

TEACHERS' PERCEPTION ABOUT INTEGRATION OF ICT IN TEACHING AND LEARNING OF KISWAHILI LANGUAGE IN SECONDARY SCHOOLS IN KENYA.

FLORENCE MIIMA, DR.SAMSON ONDIGI AND ROSE MAVISI

Department of Educational Communication and Technology,
Kenyatta University, Kenya

Abstract

This article discusses the results of exploratory study of integration of ICT in teaching and learning of Kiswahili language in Kenyan secondary schools taking the case of Kakamega county in western part of Kenya. A survey design technique was adopted. Forty five teachers were selected to act as sample size for the study. Questionnaires and interview protocols were used to collect the data. The data collected was analyzed through descriptive statistical techniques. The results are summarized and presented through tables and graphs. The findings established that most Kiswahili teachers understand the benefit of integrating ICT in teaching and learning of Kiswahili language but they are not willing to adopt it due to various challenges. The paper examines how Kiswahili language teachers integrate ICT into everyday classroom practice, their perceptions, constrains, and their reservations. It also considers use of ICT along with the influences of established curriculum practice and policy upon Kiswahili language teacher's willingness to develop new forms of activity and pedagogy. The case study provides some information on integration of ICT at all level of language teaching and learning in education.

Keywords: *Integration of ICT; Pedagogy; Perception; Kiswahili Language: Kenya. Education*

INTRODUCTION

Information and Communication Technology (ICT) covers a wide range of technologies however the paper focuses on computer infrastructure. This include use of generic software application such as use of CDs, DVDs, power point presentations, captions, YouTube, Internet, websites, animations, hyperlinks , social media among others that can be integrated in teaching and learning of Kiswahili language depending on level of technology development and use of the region. Kenya disseminated its ICT policy in 2006 with its vision to become a prosperous ICT-driven Kenyan society and its mission to improve the livelihoods of Kenyans by ensuring the availability of accessible, efficient, reliable and affordable ICT services. The policy spells out the objectives and strategies of ICT and education and therefore the Kenyan government has the task of encouraging adoption and use of ICT in schools and other learning institutions to improve the quality of teaching and learning (Ministry of Information and Communication, 2006). In Kenya, teachers at various levels are encouraged to integrate new technology in their teaching activities in order to achieve their objectives and improve the quality of education.

Kiswahili language curriculum has been revised severally, the latest being 2002 in order to accommodate some changes, integration of ICT in teaching and learning of the language being one of them. The main aim is to develop the teaching and learning of Kiswahili language in secondary schools. Integration of ICT in teaching and learning of Kiswahili could allow the learners interact with the computer based resources rather

than the teacher all the time. Through the computer net, learners are likely to communicate with the instructor on the curriculum material and could discuss assignments involved.

Kenya Institute of Education [KIE], the curriculum center in Kenya plays an important role of implementing National Goals of Education in Kenya. It initiated its policy on integration of ICT in teaching of various subjects in Kenyan secondary schools. The main aim was to allow the learners participate fully in learning activities and therefore discover and nurture their individual talents. The teachers from a few schools were interviewed on how to integrate ICT in teaching and learning of Kiswahili language. Some of the programs teachers were trained on included use of CDS and DVD's materials in teaching Kiswahili language. However, there are various ICT ways in which teachers could integrate in a Kiswahili language classroom in order to assist the development of the content and four key language skills [Listening, Speaking, Reading and Writing.] Power Point presentations, web downloads of audio video recordings, commercial produced compact video disks [DVDS], mixing media and electronic communication could enhance learning process.

In Kenyan schools, ICT has been introduced to learners and even to some teachers in Arts and Languages at secondary school level. This is done at times without considering students background and the teachers training. This makes it difficult for teachers to integrate it in their teaching activities and shy off thus continue using talk- chalk approach in their teaching activities.

In order to enhance integration of ICT in teaching of various subjects, the Ministry of Basic Education in Kenya has been funding and equipping schools in Kenya with computer facilities since 2008. This is a good sign however, teachers need serious training to acquire relevant skills in teaching and learning of Kiswahili using computers. Kakamega County is one of the 47 counties in the Republic of Kenya in which some schools have been equipped with computer facilities and therefore with relevant skills among the language teachers, it is possible for the integration of ICT in the teaching process.

The paper puts into account forms of ICT that could be used to teach Kiswahili language and how it could shape teaching and learning activities in secondary schools. The paper begins by describing the levels of ICT in teaching and learning activities. The discussion centers on the teachers' perspectives about integration of ICT in teaching and learning of Kiswahili language in secondary schools in Kenya with major focus on Kakamega County. Within this context, the paper examines pedagogical beliefs in the potential of technology for transforming Kiswahili language teaching and learning activities.

