

The Extent of School Management Support of ICT Tools Integration in Teaching and Learning of Kiswahili Language in Public Secondary Schools in Kenya.

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Abstract

Integration of technology in education is considered all over the world as a strategy of transforming the quality of education. The purpose of the study was to establish the extent of school management support in ICT integration in teaching and learning of Kiswahili language in public secondary schools in Kenya. The study adopted a descriptive survey design. The study was carried out in Kilungu subcounty in western region of Makueni County. The study targeted a population of 22 secondary schools in Kilungu Sub-county, 22 Principals, and 48 Kiswahili language teachers. Stratified sampling was used to group the schools in three categories while purposive sampling was used to sample the 48 teachers in these schools. 22 principals were purposive sampled Data collection instruments used were questionnaires for teachers and interview schedules for principals. Data was collected through administering teachers' questionnaires by the researcher, interviewing principals. Statistical package for social sciences (SPSS) version 23 was used to analyze the data. The study established that 18.17% of the Kiswahili teachers agreed that school management encourages teachers to acquire IT skills and also motivates them to use ICT based tools in the teaching and learning of Kiswahili language. Based on the findings of this study, the researcher concludes that the school management cannot fully support the use of ICT tools in teaching and learning of Kiswahili language due to financial constraints and high cost of ICT tools. The study recommends that the ministry of education should supply computers and other ICT tools to all schools in Kenya and make it compulsory for all schools to integrate ICT in the teaching and learning process. The School management should formulate ICT integration policy in their schools that enable teachers to use ICT tools in the teaching and learning process.

Keywords: ICT, Kiswahili, Integration, Teaching, Learning, Kilungu sub-county, Kenya

Full text:

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