KENYATTA UNIVERSITY

2ND INTERNATIONAL CONFERENCE ON EDUCATION

THEME: RE-ENGINEERING EDUCATION FOR SUSTAINABLE DEVELOPMENT

18TH – 20TH MAY 2015

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES

VENUE: KENYATTA UNIVERSITY CONFERENCE CENTER

PROGRAM AND BOOK OF ABSTRACTS
International Conference on
'Re-Engineering Education for Sustainable Development'
18th - 20th May 2015
Kenyatta University Conference Centre (KUCC)
Nairobi, KENYA
CONFERENCE PROGRAMME

THEME: ‘Re-Engineering Education for Sustainable Development

Sub-themes:
- Enhancing quality in education
- Educational reforms and governance
- Research, innovation and knowledge transfer in education
- Application of ICT in education
- Resource mobilization and utilization in education
Is The Integration of ICT in Teaching Secondary School Physics in Kenya The Magic Card?

Alma R. Mwanaszumbah & Charles M. Magoma  
Email: amwanaszumbah@gmail.com magomacharles@gmail.com

Abstract

Physics has suffered low enrolment and performance at the Kenya Certificate of Secondary Education (KCSE). This has been attributed to students’ perception that Physics is difficult and uninteresting due to its abstract nature. Research shows that where there is adequate ICT resources, integration of ICT in Physics instruction has the capability of simplifying the abstract content as well as creating interest in learners and consequently improving the quality of education. This study sought to find out the status of ICT resources in secondary schools in Kenya. The objectives of the study were to find out how available ICT resources are in schools in Kenya and, the extent to which ICT is used in classroom instruction. The study was conducted in Nairobi County and targeted 40 schools, 40 principals and 121 Physics teachers. Descriptive survey research design was used. Random sampling technique was used to get a sample of 18 schools and 52 Physics teachers whereas purposive sampling was used to get 18 principals. Questionnaires, interview schedules and an observation schedule were used to collect data. The data was analyzed using SPSS. The study found that integration of ICT in Physics instruction in secondary schools in Nairobi County was still very low. The study recommends provision of more ICT resources and training of Physics teachers in requisite ICT integration skills.

Key Words: ICT Integration, ICT integration skills, Physics Instruction, ICT Resources, descriptive survey