 273 \end{aligned}$$

n = 384 (constant number when population is less than 10,000)

N = Population 951

nf = sample size 273.

In this study, close ended and open ended questions, interview schedules and observation check list developed by the researcher was used to collect the data. The close ended questions were considered appropriate because according to Neuman (2007) they facilitate and regulate data collection based on multiple choices from which the respondents select. This is further enhanced by the fact that the question items is closed ended questionnaire and was in a form that was immediately analyzable on the basis of the multiple choices. They were also economical in terms of time and money.

### **3.6.1 Questionnaire**

A questionnaire was developed for the play teachers. This was referred to as play teachers questionnaire (PTQ). Close ended questions were used to provide both personal and specific details from the respondents. However, open ended questions were used where explanations and personal opinion was being sought relative to the objectives of the study. The first section of the questionnaire comprised of the background information of the study. Section B was comprised of the questions on the extent to which teachers' are trained on use of ICT in teaching Kiswahili plays. Section C comprised of the questions on the teacher's attitude on the use of ICT in teaching and learning Kiswahili plays and suggestions to the improvement of utilization of ICT in teaching and learning Kiswahili literature plays and the last part was the checklist determining the availability of ICT facilities in the schools.

### **3.6.2. Interview schedules**

The study used semi-structured face to face interview with the purpose of obtaining the relevant information from the heads of Kiswahili department, this gave room for flexibility, the researcher was able to clarify and elaborate on her inquiry in order to get more clearer responses from all the survey sampled cases.

### **3.6.3 Checklist**

A checklist for teachers' schemes of work was used to check the schemes of the teachers before observing them in the classroom teach the lessons they had planned. It was further used for getting the suggestions on methods teachers had showed in their schemes that encouraged use of ICT in teaching and learning and forms of ICT available.

### **3.6. 4 Pilot Study**

According to Ary and Razavieh (1972:87), a pilot study should demonstrate the adequacy of the research procedures and the measures that have been selected for the variables, should unanticipated problems at this stage appear, they may be solved early thereby saving time and effort later. During the pilot study, the research instruments were tested to check if there was enough coverage in terms of information required while at the same time identifying any ambiguities in the wording of the questions in order to make improvements. In the case of the observation schedule and questionnaire, pilot study assessed whether the instruments are appropriate and reliable for collecting the expected data. It also gives an indication of time required to accomplish the task.

When carrying out the pilot study, the researcher found it necessary to include a semi-structured interview schedule as a supporting instrument for data collection. The pilot study

selected one mixed school not included in the main study in Eldoret West District. One Kiswahili play teacher was selected purposively from this school. The researcher arranged to visit the selected school and obtain necessary permission from the respective school administrator to visit his institution. The researcher also endeavored to cultivate a working relationship and a good rapport with the selected teacher and his respective class. Kiswahili schemes of work were then checked. The data collected was analyzed after which suitability of the instruments was confirmed. The key purpose was to check whether or not the instruments would be able to provide the researcher with the data required for the study. The instruments were later modified for data collection as was found necessary.

### **3.7 Reliability and validity of Research Instruments**

#### **3.7.1 Reliability of research instrument**

Reliability means dependability or consistency (Neuman, 2007:115) he suggested that the same thing is repeated under the identical or very similar conditions. It means that the numerical results produced by an indicator do not vary because of characteristics of the measurement process or measurement instrument itself. In this study the reliability was established through a pilot process which was carried out in two secondary schools in Wareng District. Crown Batch Alpha coefficient was used to establish reliability of the instruments. According to Neuman (2007:125) a coefficient level of at least 0.7 is considered to be a good measure. On the basis of the results of the pilot study the data collection instruments were dully modified to attain this level before being used for data collection in the main study.

### **3.7.2 Validity of research instrument**

Validity suggests truthfulness and refers to the match between a construct or the way a researcher conceptualize the idea in a conceptual definition and a measure. Neuman (2007:115-117), it refers to how well an idea about reality “fits” with actual reality validity addresses the question of how well the social reality being measured through research matches with the constructs researcher use to understand it. In this study the validity of the instrument was established through expert judgments (face validity based on critical assessment by two post graduate supervisors who are experience in research and at least two peers currently involved in similar research. Face validity through expert judgment is the easier and most basic kind of validity (Neuman 2007:118).

### **3.7.3 Data collection procedure**

This is a process of bringing order, structure and meaning to the mass of collected data (Mugenda and Mugenda 2003). In qualitative study, data collection and analysis should go hand in hand. After data has been collected the interview schedule should be transcribe and discussed qualitatively through analysis of emerging themes. Data was organized and processed by identifying and correcting any possible errors, coding was done basing samples of the collected data using statistical package for social sciences (SPSS) version 20, entered and analyzed the data. The researcher arranged measures of variables which are in form of numbers into a machine readable form for statistical analysis. This is where coding was done by organizing the raw data into conceptual categories and creating themes or concepts.

Coding encourages higher level of thinking about the data and moves a researcher toward theoretical generalization (Neuman 2007:330-331). Descriptive design were used in analyzing data collected from the field. Tables, pie charts and tables were used to present data whereas interview schedules results presented using narrative format as Neuman (2007) puts that it best enables them to retain richness and authenticity from their original data source for instance, individual personal stories or events in ethnographies or specific historical events. In simple terms the narrative is the story telling.

### **3.8 Administration of research tools**

Most Head teachers were cooperative to participate in the study. The researcher explained to the head teacher the purpose of the study and what was expected of them in their interview and they in turn introduced the researcher to Kiswahili HODs .The researcher assured them that the responses would be used for the purpose of the study alone and nothing else. The copies of the questionnaire were issued to them and they were requested to attempt all questions in the questionnaire. The researcher explains to the Kiswahili HODs and Kiswahili play teachers the system for eliciting other relevant information from their learners. The Head teachers collected questionnaires after two weeks where the researcher collected them from their offices. However some teachers took much longer time and the researcher had to pick them much later dates.

The researcher then organized for observations of the Kiswahili play schemes of work, observation took place as she noted down the forms of ICT capture in the schemes of work for teaching and learning.



### **3.9 Data analysis**

The responses to the closed-ended items in section II and III of the questionnaire were tabulated on frequency tables and converted into percentages. Responses to the open ended questions, interviews and observation items were classified or assembled according to the objectives. They were also tabulated on frequency tables/figures and converted into percentages.

