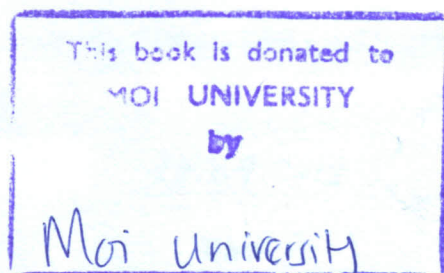


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**FACTORS INFLUENCING THE INTEGRATION OF COMPUTER
ASSISTED INSTRUCTION IN HISTORY AND GOVERNMENT:
A CASE OF SELECTED SECONDARY SCHOOLS IN WARENG
DISTRICT, KENYA**

KINYANJUI M. PETER



**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN THE
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ABSTRACT

The integration of computer assisted instruction in Kenyan classrooms, however effective, is still at the initial stages. This study was to investigate the factors influencing the integration of computer assisted instruction in History and Government in selected secondary schools of Wareng District, Kenya. The substantive frame of the study was based on research findings and discussions in the literature review. Computers when well utilized can assist the History and Government teacher in the instruction and generating enthusiasm for the subject. This has not been effective in Kenya due to many limitations which range from lack of skilled personnel, high cost of the machines and locality of the school. The theoretical framework of this research was based on the Constructivist Theory which maintains that learners build knowledge actively through their interactions with the environmental stimuli.

The purpose of this research was to establish the stringent factors that influence the use of computers for the purposes of teaching History and Government in Kenyan Secondary Schools. The research was carried out in above mentioned district, which has a population of 38 public and 10 private secondary schools. From these figures, only 15 schools were sampled using Stratified Random Sampling method. The data collection instruments included questionnaires, interview schedule and observation checklists. This research adopted a descriptive survey design to gather data on views, opinions, attitudes, perceptions and suggestions on factors influencing the integration of computer assisted instruction in History and Government. According to Kothari (2004), a descriptive survey is a process of collecting data in order to test hypotheses or to answer questions concerning the current status of the subject in the study. The data collected were analyzed using the descriptive and inferential statistics obtained from SPSS output. Arising from this study, it was concluded that integration of computer assisted instructions in History and Government was not a priority for principals' despite the enthusiasm shown by the History and Government teachers. There were no computers in the schools specifically meant for instructional purposes. Furthermore, even though some teachers expressed confidence that they could integrate computers in the classroom instruction, they were ill-prepared for it. The History and Government teachers lacked vital skills and access to computer for use in classroom set up for instructional purposes.

The significance of this study rests on the assumption that computer integrated education yields substantial benefits for individual student and society at large. The findings of this study will be useful to History and Government teachers and students who will be able to recognize, appreciate and uphold the benefits of integrating computers in teaching and learning. Moreover, the study will also identify the challenges facing teachers in their attempt to integrate computers in teaching History and Government.

The recommendations resulting from the study were that the schools' administration should facilitate History and Government teachers with computer training to enhance their positive attitudes to its utility, ensure access and prepare them to integrate computers in their instructional methods. This study is expected to benefit all stakeholders in their attempts to provide quality education and to enhance teaching and learning of History and Government.