Teacher's Attitude on Use of ICT in Teaching Kiswahili Play in Secondary Schools in Uasin Gishu County, Kenya

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ABSTRACT
This study aimed at to examine teacher's attitude on use of ICT in teaching and learning Kiswahili play in secondary schools. The study used social learning theory by Bandura and the functionalism theory by John Dewey. Saturated sampling was used to select 26 form three Kiswahili teachers in Eldoret West district. The study revealed that teacher's attitude on the use of ICT in teaching and learning Kiswahili play was a positive however, teachers indicated that they rarely use ICT in learning Kiswahili plays and others have never used any form of ICT during their learning of Kiswahili plays. They also felt that the use of ICT is interesting during teaching and learning of Kiswahili plays. Therefore, there is need for 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 to meet the national goals of education and vision 2030.

1.0 Introduction
Kiswahili language in Kenya plays an important role as a national language and it contributes to the broad national goals of education in all aspects of life in Kenya. It is a compulsory subject in the national curricula of primary and secondary levels of education. Language is part and parcel of human life as it is the most effective means of human verbal communication. It is through language that people express their feelings, emotion, like and dislikes. Without language people would find it difficult to exchange ideas, share experiences and participate in cultural activities. While teaching Kiswahili play, the art of language is the key factor.

In Kenya the Ominde commission (1964) placed emphasis on the use of instructional resources for teaching. The commission called upon the ministry of education to avail the relevant instructional resources which could be used for teaching. ICT is expected to play a critical role in enhancing teaching and learning; it forms a vital ingredient in instructional process and ultimately reflects on student’s performance. Since this is the age of digital the desire for quality is still on.

The digital technology has influence all aspects of human life, education is not an exceptional. Now the technology is in the process of change from digital to photon. Shortly photon technology will be available for the use of the society. In almost all countries in the region, teachers in primary, secondary and tertiary levels are being trained in the use of information and communication technologies (ICT) in education with varying degree and scope. Collis, and Pawlowski. Fishbein, and Ajzen (1995). Over the past two decades, Information Technology (IT) has broadened to become Information and Communication Technology (ICT), and has become better established within schools Albirini (2004). Many claims have been made about its potential

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contribution to pupils’ learning (Pachler, 1999) and official rhetoric has presented it as set to ‘transform education’ (Blair, 1997). Much current policy and practice reflects a technocratic determinism in which technology is seen unproblematically as providing relatively immediate tools for teachers and students, and its use as calling primarily for development of technical skills. However, others see successful educational applications of the computer as involving a complex interplay of context, people, activities, machines and available software within specific settings. While quality and level of ICT resource continue to improve in many schools, provision of equipment alone is likely to be of limited value unless more is understood about the interactions and processes engendered by using technology in different settings, and how pedagogical strategies to enhance students’ learning might be developed effectively through them. Students constitute a significant group within this social system, and their perspectives play an important part in framing the activity that takes place in school settings. Indeed, it has been argued that young people should be seen as active participants in shaping social and educational processes rather than viewed as passive recipients of them (Pollard & Tann, 1993). Research has demonstrated that, from an early age, young people are capable of insightful and constructive analysis of their experience of learning in school and are able to comment on teaching approaches and contexts that are helpful in their learning (Brown & McIntyre, 1993; Harris et al., 1995; McCallum et al., 2000; Rudduck & Flutter, 2000). A key component in acquiring such understanding may be attention to the ‘pupil voice’ (Keys & Fernandes, 1993; Blatchford, 1996; Rudduck et al., 1996). Rudduck and Flutter (op cit) maintain that ‘we need to tune in to what pupils can tell us about their experiences and what they think will make a difference to their commitment to learning and, in turn, to their progress’.

One of the best ways to develop teachers’ ICT skills and promote ICT-pedagogy integration in their teaching is the provision of ICT-based training environments where on-demand access to materials, peers, and networks of experts where expertise and advice can be obtained and active discussion can take place in relation to 99 technology or pedagogy. In this regard, the approach of using ICT to support teachers’ on-going professional development and networking can be very effective as long as organized support is provided (Pacey, 1999). Education approaches in the 21st century requires the integration of ICT in the delivery and access to the content. The use of computers in the teaching process has gave birth to the computer assisted instruction, computer managed instruction, computer based instruction (Heyes 1997).Prabhakar (1995) highlighted that use of ICT is more effective compared to the lecture method, but how will this be proved in regard to the use of ICT in teaching Kiswahili plays? It is this and related concerns that this research sought to answer.