### **3.10 Ethical consideration**

The researcher was given permission from the Ministry of Higher Education, Science and technology, the office of the DEO Eldoret West sub county and the university before conducting the research. The researcher visited the selected secondary schools to request the Head teachers to allow her carry out a study in their schools. With permission from the head teachers, the researcher then proceeded to consult with the Kiswahili teachers and heads of Kiswahili department and discussed the details of the research. Convenient days were agreed upon during which data was collected. The researcher established rapport with the teachers and students of the sampled classrooms. This was done by visiting the schools again before the main data collection exercise during which explanations were made explaining to the teachers as to the purpose of the study and what it entailed. This was done so as to create a relaxed atmosphere during the observation.

### **3.11 Conclusion of the Chapter**

Chapter three has dealt with the research design and methodology, the study area, study population, sample and sampling procedure, research instruments and data collection

procedure, questionnaires, interview schedules , reliability and validity of research instruments, ethical consideration and the summary of the chapter.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION**

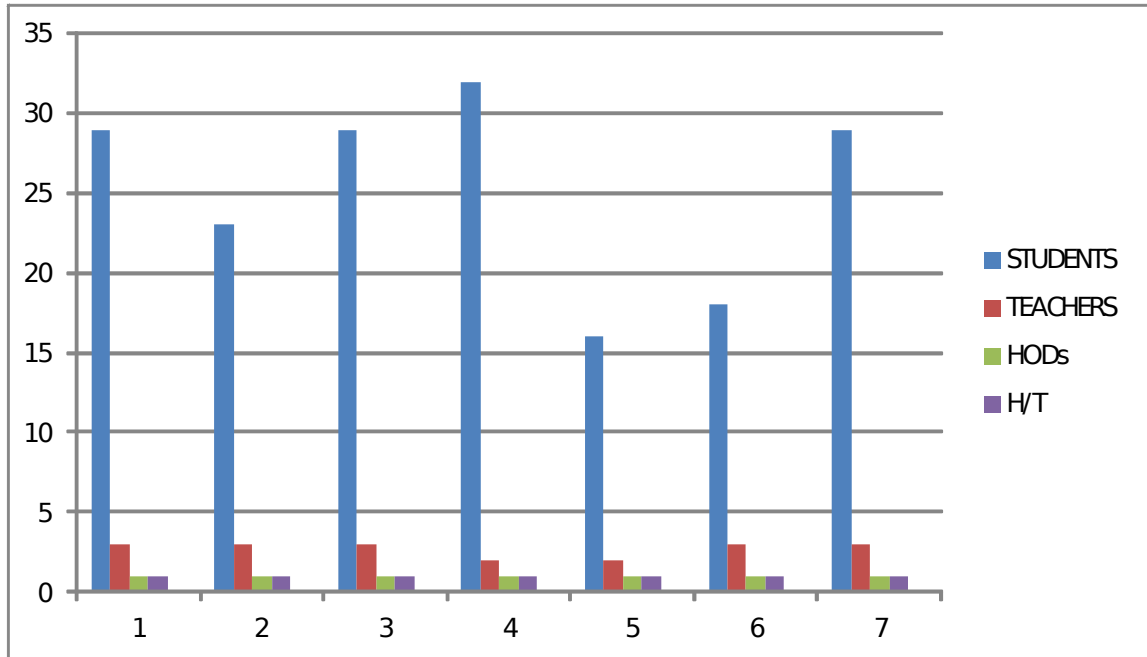
#### **4.0 Introduction**

The main focus of this chapter is the presentation of data, analysis, interpretation and discussion of the results of the research. Data obtained was analyzed to determine the use of ICT in teaching Kiswahili plays in secondary schools in Eldoret West district in Kenya. Descriptive statistics such as frequencies and percentages were used to analyze responses to various items in the sets of questionnaires.

#### **4.1 Demographic information of respondents**

The researcher found it essential to establish the general information of the respondents such as gender; age and duration of teaching in the current schools because they constitute the basis under which one should judge an individual. It is assumed that the more the years of teaching the better the service delivery. It is on this premise that the researcher sought to determine the general information of the respondents first under which she could later make inferences as concerning their use of ICT in teaching and learning Kiswahili plays. This will give accurate information and proper recommendations can be made considering the background of the individual stakeholders. The respondents were drawn from the seven county schools in Eldoret West Sub County as summarized in the figure below.

**Figure 4.1 .1. The composition of respondent**



#### **4.2 Availability of ICT facilities for teaching Kiswahili play**

The study shows that teachers can only use instructional resources they are made available to help the teacher achieve the instructional objectives. As such effective learning and teaching demands that resources are made available to the students. The study also revealed that many secondary schools are experiencing acute shortage of the necessary instructional resources, there is therefore need to improvise resource materials which are not available as shown in the following table.

**Table 4.2.1** Availability of ICT facilities for teaching Kiswahili play

<b>FORMS OF ICT AVAILABLE</b>	<b>COMMENTS</b>
CDs	37.5%
DVDs	37.5%
Computers	15%
Projectors	5%
Smart boards and pens	5%
Total	100%

The results showed that CDs and DVDs are equally available in the schools, Computers were only 15%, Projectors and Smart boards and pens were 5% which implied that at least there are forms of ICT in schools which needs to be utilized during teaching and learning Kiswahili play in secondary schools.

#### **4.3 Teachers level of ICT for teaching Kiswahili plays**

This section highlighted the gender of the teachers, professional qualifications, teaching experience and training. Concerning teachers gender, 13 teachers (68%) were male and 6 (32%) were female as seen below.