OBJECTIVES

The paper is guided by the following objectives:

- (i) Determine forms of integration of ICT in teaching and learning of Kiswahili of language in secondary schools.
- (ii) Establish teachers' perception about integration of ICT in teaching and learning of Kiswahili language.
- (iii) Suggest ways of transforming Kiswahili language teaching and learning activities with major focus on ICT integration.

Related Literature Review

Teachers' perception about integration in teaching and learning of Kiswahili language.

Teacher perception is defined by Fishbein and Ajzen (1975) as a learned predisposition to respond to an object or class of objects in a consistently favorable or unfavorable way. In this case is the teacher's perception or attitudes or a state of mind or feeling towards of ICT in teaching and learning of Kiswahili language. Integration of ICT in teaching and learning process largely depend on teachers' perception that is a key factor in accepting their pedagogical practices or their actual use (Baylor & Ritchie, 2002). According to Fishbein and Ajzen, teachers' perspectives about an object could be objectively true and mere opinions,

prejudice or stereotypes. This could be influenced by gender, education, training and profession, religious convictions, individuals' character, personality and even relationship with others. A number of studies have been carried out to determine teachers' perspective about use of ICT in teaching and learning process. A study carried by Harrison and Rainer (1992), on ICT integration in teaching and learning process among the teachers teaching large universities in the Southern United States found out that many of them were less skilled in computer use and therefore had a negative attitude about it. Another study done by Albirini (2004) investigated the Science teachers' perspective about ICT integration in teaching and learning in Syrian high schools. The results indicated that Science teachers had a positive attitude towards integration of ICT in teaching and learning process. Albirini (2004) also found out that majority of teachers in high schools in Syria were interested in developing their ICT skills and knowledge.

Though the studies done in Harrison, Rainer and Albirini are very important to this work, they were done in developed countries and Science based subjects. The paper focuses on the teachers' perspective about integration of ICT in teaching and learning of Kiswahili language in Kenyan secondary schools.

Research Methodology

The study employed a survey design. The data was collected from 45 Kiswahili language teachers in Kakamega County. Stratified sampling was used to sample the teachers as per age factor (old teachers, middle aged and young). Questionnaires and interview protocols were used to collect the data. The data was analyzed qualitatively and quantitatively using descriptive statistics.

Study Findings

The study involved a survey of selected Kiswahili language teachers in Secondary schools within Kakamega County located in western region in Kenya. The teachers were stratified into three strata (old, middle aged and youthful/young). They included male (50%) and female (50%). All the teachers used in the study were trained Kiswahili language teachers with teaching experience of over five years. The teachers targeted were from schools equipped with computer infrastructure.

Levels/Forms ICT of Integration

There are various forms of ICT integration that could be integrated in teaching activities. They include:

- i. CDs
- ii. DVDs
- iii. Power point presentations
- iv. Captions
- v. You Tube
- vi. Animations
- vii. Hyperlinks
- viii. Social media
- ix. Internet
- x. Use of smart boards & pens etc

The language teachers need to integrate all those forms in teaching specific components of language skills which include: Grammar, listening skills, speaking skills, reading skills, writing skills, literary aspects, speech acts, vocabulary, and social-linguistics among others.

Exploratory survey done sampled schools in Kakamega County indicated that 99% Kiswahili language teachers do not integrate ICT in teaching and learning process. The 1% only used CDs and DVDs to revise the selected Kiswahili set books. The results were follows :

Table 01 : Integration of ICT Facilities teaching and learning process

Serial No.	ICT FACILITIES	Usage %
1	CDs	0.5%
2	DVDs	0.5%
3	Power point Presentations	0.025%
4	Internet	0%
5	You Tube	0%
6	Captions	0%
7	Animations	0%
8	Hyperlinks	0%
9	Social media	0.05%

The results imply that Kiswahili language teachers have not embraced integration of ICT in their teaching and learning activities of the subject.

The respondents were asked to indicate the degree of preferences in various ICT facilities in integrating in their teaching and learning Kiswahili language. The results were as follows:

Table 02 : Preference of Different Forms of ICT Facilities

ICT FACILITIES	Mostly preferred
CDs	50%
DVDs	20.5%
Power point	1%
You Tube	0%
Animations	0%
Captions	0%
Internet	0%
Images/photographs	0%
Smart boards	0%

The findings show that most Kiswahili language teachers preferred using CDs materials from KIE and the set books DVDs with a percentage of 50% and 20.5% respectively. Only 1% used Power point presentation. The level of usage indicates that although Kiswahili language teachers use CDs and DVDs, there is need to integrate other ICT facilities in their teaching and learning activities to improve on their quality of their content delivery.