1.1 Statement of the Problem
Research shows that the integration of ICT has not taken roots among the Kiswahili 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 other findings however the Kiswahili teachers have not fully realized the benefits and therefore the level is still low. Barak (2006) reveals that while teachers exploit ICT for their own learning, they are cautious about integrating advanced technologies in schools. The study also suggests that while teachers recognize the potential of technology in stimulating students’ learning and making school studies relevant to real-life contexts, they do not think that ICT is preferable for class-based instruction for promoting cooperation and reflection in learning. Students of Kiswahili have not been performing well in Eldoret West Sub county yet teachers are using other learning resources. Use of ICT in teaching Kiswahili plays can improve the performance of Kiswahili in the district. The purpose of the present research was to investigate the extent to which secondary schools Kiswahili teachers’ used ICT in teaching plays in the classroom level in Eldoret West sub county Uasin-Gishu County. The study sought to answer the following questions:

(i) What are the teacher’s attitudes towards the use of ICT in teaching and learning plays?

2.0 Use of ICT in Teaching Kiswahili Play
Kiswahili language in Kenya plays an important role as a national language and it contributes to the broad national goals of education in all aspects of life in Kenya. It is a compulsory subject in the national curricula of primary and secondary levels of education. Language is part and parcel of human life as it is the most effective means of human verbal communication. It is through language that people express their feelings, emotion, like and dislikes. Without language people would find it difficult to exchange ideas, share experiences and participate in cultural activities. While teaching Kiswahili play, the art of language is the key factor. The power of ICT in promoting teaching and learning in the
developed countries has been recognized as the Chinese say:

“When I am told I forget, what I see I remember and what I do builds a castle in my head”

This is much the same with teaching Kiswahili plays, if students are merely told concepts verbally they may easily forget, if they are given an opportunity to see the relationship they will remember, but more importantly if they practice what they are told and shown, they internalized it. ICT bridges the gap between theory and practice. In Kenya the Ominde commission (1964) placed emphasis on the use of instructional resources for teaching. The commission called upon the ministry of education to avail the relevant instructional resources which could be used for teaching. ICT is expected to play a critical role in enhancing teaching and learning; it forms a vital ingredient in instructional process and ultimately reflects on students’ performance. Since this is the age of digital the desire for quality is still on.

The digital technology has influence all aspects of human life, education is not an exceptional. Now the technology is in the process of change from digital to photon. Shortly photon technology will be available for the use of the society. At present majority of devices are based on digital technology. There is an irreversible trend among countries in Asia and the Pacific to transform their teaching force and educational staff into technology literate and skilled workers. In almost all countries in the region, teachers in primary, secondary and tertiary levels are being trained in the use of information and communication technologies (ICT) in education with varying degree and scope. Collis, Pawlowski, Fishbein, and Ajzen (1995).

Over the past two decades, Information Technology (IT) has broadened to become Information and Communication Technology (ICT), and has become better established within schools Albirini, A. (2004). Many claims have been made about its potential contribution to pupils’ learning (Pachler, 1999) and official rhetoric has presented it as set to transform education’ (Blair, 1997). Much current policy and practice reflects a technocratic determinism in which technology is seen unproblematic ally as providing relatively immediate tools for teachers and students, and its use as calling primarily for development of technical skills. However, others see successful educational applications of the computer as involving a complex interplay of context, people, activities, machines and available software within specific settings. While quality and level of ICT resource continue to improve in many schools, provision of equipment alone is likely to be of limited value unless more is understood about the interactions and processes engendered by using technology in different settings, and how pedagogical strategies to enhance students’ learning might be developed effectively through them.

Students constitute a significant group within this social system, and their perspectives play an important part in framing the activity that takes place in school settings. Indeed, it has been argued that young people should be seen as active participants in shaping social and educational processes rather than viewed as passive recipients of them (Pollard & Tann, 1993). Research has demonstrated that, from an early age, young people are capable of insightful and constructive analysis of their experience of learning in school and are able to comment on teaching approaches and contexts that are helpful in their learning (Brown & McIntyre, 1993; Harris et al., 1995; McCallum et al., 2000; Rudduck & Flutter, 2000). A key component in acquiring such understanding may be attention to the pupil voice (Keys & Fernandes, 1993; Blatchford, 1996; Rudduck et al., 1996). Rudduck and Flutter (op cit) maintain that we need to tune in to what pupils can tell us about their experiences and what they think will make a difference to their commitment to learning and, in turn, to their progress.