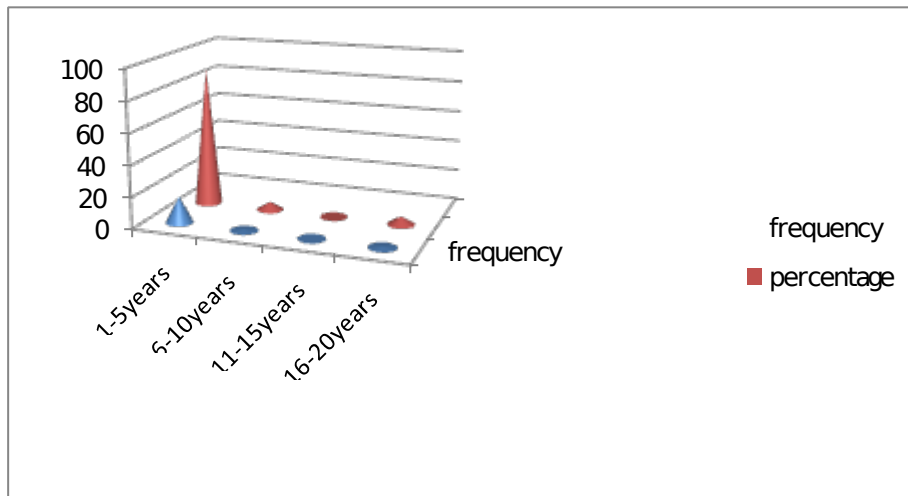
**Table 4.3.1 Gender of the teachers**

<b>GENDER OF THE TEACHERS</b>		Frequency	Percent
Valid	male	13	68.4
	female	6	31.6
	Total	19	100.0

With regards to teachers professional qualification the findings indicated that all the teachers who participated in the study were trained, 19 (100%) were holder of a Bachelor's Degree in Education (B.ED).

The study further established that 17 teachers (89.5%) had taught Kiswahili for between one and five years after their professional qualification. The findings indicated also that one teacher (5.3%) had taught Kiswahili for between 6 and 10years and one teacher (5.3%) had taught Kiswahili for more than 10 years. Lawrence (2008) early studies concur rightly that teaching experience is an important basis for further professional development of a teacher since teachers widely draws from their experience to improve their effectiveness and to counter problems they come across in teaching and was summarized with the figure below.

#### **Figure4.3.1 Experience of the teachers**



The other findings was in training attended by Kiswahili teachers and the results indicated that 17 Kiswahili teachers (89%) had attended ICT in-service course way back in 2011, the in-service course as highlighted by one of the teachers was that; “It enlightened me on how to use ICT in teaching various aspect of Kiswahili literature”. Two teachers (10.5%) had never attended any in-service course since their professional training giving no reason at all. Killen (2000) rightly asserts that any profession including teaching requires their worker to continue his/her education throughout his or her working life. This includes attending workshops, short courses and in-service to get new ideas gain more knowledge and improve competency in specific teaching and learning areas. Teachers were also asked to express their opinion regarding the education policy on the use of ICT. The findings indicated that many teachers are not ready to embrace the use of ICT in teaching despite of having been trained many of them highlighted that; “education policy on use of ICT is good but there is no follow up to ensure every teacher uses.”

The study was also concerned with the extent at which teachers were comfortable with the

use of ICT and the findings summarized in the following table.

**Table 4.3.2** The use of ICT.

ICT facilities	Percent
CDs	37.5%
DVDs	37.5%
PowerPoint	10%
You tube	0%
Animation	0%
Social media	15%
Internet	0%
Smartboards	0%
Total	100%

The results imply that Kiswahili play teachers have not fully embraced integration of ICT in their teaching and learning activities of the plays. Most of the play teachers were comfortable in using CDs and DVDs materials from KIE with a percentage of 37.5% respectively, only 10% used power point presentation, and 15% used social media for their own benefits. The level of usage indicates that although Kiswahili play teachers use CDs and DVDs, still there is need to integrate other ICT facilities in their teaching and learning activities to improve the quality of the content delivery.

#### **4.4 Teachers attitude on integration of ICT in teaching Kiswahili plays**

The study also sought to find out the attitude of the teachers regarding the use of ICT in teaching and learning Kiswahili plays. The findings showed that 13 teachers (68.4%)



agreed that effective use of ICT facilities is vital for encouraging and facilitating students learning and only 6 teachers (31.6%) disagreed, 14 teachers (73.7%) agreed that through the use of ICT subject content can be more carefully selected and organized, 4 teachers (21%) disagreed and one teacher (5.3%) was undecided, 15 teachers (79%) agreed that delivery of instruction is much more standardized as learners with varying ability can receive the same message and their individual differences catered for using plays and only 4 teachers (21%) disagreed, 15 teachers (79%) agreed that through ICT usage in practice, teaching can be much more interesting and enjoyable only 4 teachers (21%) disagreed, 13 teachers (68.4%) agreed that ICT use promotes student interaction, student-teacher interaction and teacher-student interaction only 6 teachers (31.6%) disagreed, 13 teachers agreed that ICT also saves teaching time as it requires a short time to present a lot of information and only 6 teachers (31.6%) disagreed, 14 (73.7%) teachers agreed that ICT facilities can be used to reveal needs and stimulate student's interest and questions, at the same time only 5 (26.3%) disagreed. The findings indicated that (100%) all teachers have ever in one point underwent an ICT training and they had a positive attitude towards ICT use but due to resistance to change they have rarely or never used ICT in the teaching of Kiswahili plays in the classroom level as shown in the table below.

**Table 4.4.1** Teachers perception on integration of ICT in teaching Kiswahili plays

<b>Statement</b>	<b>Agreed</b>	<b>Disagreed</b>	<b>Undecided</b>
Effective use of ICT facilities is vital for encouraging and facilitating students learning	68.4%	31.6%	
Through the use of ICT subject content can be more carefully selected and organized.	73.7%	21%	5.3%
Delivery of instruction is much more standardized as learners with varying ability can receive the same message and their individual differences catered for using plays	68.4%	31.6%	
ICT usage in practice, teaching can be much more interesting and enjoyable.	79%	21%	
ICT use promotes student interaction, student-teacher interaction and teacher-student interaction.	68.4%	31.6 %	
ICT also save teaching time as it requires short time to present a lot of information.	68.4%	31.6%	

The research shows that 5 head teachers (71.4%) had stayed in their current schools for between one and five years and only 2 (28.6%) were there for more than five years, they had all been the teaching profession for more than 10 years. This finding indicated that they were in the right position to ensure all teachers in their respective schools are using ICT in teaching activities.

