

**THE IMPACT OF INTERACTIVE COMPUTER PROGRAMS ON
TEACHING AND LEARNING OF GEOGRAPHY AND PERFORMANCE
IN SECONDARY SCHOOLS IN KENYA: A CASE OF MWALA SUB-
COUNTY, MACHAKOS COUNTY, KENYA**

**MUTUKU STEPHEN MBITHI
MED-24928/2013**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY OF
MOUNT KENYA UNIVERSITY**

NOVEMBER, 2015.

ABSTRACT

The study sought to examine the impact of interactive computer programs on teaching and learning of Geography in secondary schools in Kenya. The study sought to answer the question of raising concern of poor performance of Geography at K.C.S.E. Studies provide that instruction rich environment promotes effectiveness in teaching and learning. Interactive computer programs enhance learning therefore improving performance. The main objectives of this study was to find out the availability of interactive computer programs in the schools, establish the utilization of interactive computer programs on teaching and learning Geography, establish the impact of supervision on use of interactive programs and finally analyzed K.C.S.E results between 2008-2014. Both information processing and Dual-coding theories of learning were used. Mixed approach was used in the study. The study adapted the descriptive survey design. Target population was the five public mixed day secondary schools equipped with computers under Economic Stimulus Package in Mwala sub-county. Five principals, five DQASO, five Geography teachers and 42 Geography students were the study target population thus 57 respondents. Purposive sampling was used for the principals, teachers and DQASO while simple random sampling were used for the students. Questionnaires, interview guides and observation guides were the main instruments. Piloting was done using test re-test method and reliability calculated using the Carl Pearson Product Moment Coefficient Of Correlation(r). Qualitative data collected was analyzed thematically. Quantitative data was tallied, coded and keyed into SPSS version 20 for analysis of mean and percentages. Data was presented in frequency tables. Conclusions and recommendations were thereafter made. The study found out that only 20% of secondary school teachers availed and utilized interactive computer programs for teaching and learning of Geography. Very minimal curriculum supervision on

interactive computer programs in teaching and learning of geography was done in Mwala sub-county .This therefore lead to ineffective teaching –learning which translated to poor geography results. The study recommends that schools should avail interactive computer programs and geography teachers utilize them for teaching and learning of geography. Curriculum supervision on interactive computer programs need to be stepped up for enhanced teaching –learning and performance of geography in Mwala sub-county.