Recent research on pupils’ perspectives in the UK has been linked either to the development of school-based strategies based on consultation with pupils on effective classroom practice, or to aspects of curricular evaluation (see Lord and Harland (2000) for a review) but few studies have focused specifically on secondary pupils’ views on their current classroom use of ICT in teaching and learning. Where students’ perspectives have provided the focus for such inquiry in other educational settings (for example the Canadian technology-enhanced Secondary Science instruction (TESSI) project), pupils’ enhanced participation in learning activities and their development of successful learning strategies were attributed to the combined influences of – and interactions between the technologies employed and the pedagogical and social milieu of the classroom (Pedretti et al., 1998). The popular image of young people the screenagers referred to by Rushkoff, (1997) growing up in an increasingly technology-dependent society, connected by sophisticated telecommunication networks in a culture mediated by television and computer, is that of natural computer users from a digital generation. Recent studies (Holloway & Valentine, 1999; Becta, 2001; Facer et al., 2001;
Wellington, 2001) have begun to examine the nature and extent of young people use of ICT outside school and the influence that it may have upon their learning with ICT in school. Whilst results indicate that some children (often those who use computers extensively at home) are capable of integrating their use of ICT in balanced and sophisticated ways (Furlong et al., 2000), the indications are that this further accentuates inequities between such young people and their peers who lack similar access to these technologies. Findings also show that whilst boundaries between home knowledge and school knowledge are being eroded, learners’ experience of ICT takes on a different character depending upon the context of its use. Furlong et al (op cit) found that at home, young people tend to control their own time, how they use technology and the content of what they do. In school, however, the locus of control lies elsewhere; emphasis is on learning activities managed by the teacher, metered by timetable constraints, designed to meet curriculum criteria and attainment targets and incorporate the mandatory use of ICTs.

Today, a variety of ICT can facilitate not only delivery of instruction, but also learning process itself. Moreover, ICT can promote international collaboration and networking in education and professional development. There’s a range of ICT options from videoconferencing through multimedia delivery to web sites - which can be used to meet the challenges teachers face today. In fact, there has been increasing evidence that ICT may be able to provide more flexible and effective ways for lifelong professional development for today’s teachers. Because of rapid development in ICT, especially the Internet, traditional initial teacher training as well as in-service continued training institutions worldwide are undergoing a rapid change in the structure and content of their training and delivery methods of their courses. However, combining new technologies with effective pedagogy has become a daunting task for both initial t teacher training and in-service training institutions (Kozman, 2005).

Kenya’s Ministry of Education launched a national ICT Integration and Innovation Centre (NI3C) at the University of Nairobi. The centre has been established as a development hub for effective use of ICT in education and training. In partnership with the Flemish Development Cooperation (VVOB), Smoother and other education stakeholders, the centre was officially launched by former Minister for Education Prof Sam Ongeri. The education sector is key to the overall achievement of Kenya’s ICT Policy. In the formal education sector, the need for application integration is key above application development. For this particular purpose, the centre is expected to enable developers demonstrate the application of ICT technologies and new pedagogic aspects of ICT in teaching and learning. In addition, the centre is expected to provide guidance to education managers on ICT innovations and integration aspects.

The United Nations Educational, Scientific and Cultural organization [UNESCO] (2009) argues that ICT can help to enhance the quality of education with advanced teaching methods, improve learning outcomes and enable reform or better management of education systems (p.9). In addition, ICT support to education is perceived to be critical for reaching Education for All goals by boosting the current rate of progress in developing countries especially through accelerated distance teacher-training. Tilya (2008) attests that the world has entered the knowledge and information society, driven by information and intellectual products as raw materials. In this context, he argues that the ability to transmit data over an information and communication infrastructure is a crucial resource for any nation to participate effectively in the global information society and to address development challenges (p.1146). UNESCO (2009, p.16) points out that although the benefits of ICT use in education cannot be clearly measured, many countries continue to introduce it based on the assumption that citizens should be able to function adequately in a rapidly evolving information society.