#### **4.4.2 Supervision of learning activities in the departments**

The study sought to find out how the head teachers ensured that every department used ICT in teaching. The findings showed that 4 head teachers (57.1%) used observation to

determine the use of ICT in the school during teaching. While 3 (42.9%) ensured that ICT is captured in the schemes of work and the results were as follows

**Table 4.5** use of ICT

Ensuring the use of ICT	Frequency	Percent
Valid captured in the	3	42.9
time table		
by observing	4	57.1
Total	7	100.0

They were also asked if they usually meet with the heads of Kiswahili departments to discuss the ICT requirements of the department. 5 head teacher (71.4%) said that they meet once in a term, 1 (14.3%) meet them monthly and only 1 (14.3%) meet yearly. They all agreed that the requirements are only the CDs and DVDs .They all agreed that ICT facilities are available in the market and they could purchase them yearly. These findings showed that the head teachers are willing to provide the ICT requirements for teaching and learning Kiswahili plays in secondary schools.

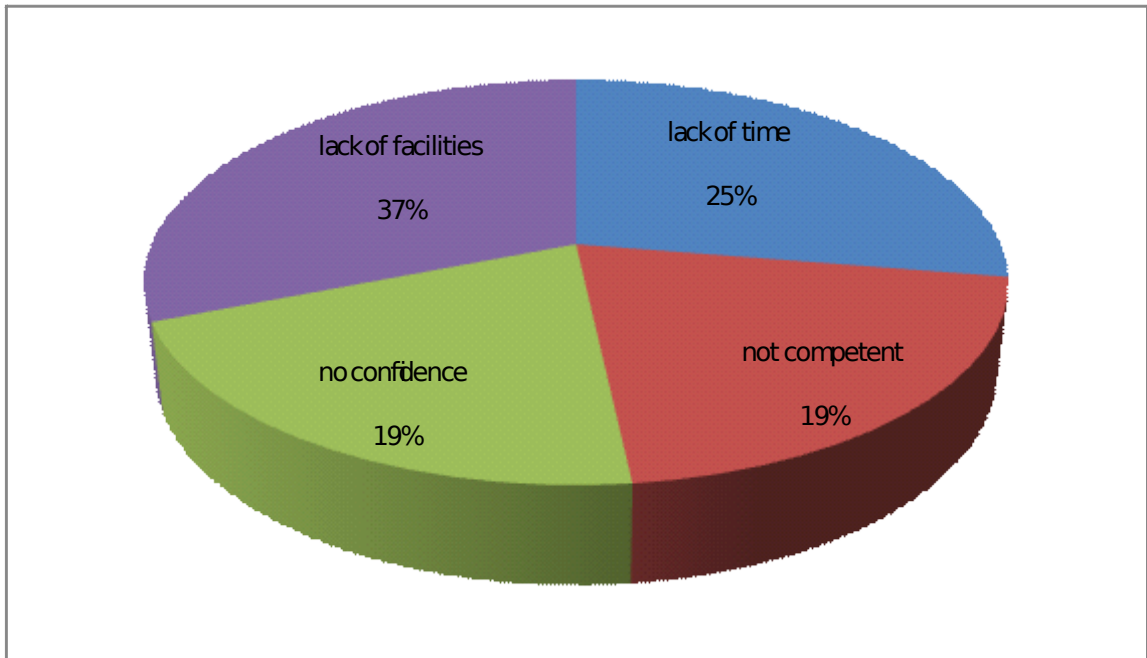
#### **4.5.1 Learning activities**

The teachers interviewed agreed that all teachers have in one point received ICT training pertaining integration during teaching and learning Kiswahili plays and other subjects, they felt that integration of ICT in teaching consumes a lot of time and may delay syllabus

coverage.80% of the teachers felt that integrating ICT in teaching was scaring and were reluctant to adopt, 10% could not integrate ICT in teaching due to inadequate computer facilities in their schools and 10% of them felt that they needed more information and training about ICT integration since their computer skills were very low and that contributes to their incompetence of using ICT in the class room level. As Becta 2004 argued that there are extrinsic and intrinsic challenges, the findings of this study indicated that both the extrinsic and intrinsic challenges hinders adoption and use of ICT in teaching and learning Kiswahili plays.

These challenges included: limited knowledge on how to fully make use of ICT in class room level, resistant to change, inadequate computer facilities and related software, lack of time, lack of interest, lack of confidence and lack of technical support. These among other challenges hinder Kiswahili teachers from using ICT in teaching play in Eldoret West Sub County. The study reveals that 100% of Kiswahili teachers are strongly resistant to change ,25% lack time,19% are not competent and confident and 37% claimed that there are inadequate computer facilities and software as summarized by the following pie chart.

**Figure 4.5.2 leaning activities**



#### **4.5.3 The Role of Departmental Heads of Kiswahili in the use of ICT in teaching**

##### **Kiswahili play**

This section covers data from Head of Kiswahili department interview schedule. This has been discussed as per the questions: academic/professional qualification, subjects specialized to teach, period served as the head of department. Interviews with the heads of Kiswahili departments revealed that seven of the heads of Kiswahili department (100%) were B.Ed holders whereas 30% were holders of masters respectively. The interviews further revealed that 100% heads of Kiswahili department were trained to teach Kiswahili. They were also asked to state the number of years they had been heads of Kiswahili

department, 4 (40%) heads said that they had been Heads of Kiswahili department for over seven years. Three heads of Kiswahili department (30%) said that they had served the department for one to two years. Another three heads (30%) told me that they had served the department for three to four years. This showed that only four heads of Kiswahili department had long experience as heads of Kiswahili department. Thus, many of the Heads of Kiswahili department were not qualified to provide professional guidance to members of the department but those who have more years could not effectively lead as an example in the use of ICT in teaching Kiswahili plays in class room level.

Heads of Kiswahili department were asked to comment about the preparation given to the teachers of Kiswahili to teach using ICT. 4 (50%) out of the seven heads of Kiswahili department felt that teachers were not adequately trained while one heads of department (20%) felt that teachers were adequately trained on ICT integration in the class room level, two heads of Kiswahili department (30%) felt that the preparation was moderate and fair. Regarding the preparation given to the teachers of Kiswahili play, one head of Kiswahili department said the following:

“The preparation is not adequate because Kiswahili as a subject is performed poorly. This would attribute to inadequate preparation of teachers which leads to inadequate provision of knowledge to students using ICT”

Another Head of Kiswahili department felt that the teachers were not adequately prepared for the ICT in teaching of Kiswahili play syllabus. He stated:

“The preparation of teachers on use of ICT course is not done well. The teachers are taught the two subjects, that is Kiswahili language and literature (play) together in university. Hence, their minds are not well adjusted to teaching using ICT.”

