

Effect of Assistive Technology on Teaching and Learning of Integrated English among Visually Impaired Learners in Special Secondary Schools in Kenya.

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Abstract

The study aimed at investigating effect of assistive technology on teaching and learning of integrated English among visually impaired learners in special secondary schools in Kenya. The objectives of the study were to determine the extent to which compatibility, trialability, observability, complexity and relative advantage of Assistive Technology affects teaching and learning of integrated English among visually impaired learners in special secondary schools in Kenya. The research design was descriptive research design. The target population was 4 principals, 48 teachers and 480 students. The sampling techniques were simple random sampling and purposive sampling. The sample size was 4 principals, 48 teachers and 218 students, yielding sample size of 270. The data was collected using questionnaires, observation schedule and focus group interviews. The data was analyzed quantitatively using Statistical Package for Social Sciences and qualitatively using content analysis. Compatibility of an Assistive Technology significantly affects teaching and learning of integrated English among visually impaired users. In the second objective, results indicated that complexity of AT significantly affect teaching and learning of visually impaired learners. The trialability of AT statistically significantly affects teaching and learning of visually impaired learners. In objective four, observability does not statistically significantly affect teaching and learning of visually impaired. The relative advantage of Assistive Technology does statistically significant affect teaching and learning of integrated English among the visually impaired. The Observability of AT does not affect teaching and learning of visually impaired learners but compatibility, complexity, trialability and relative advantage affects teaching and learning of visually impaired learners. The management should make an assessment of how compatible an AT device. They should carefully consider how easy to use or understand AT before adoption. The management should test AT before they are used by learners. They should consider observability but not as much as the other variables. It would be important for management to consider whether an AT would be value to the users before they are purchased by the school. Therefore to enhance teaching and learning of visually impaired, it is important for school management liaising with Ministry of Education and other stakeholders such Sights Savers, Kenya Institute of Special Education to consider compatibility, trialability, complexity and relative advantage of Assistive Technology.

Key words: Effect of assistive technology, Teaching and learning of intergrated English, Visually impaired learners, Special secondary schools, Kenya

Full text:

http://41.204.161.209/bitstream/handle/11295/94743/Wachirui_Effect%20of%20assistive%20technology%20on%20teaching%20and%20learning%20of%20integrated%20English%20among%20visually%20impaired%20learners%20in%20special%20secondary%20schools%20in%20Kenya.pdf?sequence=1&isAllowed=y