According to Luvisia (2003), there SEFE SS XFG Care three factors that determine the quality of teaching and learning. These are physical facilities, competent teachers and adequacy of instructional resources. He argues that availability of adequate instructional resources, physical facilities and competent teachers are prerequisites to quality teaching and by extension learning unfortunately, the complex nature of literature calls for a wide range of instructional materials that are not accessible in most schools (Murphy, Staya and Boget, 2004).

One of the best ways to develop teachers’ ICT skills and promote ICT-pedagogy integration in their teaching is the provision of ICT-based training environments where on-demand access to materials, peers, and networks of experts where expertise and advice can be obtained and active discussion can take place in relation to 99 technology or pedagogy. In this regard, the approach of using ICT to support teachers’ on-going professional development and networking can be very effective as long as organized support is provided (Pacey, 1999).

Education approaches in the 21st century requires the integration of ICT in the delivery and access to the content. The use of computers in the teaching
2.1 Teacher’s attitude towards the use of ICT

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, the teacher’s perception or attitudes of a state of mind or feeling toward 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 actual use (Baylor & Ritchie, 2002). According to Fishbein and Ajzen, teachers’ perspectives about an object could be objectively true and mere opinions, International Journal of Arts and Commerce Vol. 2 No. 3 March 2013 prejudice or stereotypes. This could influence 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 the 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 thesis focuses on the teachers’ perspective about integration of ICT in teaching and learning of Kiswahili plays in Kenyan secondary schools.

Palak and Walls (2009) conducted a mixed study to investigate whether teachers who frequently integrate technology and work at technology -rich schools shift their beliefs and practices toward a student-centered paradigm. The results showed that their practices did not change; neither student-centered nor teacher-centered beliefs are powerful predictors of practices. However, teachers’ attitudes toward technology significantly predict teacher and student technology use, as well as the use of a variety of instructional strategies. Sang et al. (2010) focused on the impact of Chinese student teachers’ gender, constructivist teaching beliefs, teaching self-efficacy, computer self-efficacy, and computer attitudes on their prospective ICT use. The findings confirmed the results of the study by Palak and Walls (2009) that the strongest predictor of future ICT use were teachers’ attitudes toward it.

2.2 Teacher’s level of ICT skills

One of the ways to develop teachers’ ICT skills and promote ICT pedagogy integration in their teaching is the provision of ICT-based training environments where on-demand access to materials, peers, and networks of experts where expertise and advice can be obtained and active discussion can take place in relation to 99 technology or pedagogy. In this regard, the approach of using ICT to support teachers’ on-going professional development and networking can be very effective as long as organized support is provided (Pacey, 1999). Watts- Taffe et al. (2003) found that teachers can act as catalysts for the integration of technology through ICT. If the encouragement, equipment, and necessary technological support are available from institutes for the teachers, developing an ICT class will be easier for them. The main responsibilities of these teachers will be changing their course format, creating and explaining the new assignments, and arranging for the computer lab through their technology-learning specialists or assistants.

ICT-integrated training environments should be created to provide more effective ICT training. As it is indicated that, teachers tend to integrate ICT in their teaching if they experience ICT skills as a learner (Collis & Jung, 2003) in his research show that many cases adopt ICT into their training process not just as content of the training but rather as an integrated training environment and thus allow teachers to experience ICT-based pedagogies. Successful integration of ICT in the school system depends largely on the competence and on the attitude of teachers towards the role of modern technologies in teaching and learning. Thus, experienced teachers, newly qualified, and teachers need to be confident in using ICT effectively in their teaching (Kyriaidou, Chrisostomou & Bank, 2000). Simply having ICT in schools will not guarantee their effective use.
Regardless of the quantity and quality of technology placed in classrooms, the key to how those tools are used is the teacher; therefore teachers must have the competence and the right attitude towards technology (Kadel, 2005). Attitudes refer to one's positive or negative judgment about a concrete subject. Attitudes are determined by the analysis of the information regarding the result of an action and by the positive or negative evaluation of these results (Ajzen & Fishbein, 1980).

