

Emerging Issues in the Implementation of Computer Technology into Kenyan Secondary School Classrooms

Florence Y. Odera

Abstract

This paper reports of a study that examined factors that affects the implementation of Computer Integrated Education (CIE) in secondary schools in Nyanza Province, Kenya. The results from a semi-structured interview with 80 computer teachers in Girls, Boys and mixed public secondary schools in Nyanza Province are discussed with reference to their implications for the use of computers as tools for teaching and learning. Data analysis combined qualitative and quantitative methods. The data described experiences drawn from female and male teachers working in urban, sub-urban and rural areas. The research findings revealed five major problems besides other issues as: non-availability of computers or inadequate supply of computers in most of secondary schools in Nyanza Province of Kenya; lack of proper teacher training to help them integrate computers into teaching and learning; lack of time to incorporate computers into teaching subject teaching; inadequate or lack of physical facilities to enable schools to introduce computer education and lack of relevant software. The author analyzed these problems and provided suggestions as to how they can be overcome to help strengthen the introduction and integrating computers into secondary schools in Nyanza Province of Kenya.

Keywords: computers, Implementation, secondary schools, Nyanza Province, teaching/learning

Full text:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.301.7374&rep=rep1&type=pdf>