

AN EVALUATION ON THE EFFECTS OF FACTORS OF THE INTEGRATION OF
COMPUTERS IN TEACHING AND LEARNING IN PUBLIC PRIMARY SCHOOLS
IN MURANG'A COUNTY

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ABSTRACT

Schools have acquired computers and internet access at rapid rates. Teachers have learnt how to operate the computers and integrate them effectively into their instruction. Understanding the process that teachers go through to infuse technology into their instruction was essential to help facilitate the successful integration of computers in to classrooms. This was a study of teachers' perceptions of the process of implementing technology into their teaching and learning. The teachers' thoughts were collected through questionnaires. Time and access issues were the overarching issues which computer integration was dependent upon. The time and access issues applied both to school and home settings for the teachers. Integrating computers into their teaching was taking so much time that teachers often felt like a first-year teacher rethinking, redesigning and creating curriculum activities which utilize computer technology effectively within the classroom setting. Time and support were needed to provided the teachers at the planning stage of the lesson. The time teachers had to practice and plan technology lessons was a critical factor in determining if computers were to be used effectively to achieve instructional objectives.

Teachers tended to learn by default rather than by design. They learnt software applications and machine operating systems as they encountered tasks and glitches rather than through planned or guided instruction. Teachers perceived glitches of using technology and perpetual in nature. However, teachers had varying amount if controlled over solving glitches and could be held up anywhere from five minutes to five months depending on the situation. The computer is a complex teaching tool; however, teachers remained optimistic about its potential positive impact for students in the classroom. Due to advancement in technology, most schools including primary schools, were offering, still offer computer studies to their students. However, offering computer studies was not enough if the learnt skills were not put into practice especially on the side of the teachers. The major purpose of this research was to identify the main reasons as to why the teachers were not integrating ICT during the teaching and learning process. Sample schools in Murang'a County were identified and were be used to collect data. Questionnaires were being presented to teachers. The data collected was to help the researcher to analyze the research problem and help get the way forward. To analyze the data collected, the researcher used the SPSS program which was the best to perform that work.