It can be strongly concluded that such teachers will face major difficulties in teaching and evaluating students using an integration of ICT approach.

Heads of Kiswahili Department were required to explain the challenges they face in the teaching of Kiswahili plays using ICT. 4 (70%) heads of Kiswahili department argued that the work load was overwhelming which hinders them and their teachers from the adequate preparation of lessons using ICT and quick marking of student books. The other 2 (40%) heads said that their big challenge was incompetence of using ICT in teaching Kiswahili. Seven (100%) heads said they encouraged team work which was provided by heads of departments as an effective solution in solving the problems they encountered.

#### **4.6 Students attitude on the use of ICT in teaching and learning Kiswahili play**

This section highlighted the status of the school and found that out of the seven county schools in Eldoret West sub county four are girl's schools, two are boys' schools and one mixed school. The sample of 240 students were asked to comment on the use of ICT in their respective schools in teaching and learning of Kiswahili play, 200,75% said that they rarely use ICT in teaching and learning Kiswahili play and 40,25% said that they have never used any form of ICT during teaching and learning of Kiswahili plays. They were also asked whether the use of ICT is interesting during teaching and learning of Kiswahili play, 105( 60%) of the students accepted that use of various forms of ICT during teaching

and learning is interesting while 70.4 40% said that it is not and should not be used.100% of the students agreed that by seeing they can remember more than just writing notes down, 88, 50% of the students agreed that ICT improves their thinking and creativity in them and also ease the learning as well as reducing boredom and sleep in class. 17.6 20% of the students were undecided and 52.8 30% disagreed that ICT promotes creativity, improve thinking and ease the learning of Kiswahili plays in their respective schools.

## **4.7 Discussions of the findings**

The researcher was guided by objectives to come up with the discussions as follows:

### **4.7.1 Availability of ICT facilities for teaching Kiswahili play**

The results showed that CDs and DVDs are equally available in the schools, computers were only 15%, Projectors and smart boards and pens were 5% which implied that at least there are forms of ICT in schools which needs to be utilized during teaching and learning Kiswahili play in secondary schools. The study revealed that many secondary schools are experiencing acute shortage of the necessary instructional resources, there is therefore need to improvise resource materials which are not available.

### **4.7.2 Teachers level of ICT for teaching Kiswahili plays**

The findings showed that 13 teachers (68%) were male and 6 (32%) were female. With regards to teachers professional qualification the findings indicated that all the teachers who participated in the study were trained, 19 (100%) were holder of a Bachelor's Degree



in Education (B.ED).

The study further established that 17 teachers (89.5%) had taught Kiswahili for between one and five years after their professional qualification. The findings indicated also that one teacher (5.3%) had taught Kiswahili for between 6 and 10 years and one teacher (5.3%) had taught Kiswahili for more than 10 years. This shows that teaching experience is an important basis for further professional development of a teacher since teachers widely draws from their experience to improve their effectiveness and to counter problems they come across in teaching.

On the training attended by Kiswahili teachers, the results indicated that 17 Kiswahili teachers (89.5%) had attended ICT in-service course way back in 2011, the in-service course as highlighted by one of the teachers; “It enlightened me on how to use ICT in teaching various aspect of Kiswahili literature”. Two teachers (10.5%) had never attended any in-service course since their professional training giving no reason at all. This shows that teaching profession requires their worker to continue his/her education throughout his or working life. This includes attending workshops, short courses and in-service to get new ideas gain more knowledge and improved competency in specific teaching and learning areas. Teachers were also asked to express their opinion regarding the education policy on the use of ICT, most of the play teachers were comfortable in using CDs and DVDs materials from KICD with a percentage of 37.5% respectively, only 10% used power point presentation, and 15% used social media for their own benefits. The level of ICT use indicates that although Kiswahili play teachers use CDs and DVDs, still there is need to integrate other ICT facilities in their teaching and learning activities to improve the

quality of the content delivery. The findings indicated that many teachers are not ready to embrace the use of ICT in teaching despite having been trained, many of them highlighted that; “education policy on use of ICT is good but there are no follow up to ensure every teacher uses ICT in classroom level.”

#### **4.7.3 Teachers attitude on integration of ICT in teaching Kiswahili plays**

The findings showed that 13 teachers (68.4%) agreed that effective use of ICT facilities is vital for encouraging and facilitating students learning and only 6 teachers (31.6%) disagreed, 14 teachers (73.7%) agreed that through the use of ICT subject content can be more carefully selected and organized, 4 teachers (21%) disagreed and one teacher (5.3%) was undecided, 15 teachers (79%) agreed that delivery of instruction is much more standardized as learners with varying ability can receive the same message and their individual differences catered for using plays and only 4 teachers (21%) disagreed, 15 teachers (79%) agreed that through ICT usage in practice, teaching can be much more interesting and enjoyable only 4 teachers (21%) disagreed, 13 teachers (68.4%) agreed that ICT use promotes student interaction, student-teacher interaction and teacher-student interaction only 6 teachers (31.6%) disagreed, 13 teachers agreed that ICT also saves teaching time as it requires a short time to present a lot of information and only 6 teachers (31.6%) disagreed, 14 teachers agreed that ICT facilities can be used to reveal needs and stimulate student’s interest and questions, at the same time only 5 (26.3%) disagreed. The findings indicated that (100%) of the teachers have ever in one point underwent an ICT training and they had a positive attitude towards ICT use but due to resistance to change they had rarely or never used ICT in the teaching of Kiswahili plays in the classroom level.

#### **4.7.4 Students attitude on the use of ICT in teaching and learning Kiswahili play**

Students were asked to comment on the use of ICT in their respective schools in teaching and learning of Kiswahili play, 200,75% said that they rarely use ICT in teaching and learning Kiswahili play and 40,25% said that they have never used any form of ICT during teaching and learning of Kiswahili plays. They were also asked whether the use of ICT is interesting during teaching and learning of Kiswahili play, 15.6 60% of the students accepted that use of various forms of ICT during teaching and learning is interesting while 70.4 40% said that it is not and should not be used.100% of the students agreed that by seeing they can remember more than just writing notes down, 88, 50% of the students agreed that ICT improves their thinking and creativity in them and also ease the learning as well as reducing boredom and sleep in class. 17.6 20% of the students were undecided and 52.8 30% disagreed that ICT promotes creativity, improve thinking and ease the learning of Kiswahili plays in their respective schools.

