

Exploring Teacher's Role in ICT Implementation for Learner Progress Monitoring in Secondary Schools in Nairobi County, Kenya.

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Abstract

The study objective was to determine the role of the teacher in ICT implementation for learner progress monitoring. The study was based on the social and cognitive constructivist theory. The target population constituted 10 teachers of public secondary schools. The target population was sampled and picked using purposive sampling technique. A questionnaire and a short interview were used as research instruments. The research project was guided by a descriptive survey design. The data was analysed using descriptive statistics. The findings were interpreted, discussed and presented on tables, pie charts and in form of percentages for ease of discussion, interpretation and conclusions. Quantitative data was obtained using percentages as well as weighted mean with the help of SPSS software, IBM version 20, while qualitative data was analysed by use of descriptive statistics. Findings indicated that majority of teachers had undergone ICT training which implied that a high percentage of teachers had the required skills on instructional technological knowledge and therefore aptly took up their roles for ease of use in curriculum implementation, even though the teachers were not armed with ICT skills for complex analysis of the learners' results.

Keywords: Teacher, ICT, Role, Learner, Implementation, Curriculum

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