There is a common saying that attitude determines altitude. Studies have established close links and affinities between teachers’ attitude and their use of ICT. More positive attitudes towards the computer were associated with a higher level of computer experience (Dyck & Smith, 1995; Teo, 2008). Students’ confidence on ICT can be explained through the attitude and behaviors of their teachers. Teachers’ behavior is a critical influence on students’ confidence and attitude towards ICT as they provide important role model to their students (Derbyshire, 2003). The literature suggests that lack of adequate training and experience is one of the main reasons why teachers do not use technology in their teaching. This also eventuates in teachers’ negative attitude towards computer and technology. In addition, lack of confidence leads to reluctance to use computers by the teachers (Kumar & Kumar, 2003). Attitude of pre-service and in-service teachers towards computer and technology skills can be improved by integrating technology into teacher education (Zammit, 1992). Findings have revealed that a significant relationship exist between computer attitude and its use in institutions for pre-service teachers (Khine, 2001), and also for serving teachers in the affective attitude, general usefulness, behavioral control, and pedagogical use (Yuen & Ma, 2002). Attitude is a major predictor of future computer use. Lee (1997) study indicated the importance of appropriate responses to the trainees’ feelings about using ICT as one of the factors critical to success. Thus, there is the need to take care of the emotional needs of student teachers as attitude is a major predictor of future ICT use. Student teachers have positive attitude and are highly enthusiastic about interactive whiteboards as an important feature of teaching and learning, and this motivated them to practice using the technology (Kennewell & Morgan, 2003).

3.0 Findings and Discussion
This study was guided by the following objective;

i. To examine the teacher’s attitude on use of ICT in teaching and learning Kiswahili plays.

3.1 Teachers level of ICT for teaching Kiswahili plays
This section highlighted the gender of the teachers, professional qualifications, teaching experience and training. Concerning teachers gender, 13 teachers (68%) were male and 6 (32%) were female as seen below.

<table>
<thead>
<tr>
<th>Gender of the teachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>male</td>
<td>13</td>
<td>68.4</td>
</tr>
<tr>
<td>female</td>
<td>6</td>
<td>31.6</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100.0</td>
</tr>
</tbody>
</table>

3.2 Teachers Professional Qualification
With regards to teachers professional qualification the findings indicated that all the teachers who participated in the study were trained, 19 (100%) were holder of a Bachelor’s Degree in Education (B.ED).

The study further established that 17 teachers (89.5%) had taught Kiswahili for between one and five years after their professional qualification. The findings indicated also that one teacher (5.3%) had taught Kiswahili for between 6 and 10years and one teacher (5.3%) had taught Kiswahili for more than 10 years. Lawrence (2008) early studies concur rightly that teaching experience is an important basis for further professional development of a teacher since teachers widely draws from their experience to improve their effectiveness and to counter problems they come across in teaching and was summarized with the figure below.

Chepkemoi (2019)
3.3 Integration of ICT in Kiswahili Play.

The study was also concerned with the extent at which teachers were comfortable with the use of ICT and the findings summarized in the following table.

<table>
<thead>
<tr>
<th>ICT facilities</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDs</td>
<td>37.5%</td>
</tr>
<tr>
<td>DVDs</td>
<td>37.5%</td>
</tr>
<tr>
<td>Power Point</td>
<td>10%</td>
</tr>
<tr>
<td>You tube</td>
<td>0%</td>
</tr>
<tr>
<td>Animation</td>
<td>0%</td>
</tr>
<tr>
<td>Social media</td>
<td>15%</td>
</tr>
<tr>
<td>Internet</td>
<td>0%</td>
</tr>
<tr>
<td>Smart boards</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results imply that Kiswahili play teachers have not fully embraced integration of ICT in their teaching and learning activities of the plays. Most of the play teachers were comfortable in using CDs and DVDs materials from KIE with a percentage of 37.5% respectively, only 10% used power point presentation, and 15% used social media for their own benefits. The level of usage indicates that although Kiswahili play teachers use CDs and DVDs, still there is need to integrate other ICT facilities in their teaching and learning activities to improve the quality of the content delivery.