#### **4.8 Conclusion of the Chapter**

This chapter has dealt with the demographic information of respondents, Teachers skills on ICT use in teaching Kiswahili plays, Teachers perception on integration of ICT in teaching Kiswahili plays, Head teacher's responses, Supervision of learning activities in the departments, Learning activities, The Role of departmental Heads of Kiswahili in the Integration of ICT in teaching Kiswahili play, Students attitude on the use of ICT in teaching and learning Kiswahili play and the summary.



## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter gives summary of major findings and conclusions of the study on the use of ICT in teaching and learning of Kiswahili plays in selected secondary schools in Eldoret West Sub County. It also makes some recommendations which would be useful in improving the use of ICT during teaching and learning of Kiswahili play in the area.

#### **5.1 Summary of Findings**

Responses from the questionnaires and interview schedules were used to get a wide range of views from the teachers and also to verify the findings from observations being guided by the following objectives; To ascertain whether teachers of Kiswahili play have ICT skills for teaching Kiswahili plays, To examine attitude of teachers of Kiswahili towards integration of ICT in teaching Kiswahili plays, To examine the students attitude on use of ICT in teaching and learning Kiswahili play and to determine the availability of ICT facilities for use in teaching Kiswahili plays.

The first objective was to determine the availability of ICT facilities for use in teaching Kiswahili plays. Half of the teachers, 10 (50%) who responded to the teacher's questionnaire found no problem with the use of ICT itself. They attributed the problem to

insufficient number of types ICT required by students to learn. Though all schools had computers they did not use them for teaching Kiswahili play instead just for individual purpos. Few had pictures, sketches and diagrams which they used in teaching .Teachers in the study called for provision of adequate diverse learning materials. This would, according to them, lead to the acquisition of ICT skills which will be able to have the real teaching resource. For example if the teacher is using a real object as a teaching resource, students will be able to see, talk about, read about, and write about the real object thus enabling them and their teacher learn holistically by maximizing meaningful communication in a genuine and authentic real life situation, as Misoi J.K. 2013 said it has become apparently obvious that our technology has exceeded our humanity.

Barak (2006) reveals that while teachers exploit ICT for their own learning, they are cautious about integrating advanced technologies in schools. The study also suggests that while teachers recognize the potential of technology in stimulating students' learning and making school studies relevant to real-life contexts, they do not think that ICT is preferable for class-based instruction for promoting cooperation and reflection in learning. To investigate the factors hindering teachers' readiness and confidence in using ICTs, Tella, et al. (2007) found that inadequate knowledge to evaluate the role of ICT in teaching and learning, lack of skills in the use of ICT equipment and software had resulted in a lack of confidence in utilizing ICT tools. This is consistent with Preston (2000) who concluded that lack of technical support to be key inhibitor to the use of ICT in classroom.

The study showed limited use of ICT in teaching and learning of Kiswahili play. Those teachers who are more experience in the profession are not using ICT in teaching Kiswahili

play. The study reveals that new teachers in the profession mostly use ICT in teaching Kiswahili play. Poor understanding of the use of ICT course by teachers has serious implications. It means that teachers implement this course to varied degrees depending on their conception. It leads to persistent poor performance in the subject as the teachers are not aware of the goals, requirements and objectives of the use of ICT course. This view is supported by Kembo Sure (2003) who points out that new play teaching methodologies such as those in the integrated approach are alien to play teachers. This implies that teachers must understand this curriculum well before implementing it in order to meet the challenges for the teachers who do not understand the approach, the challenges must be greater.

As Brush, Glazewski and Hew ( 2008) have stated, ICT is used as a tool for students to discover learning topics, solve problems, and provide solutions to the problems in the learning process. ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT , Support student - centered and self- directed learning. Students are now more frequently engaged in the meaningful use of computers ( Castro Sánchez and Alemán 2011 ). They build new knowledge through accessing, selecting, organizing, and interpreting information and data. Based on learning through ICT , students are more capable of using information and data from various sources , and critically assessing the quality of the learning materials, Produce a creative learning environment and develops student s' new understanding in their areas of learning ( Chai, Koh and Tsai 2010 ).

The second objective was to investigate the level of ICT in Kiswahili play teachers

The findings indicated that 17 Kiswahili teachers (89%) had attended an ICT in-service course way back in 2011, the in-service course as highlighted by one of the teachers was that; “It enlightened them on how to use ICT in teaching various aspect of Kiswahili literature”. As highlighted by Pacey, 1999 that one of the best ways to develop teachers’ ICT skills and promote ICT-pedagogy integration in their teaching is the provision of ICT-based training environments where on-demand access to materials, peers, and networks of experts where expertise and advices can be obtained and active discussion can take place in relation to 99 technologies or pedagogy. In this regard, the approach of using ICT to support teachers’ on-going professional development and networking can be very effective as long as organized support is provided.

Two teachers (10.5%) had never attended any in-service course since their professional training giving no reason at all. Killen (2000) rightly asserts that any profession including teaching requires their worker to continue his/her education throughout his or working life. This includes attending workshops, short courses and in-service to get new ideas gain more knowledge and improved competency in specific teaching and learning areas. The findings indicated that many teachers are not ready to embrace the use of ICT in teaching despite of having been trained many of them they highlighted that; “education policy on use of ICT is good but there is no follow up to ensure every teacher uses.”

The third objective was to examine the attitude of teachers of Kiswahili towards integration of ICT in teaching Kiswahili plays. The findings indicated that all teachers have ever in one point underwent an ICT training and they had a positive attitude towards ICT use but due to resistance to change they have rarely or never used ICT in the teaching of Kiswahili plays in the classroom level. Integration of ICT in teaching and learning process largely



depend on teachers' perception that is a key factor in accepting their pedagogical practices or their actual use as indicated by Baylor & Ritchie, 2002. The findings showed that effective use of ICT facilities is vital for encouraging and facilitating students learning and that through the use of ICT, subject content can be more carefully selected and organized also delivery of instruction is much more standardized as learners with varying ability can receive the same message and their individual differences catered for using plays. As well as teaching being much more interesting and enjoyable and promotes student interaction, student-teacher interaction and teacher-student interaction. They also felt that ICT save teaching time as it requires short time to present a lot of information and can be used to reveal needs and stimulate student's interest and questions.

