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ROLE OF THE TEACHER IN ICT IMPLEMENTATION FOR LEARNER PROGRESS MONITORING IN PUBLIC SECONDARY SCHOOLS IN MAKADARA SUB-COUNTY, NAIROBI COUNTY

A study was carried out on learner progress monitoring through use of ICT in Makadara Sub County, Nairobi, Kenya. The study objective was to determine the role of the teacher in ICT implementation for learner progress monitoring. The study was based on the social and cognitive constructivist theory. The target population constituted 10 teachers of public secondary schools who are charged with the responsibility of implementing ICT for learner progress monitoring in Makadara Sub County, Nairobi County. The target population was sampled and picked using purposive sampling technique. A questionnaire and a short interview were used as research instruments. The research project was guided by a descriptive survey design. The data was analyzed using descriptive statistics and presented by way of a pie chart.

The findings were interpreted, discussed and presented on bar graphs, tables and in a form of percentages for ease of discussion, interpretation and conclusions. Quantitative data was obtained using percentages as well as weighted mean with the help of SPSS software, IBM version 20, while qualitative data was analyzed by use of descriptive statistics. Findings indicated that majority of teachers had undergone ICT training which implied that a high percentage of teachers had the required skills on instructional technological knowledge and therefore aptly took up their roles for ease of use in curriculum implementation.

Teacher, ICT, Role, Learner, Implementation, Curriculum

Keywords

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