

Information Communication Technology Integration in Biology Instructional Process in Secondary Schools in Migori County, Kenya

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Abstract

This paper studied constraints to integration of Information Communication and Technology (ICT) in the teaching and learning of biology in secondary schools in Migori County, Kenya. It employed descriptive survey design that utilized stratified, simple random and purposive sampling techniques. The study targeted education officers, all the secondary schools, all head teachers, all Form Three Biology teachers and all Form Three Biology students. The study was guided by the research question; what challenges do teachers and students identify in relation to ICT integration in biology? The study used a sample size of twenty-four (24) secondary schools. Research instruments included; questionnaires for use by biology students, structured interviews for biology teachers, head teachers, SCEO and CDE, Observation schedules for biology lessons and ICT resource checklists. Data was analyzed through Descriptive and Inferential statistical procedures. The findings were presented in tables, frequencies and percentages.

Keywords: Integration, Constraints, Instructional Process, Secondary Biology

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