

**FACTORS INFLUENCING IMPLEMENTATION OF TECHNOLOGY IN
INSTRUCTION OF ENGLISH IN PUBLIC SECONDARY SCHOOL IN MWINGI WEST
DISTRICT, KITUI COUNTY**

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ABSTRACT

The purpose of this study was to determine the kind of technology being integrated in instruction of English in secondary schools in Mwingi West District, Kitui County, the English teachers view on the implementation of new technology in instruction of English in secondary schools. The study also purposed on the factors influencing implementation of technology in instruction of English in secondary school and the strategies English teachers were using to solve the problems of integrating technology in instruction of English in secondary schools. The study adopted a descriptive study design. The design was adopted because it enabled the researcher to collect large-scale data in order to make generalizations. The data was collected from purposively sampled fifteen schools, fifteen principals and thirty five teachers of English from the purposively sampled secondary schools. The target populations included all the 25 public secondary schools in Mwingi West District. This comprised 10 day schools and 15 boarding schools. The teachers of English were targeted because they were instruments for giving first hand information towards the research problem. The principals of these schools were also sampled in this research since their schools have computer facilities, trained teachers on implementation of computers in teaching and learning. A total of fifteen schools were sampled for the study that included 6 day schools and 9 boarding schools. Purposive sampling was used to select the principals. A total of fifty respondents was sampled for the study; fifteen principals and thirty five teachers of English. The data collected was entailed to both qualitative and quantitative. This implies that two methods of data analysis were used. Data from questionnaire was quantitatively analysed to give out the descriptive outcomes, while those emanating from document sources were qualitatively analysed to produce the in-depth outcomes. This study found that lack of computer literacy among teachers, lack of training with regards to implementation of technology into teaching and absence of a properly developed computer skills curriculum were barriers to teachers' application of the technology. It also found that the teacher's negative attitude towards technology implementation in instruction of English is partly due to the fact that most teachers were computer incompetent