The fourth objective was to examine the student's attitude on the use of ICT in teaching and learning Kiswahili play. They have a positive attitude but they said that they rarely use ICT in learning Kiswahili plays and others have never used any form of ICT during their learning of Kiswahili plays. They also felt that the use of ICT is interesting during teaching and learning of Kiswahili plays. The students also agreed that by seeing they can remember more than just writing notes down, and ICT improves there thinking and creativity in them and also ease the learning as well as reducing boredom and sleep in class during Kiswahili play lessons.

## 5.2 Conclusions

The study found that the use of ICT in teaching of Kiswahili play has not taken roots among the teachers despite the government trying to equip schools with computer facilities. The computers in school are really used by Kiswahili play teachers, that shows they have not realize the benefits of the integration of ICT in teaching and learning. It has become appealing obvious that our technology has exceeded our humanity, (Miso J.K .2013).The challenges established in this study are reasons why Kiswahili play teachers in Eldoret west district have not fully embraced use of ICT in their teaching and learning. Lack of competence, confidence, time and lack of ICT related soft wares, limited knowledge/skills on how to integrate ICT makes the teachers resist change and continue to use old approaches in their teachings activities despite technology innovation. The use of technology in education consistently found that students in technology rich environments experienced positive effects on performance in all subject areas (Look, 2005). In particular, Becta (2003) pointed out that ICT provide fast and accurate feedback to students, and speed up computations and graphing, thus freeing students to focus on strategies and interpretation. Further, use of interactive multimedia software, for example, motivates students and leads to improved performance. In fact, studies showed that more students finished high school and many more consider attending college where they routinely learned and studied with technology (Becta, 2003). Barak (2004) further revealed that the use of ICTs in education would promote deep learning, and allows schools to respond better to the varying needs of the students.

There is need for Kiswahili play teachers to embrace and fully adopt use of ICT in their teaching and learning activities in secondary schools in order to enjoy the benefits of ICT

in schools and to meet the national goals of education and vision 2030. Therefore Kiswahili play teachers should change their attitude and should be ready to be trained to ensure that they have the right skills to integrate ICT in their teaching and learning activities. This may increase focus on interaction between teachers and their students leading to improved quality of education.

### **5.3 Recommendations**

From the findings, it is clear that ICT integration in teaching and learning of Kiswahili play is important to teachers in secondary schools. Therefore there is need for it to be adopted and use in secondary schools at all levels of operations. In order to do this the following are recommended from the study;

- a) Teacher education institutions and curriculum developers should be properly related and linked. This would ensure that the curriculum developers work as partners with teacher education institutions so that both parties initiate the use of ICT in the curriculum. This would lead to easier adjustments in the curricular.
- b) In the process of the curriculum review, curriculum developers should address the issues of using ICT in teaching and learning of Kiswahili play in secondary schools.
- c) There is need to review the curriculum to take into account the teachers' views about the use of ICT in teaching Kiswahili play. The reservations of the teachers raised should be taken into account in all the stages of curriculum development so that there is easier movement from the planning stage to the implementation stage of use of the curriculum in the schools.

- d) Since the government has provided computers to the schools, it is recommended that ICT champions in specialized subjects especially Kiswahili plays be sent to every division to monitor and advice the teachers on ICT usage.
- e) Computer technicians should also be contracted in secondary schools to aid in maintenance of ICT facilities and also build confidence in the teachers.
- f) The K.C.S.E examinations used for the evaluation of students learning at the end of form four should be designed in such a way that they reflect student achievement in the use of ICT during teaching and learning.
- g) Kiswahili play teachers should be in-serviced in all forms of ICT integration like power point presentation, You Tube, Animations, smart boards and pens, social media and internet should be made available to both teachers and students.

#### **5.4 Areas for Further Research**

The study suggested the following areas for further research:

- a). The study was carried out in one district only. Similar studies should be carried out in other parts of the country to gather adequate information on the subject.
- b). Constant evaluation of the integration of ICT in teaching and learning of Kiswahili play is needed to confirm if the objectives are being achieved in the schools so that upcoming challenges and hindrances can be addressed and the positive gains enhanced.
- c). Other studies should also be carried out to establish whether the use of ICT in learning has an impact on performance of Kiswahili play in secondary schools.

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## **APPENDICES**

### **APPENDIX A: CONSENT LETTER**

Chepkemoi Naumi,  
Moi University,  
P.O.Box 3900,  
Eldoret.

Dear Respondent

I am a post graduate student in the school of Education, Department of Curriculum, Instruction and Educational Media. I am currently conducting a study of the use of ICT in teaching Kiswahili literature plays in secondary schools in Kenya.

I kindly ask for your consent. I promise that the information provided will be treated with utmost confidentiality and will only be used for academic purposes. Please don't indicate your name in the questionnaire booklet.

Thanks for your acceptance.

Regards.

Chepkemoi Naumi.  
Moi University.

### **APPENDIX B: Questionnaire for Kiswahili plays teachers.**

It is a researcher based questionnaire for my M.Phil. work. Kindly read it carefully and tick the option that suits you the best. I assure that all the

information collected will be only used for the purpose of my research work and will not be disclosed.

### SECTION I.

#### Background information.

1.Name of the school\_\_\_\_\_

2.Status of the school    Girls     Boys     mixed

Gender    Male                       Female

4.Religion:    Muslim                       Christian                       others

5.Academic Qualification    BA     MA     BS                       MS

Others

Specify.....

6. Teaching experience 1-5 years     6-10years     11-15 year     16-20years   
more

### SECTION II

#### Questions on the extent to which teachers are trained on use of ICT teaching.

7. (i) Have you ever engaged in the ICT training?    YES     NO

(ii) If yes, how was it relevant to the curriculum?-----

-----  
-----  
-----

8. Please express your opinion regarding the education policy on use of ICT

.....  
.....  
.....  
.....  
.....  
.....  
.....