On the teachers perspectives about ICT in teaching and learning of Kiswahili language. The teachers had had the following responses:

- (i) ICT if well used, could provide a rich environment within which to create activities for Students.
- (ii) Could provide valuable facilities to support student learning
- (iii) Could provide teachers lesson preparation and teaching
- (iv) Could help the learners access authentic and up to date information
- (v) Could make learning interesting because learners could be involved fully in the

Learning activities

The teachers interviewed also felt that integration of ICT in teaching and learning of Kiswahili is time consuming and may delay syllabus coverage. 10% could not integrate ICT in teaching due to lack of computer facilities in their schools. 80% of them felt they needed more information and training about intergration since their computer skills were low. 30% felt integrating ICT in teaching was scaring and were reluctant to adopt it.

There are many challenges that face intergration of ICT in teaching of Kiswahili language in secondary schools. Challenges are factors that hinder intergration of ICT in teaching and learning activities .This makes it difficult to progress or intergrate ICT by teachers in the classroom (Becta 2004).The challenges can be classified into two; Extrinsic and Intrinsic in Kakamega County, the finding of this study revealed that both extrinsic and intrinsic factors hindered adoption and use of ICT in teaching and learning of Kiswahili language. The researcher only looked at teacher level challenges .They include;

- (i) Lack of time
- (ii) Lack of confidence
- (iii) Lack of competence/limited knowledge on how to make full use
- (iv) Resistance to change/lack of interest
- (v) Lack of computer facilities and related software
- (iv) Lack of technical support

There are challenges that hinder most Kiswahili language teachers from adopting and using ICT in teaching and learning of the language. In Kakamega County, the study revealed that 100% of Kiswahili language teachers lacked enough time and therefore were reluctant to integrate ICT in their teaching and learning activities. 89% lacked confidence, 100% lacked competence and these led to resistance to change. The results on challenges are shown below;

Table 03 : Challenges Facing Kiswahili Language Teachers

CHALLENGES	FREQUENCY	%
Lack of time	45	100%
Lack of confidence	40	89%
Lack of competency	45	100%
Resistance to change	35	78%
Lack of computer facilities and related software	35	78%

CONCLUSIONS

The intergration of ICT has not taken roots among the Kiswahili language teachers compared to the science and computer related areas despite the government, through the ministry of education trying to equip schools with computer facilities. The benefits of integrating ICT are many as indicated in the finding, however the Kiswahili language teachers have not fully realized the benefits and therefore the level is still low. The computers in schools are rarely used by the Kiswahili language teachers and only a few are used in performing management functions.

The challenges established in this paper are reasons why Kiswahili language teachers in Kakamega County have not fully embraced use of ICT in their teaching and learning activities. Lack of competence, confidence, time, and lack of ICT related software, limited knowledge/skills on how to integrate ICT makes the teachers resist change and continue using old approaches in their teaching activities despite technology innovation.

From the findings, school culture affect teachers use of ICT . The teachers are reluctant to adopt technology which seems incompatible with the subject culture. The Kiswahili language teachers also feel that ICT is a domain of science and computer-based subjects and this makes them shy from it hence resisting change.s There is need for the Kiswahili language teachers to embrace and fully adopt use of ICT in their teaching and learning activities in secondary schools in order to enjoy the benefits of ICT in schools and in their effort to meet the National goals of education and vision 2030. Therefore Kiswahili language teachers need to change their attitude and should be ready to be trained to ensure that they have the right skills to integrate ICT in their teaching activities. This may increase focus on interaction between teachers and their students leading to improved quality of education.

RECOMMENDATIONS

From the findings, it is clear that ICT integration in teaching and learning of Kiswahili is important to teachers in secondary schools. Therefore, there is need for it to be adopted and used in secondary schools at all levels of operations. In order to do this, the paper recommends the following:

1. All Kiswahili language teachers should be trained to acquire skills on how to integrate ICT in their teaching activities.
2. Kiswahili language teachers should be in-serviced in all forms of ICT integration e.g. hyperlinks, YouTube, use of smart boards and pens, use of animations, captions, images among others in order to have a positive attitude and accept change in their pedagogy practices.
3. Though the government through the Ministry of Education has provided computer infrastructure to schools in the country, the computers are not utilized. The paper recommends that ICT champions in specialized subjects especially Kiswahili language be send in every division to monitor and advice the teachers on computer usage.
4. Computer technicians should also be contracted in schools to aid in maintenance of ICT facilities and also build confidence in the teachers.
5. A course on ICT integration in every subject taught in secondary schools should be introduced and made compulsory to all the teachers teaching in secondary schools.
6. The government should prioritize school electrification programs and even provide other facilities like internet in schools in Kenya.
7. The ministry of education in Kenya through its officers should constantly evaluate ICT contributions in enhancing teaching and learning activities especially in language and art- related subjects.

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