3.4 Teachers attitude on integration of ICT in teaching Kiswahili plays. The study also sought to find out the attitude of the teachers regarding the use of ICT in teaching and learning Kiswahili plays. The findings showed that 13 teachers (68.4%) agreed that effective use of ICT facilities is vital for encouraging and facilitating students learning and only 6 teachers (31.6%) disagreed, 14 teachers (73.7%) agreed that through the use of ICT subject content can be more carefully selected and organized, 4 teachers (21%) disagreed and one teacher (5.3%) was undecided, 15 teachers (79%) agreed that delivery of instruction is much more standardized as learners with varying ability can receive the same message and their individual differences catered for using plays and only 4 teachers (21%) disagreed, 15 teachers (79%) agreed that through ICT usage in practice, teaching can be much more interesting and enjoyable only 4 teachers (21%) disagreed, 13 teachers (68.4%) agreed that ICT use promotes student interaction, student-teacher interaction and teacher-student interaction only 6 teachers (31.6%) disagreed, 13 teachers agreed that ICT also saves teaching time as it requires a short time to present a lot of information and only 6 teachers (31.6%) disagreed, 14 (73.7%) teachers agreed that ICT facilities can be used to
reveal needs and stimulate student’s interest and questions, at the same time only 5 (26.3%) disagreed. The findings indicated that (100%) all teachers have ever in one point underwent an ICT training and they had a positive attitude towards ICT use but due to resistance to change they have rarely or never used ICT in the teaching of Kiswahili plays in the classroom level. The research shows that 5 head teachers (71.4%) had stayed in their current schools for between one and five years and only 2 (28.6%) were there for more than five years, they had all been the teaching profession for more than 10 years. This finding indicated that they were in the right position to ensure all teachers in their respective schools are using ICT in teaching activities.

Table 3: Teachers’ perception on integration of ICT in teaching Kiswahili plays

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreed</th>
<th>Disagreed</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective use of ICT facilities is vital for encouraging and facilitating students learning</td>
<td>68.4%</td>
<td>31.6%</td>
<td></td>
</tr>
<tr>
<td>Through the use of ICT subject content can be more carefully selected and organized.</td>
<td>73.7%</td>
<td>21%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Delivery of instruction is much more standardized as learners with varying ability can receive the same message and their individual differences catered for using plays</td>
<td>68.4%</td>
<td>31.6%</td>
<td></td>
</tr>
<tr>
<td>ICT usage in practice, teaching can be much more interesting and enjoyable.</td>
<td>79%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>ICT use promotes student interaction, student-teacher interaction and teacher-student interaction.</td>
<td>68.4%</td>
<td>31.6%</td>
<td></td>
</tr>
<tr>
<td>ICT also save teaching time as it requires short time to present a lot of information.</td>
<td>68.4%</td>
<td>31.6%</td>
<td></td>
</tr>
</tbody>
</table>

These findings indicated that all teachers have ever in one point underwent an ICT training and they had a positive attitude towards ICT use but due to resistance to change they have rarely or never used ICT in the teaching of Kiswahili plays in the classroom level. 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 as indicated by Baylor & Ritchie, 2002. The findings showed that effective use of ICT facilities is vital for encouraging and facilitating students learning and that through the use of ICT, subject content can be more carefully selected and organized also delivery of instruction is much more standardized as learners with varying ability can receive the same message and their individual differences catered for using plays. As well as teaching being much more interesting and enjoyable and promotes student interaction, student-teacher interaction and teacher-student interaction. They also felt that ICT save teaching time as it requires short time to present a lot of information and can be used to reveal needs and stimulate student’s interest and questions.

4.0 Conclusions
The study found that the use of ICT in teaching of Kiswahili play has not taken roots among the teachers despite the government trying to equip schools with computer facilities. The computers in school are really used by Kiswahili play teachers, that shows they have not realize the benefits of the integration of ICT in teaching and learning. It has become appealing obvious that our technology has exceeded our humanity (Misoi, 2013). There is need for Kiswahili play 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 to meet the national goals of education and vision 2030. Therefore Kiswahili play teachers should change their attitude and should be ready to be trained to ensure that they have the right skills to integrate ICT in their teaching and learning activities. This may increase focus on interaction between teachers and their students leading to improved quality of education.

5.0 Recommendations
The following are recommended from the study;

a) There is need to review the curriculum to take into account the teachers’ views about the use of ICT in teaching Kiswahili play. The reservations of the teachers raised should be taken into account in all the stages of curriculum development so that there is easier movement from the
planning stage to the implementation stage of use of the curriculum in the schools. 

b) Kiswahili play teachers should be in-serviced in all forms of ICT integration like power point presentation, You Tube, Animations, smart boards and pens, social media and internet should be made available to both teachers and students.

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Barak 2006. The integration of ICT in teaching and learning