9. Please indicate the form/level of ICT that you can comfortably use without problems.

**1.** Very comfortable, **2.** Comfortable, **3.** Not comfortably.

FORM/LEVEL OF ICT	<b>1</b>	<b>2</b>	<b>3</b>
CDs			
DVDs			
PowerPoint			



presentation			
You Tube			
Animations			
Social media			
Internet			
Smart boards and pens			

### SECTION III

10. Rate your perception regarding the use of ICT resources in teaching and learning Kiswahili plays in secondary on a five point lickert scale.

1-Strongly disagree, 2-Disagree 3-Undecided, 4-Agree, 5-Strongly Agree.

Statement	1	2	3	4	5
Effective used ICT are vital for encouraging and facilitating student learning.					
Through the use of ICT subject content can be more carefully selected and organized.					
Delivery of instruction is much more standardized as learners with varying ability can					

receive the same message and their individual differences catered for using plays.					
ICT usage in practice, teaching can make instruction to be much more interesting and enjoyable.					
ICT use promotes student interaction, student-teacher interaction and teacher-student interaction.					
ICT also save teaching time as it requires short time to present a lot of information.					
They can be used to reveal needs and stimulate student's question.					

11. What extra ICT knowledge and skills do you want to learn?

.....  
.....  
.....  
.....

12. How are students involved in manipulation of ICT instructional resources in learning Kiswahili plays in your school?

Very low  Low  Average  High  Very high



**APPENDIX C; Questionnaire for form three students.**

It is a researcher based questionnaire for my M.phi work. Kindly read it carefully and tick the option that suits you the best. I assure that all the information collected will be only used for the purpose of my research work and will not be disclosed.

**Background information.**

1. Name of the **school**\_\_\_\_\_

2. Status of the **school**. Boys  girls  mixed

3. Gender male  Female

4. The following are aspects of Kiswahili literature play do they cause you troubles?

a) Style and structure Yes  No

Explain your answer

.....  
.....  
.....  
.....

b) Vocabulary Yes  No

Explain your answer

.....  
.....  
.....  
.....

c) Interpretation of themes    Yes       No  

Explain Your answer

.....  
.....  
.....  
.....

5. To what extent is ICT being used in your school during Kiswahili play lessons?

Always       occasionally       rarely       seldom       never  

6. i) Is use of ICT in teaching and learning plays interesting? Yes      

No

If yes, explain

.....  
.....  
.....

7. Indicate your perception of the use of ICT in teaching Kiswahili literature by your teacher in class: Key-1= strongly disagree, 2=disagree, 3= undecided, 4= agree and 5= strongly agree.

Statement	1	2	3	4	5
Plays creates stress free environment because we cheer up.					
Use of ICT in teaching play creates freedom of expression.					
Use of ICT in teaching play is interesting.					
ICT use reduces boredom and sleep in class.					
ICT make learning easy.					
ICT improve my thinking.					
ICT promote creativity.					
By seeing I will remember more than writing notes down.					

8. What is your opinion on the use of ICT in teaching and learning Kiswahili literature in general?.....  
 .....  
 .....  
 .....

**APPENDIX D; Structured questions schedule for Head Teachers.**

## Introduction.

Good morning/afternoon sir/madam.

I am Chepkemai Naumi a teacher of Kiswahili and I am currently undertaking a master's program in the same field at Moi University I am carrying out a research on the use of ICT in teaching Kiswahili literature plays. You are one of the head teachers chosen to participate in the study and I thank you for accepting I promise that all the information provided will be treated with utmost confidentiality and will only be used for the purpose of this study, your responses will go a long way in improving the teaching of Kiswahili literature not only in this region but in the country at large. You are also free to ask questions and raise issues pertaining to this discussion as we proceed.

## Section I.

Demographic data.

1. Name of the School \_\_\_\_\_

2. Status of the school    Girls  Boys  Mixed

3. (i) Gender    Male  Female

4. Religion    Muslim  Christian  Others

5. i) For how long have you been in this school?.

1 -5Years     5-10Years     10 and above

i) For how long have you been in the teaching profession?

1 -5Year

5-10Years

10 and above

6. Which subject do you teach?

Kiswahili language

Kiswahili literature

Others

Specify.....  
.....  
.....

**Supervision of learning activities in departments**

7. How do you ensure that every department uses ICT in teaching?

ICT being captured in schemes of work

ICT being captured in the timetable

By observing

Others

specify.  
.....  
.....  
.....  
.....



8. i) How often do you meet with the Kiswahili head of department to discuss the ICT requirements of the department?

Weekly

Once in a term

Monthly

Yearly

Others

specify.

.....

.....

...

iv What are those ICT requirements?

CDs,

DVDs,

Computers

Projectors

Others

Specify.

.....  
.....  
.....  
.....

**Provision of instructional materials**

9. How often do you purchase forms of ICT for Kiswahili department? (E.g CDs, DVDs, Computers and projectors)

Once in a term

Monthly

Yearly

Others

Specify.

.....  
.....  
.....  
.....

10. Are ICT materials in the market?

Available

Not available

11. Is there any policy in your school on the use of ICT as a teaching and learning resource?

Yes

No

If yes specify.

.....  
.....  
.....

**APPENDIX E; Interview schedule for the Head of Kiswahili department**

**Section I**

**Demographic data.**

1. For how long have you been in this school?.....

2. From which University did you obtain your training?

.....  
.....

3. Do your department teachers use ICT in teaching Kiswahili plays?

.....  
.....  
.....

4. Which forms of ICT do you often use in your department?

.....  
.....  
.....

5. How many times do you feature ICT in your schemes of work per year?

.....  
.....  
.....

6. What is the departmental policy on use of ICT in teaching Kiswahili plays?

.....  
.....  
.....

7. Who decides the use of ICT in teaching and learning generally?

.....  
.....  
.....

8. Who decides the use of ICT in teaching and learning Kiswahili plays?

.....  
.....  
.....

## **APPENDIX F: CHECK LIST**

To be used in observing the forms of ICT available for teaching and learning Kiswahili play.

### **GENERAL INFORMATION**

school\_\_\_\_\_

Date\_\_\_\_\_

<b>FORMS OF ICT AVAILABLE</b>	<b>COMMENTS</b>
CDs	
DVDs	
Computers	
Projectors	
Smart boards and pens	
Social media	
You tube	

**Source: Author**