INFLUENCE OF TECHNOLOGY EDUCATION ON KISWAHILI ACHIEVEMENT IN CLASSROOMS AMONG PRIMARY SCHOOL PUPILS IN KISII COUNTY, KENYA

Francis Abobo[i]
Doctorate Curriculum Studies Student,
Department of Educational Management,
Policy and Curriculum Studies,
Kenyatta University, Kenya

Abstract:

Technology in Education has the potential to pass on knowledge and skills which learners in the 21st century require: transforming traditional teaching methods into rich pupil focused and interactive learning environments to enhance learning process and ensure quality academic achievements among all learners of school levels in 2015 and beyond. However, previous reports from Uwezo reveal that 40 percent of the standard eight pupils could not pass Kiswahili literacy examination. This poor literacy skills has been attributed to didactic methods of teaching. Until then, little was known about the influence of Technology education on Kiswahili language achievement in classrooms. The purpose of this Paper therefore, was to explore the influence of Technology Education on Kiswahili language achievement in classrooms among primary school pupils in Kisii County, Kenya. The paper sought to achieve the following objectives: To determine teachers' capacity in applying ICT tools in classrooms; and describe pupils' language achievements in classrooms. The paper applied Constructivist Learning Theory as cited in Duffy and Jonassen (1992). The paper utilised a qualitative method design. The paper targeted primary schools, teachers and standard seven pupils. The paper used interview, observation schedules and focused group discussions to collect data. The paper held face to face interview schedules with the teachers of Kiswahili language. The qualitative data was analysed thematically and findings were quoted directly in text. The major findings of this paper were that: many teachers lack capacity in integrating technology devices in classrooms and that ICTs improve pupils' proficiency in reading, writing, vocabulary, pronunciation and comprehension skills. This paper recommends that teachers should use computer applications in classrooms so as increase pupils' academic performance.

Keywords: influence of technology education, on Kiswahili language achievement, in classrooms among primary school pupils, Kisii County

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[i] Correspondence: email abobofrancis@yahoo.com

1. Introduction

Samuel and Bakar (2008) pointed out poor results in English language proficiency skills among pupils in primary schools in Malaysia. Moreover, they revealed that English language proficiency has been dropping over the years and that basic communication skills have been declining due to lack of practice, Furthermore, they noted that all the years, academic scholars have shown dissatisfaction with these prevailing poor performance in English language, the fact that pupils, have learnt English for 11 years in primary schools. However, pupils mostly failed to construct a shorter paragraph of intelligence writing. Lastly, many educationists have recognized the decline in the quality of English language among primary pupils and attributed the poor results to traditional teaching methods used by teachers in classrooms.

Slutzker (2014) revealed that teachers in Tanzania primary schools use didactic teaching methods in the teaching of Kiswahili language. Moreover, the classrooms are overcrowded with pupils who are bored with these conventional teaching approaches, unfortunately they are not learning because the pedagogy teachers' adopt in classrooms are inappropriate. Teachers lecture, impart information, and pupils mostly are just passive recipients of the lesson. Furthermore, pupils' performance revealed that inadequate instruction is actually taking place in classrooms. Finally, the same views are confirmed by Uwezo (2010) who noted that only 53 percent of Tanzanian pupils over the 10 years could pass Kiswahili literacy evaluation.

Uwezo report (2015) confirmed that nearly half of the pupils across East Africa countries (Kenya, Tanzania and Uganda) are not learning basic skills in either Kiswahili or English language. Furthermore, they confirmed that only two out of ten pupils in standard three could read or write a correct sentence. In addition, by the time, they reach the last year of primary, one out of four pupils among the East African pupils yet have attained communication skills. Moreover, the pupils were evaluated on the following skills: word recognizing, reading a sentence or a story book, comprehension, accuracy and fluency in both languages. Finally, they concluded that many of the pupils lack basic competencies in either English or Kiswahili language.

Trilling and Fidel (2009) suggested new measures to replace basic skill competencies and knowledge expectations of the past; he contended that, it should be taught to pupils in primary schools to ensure that pupils acquire skills that enable them to develop creative thinking, flexible problem solving, collaboration and innovative skills which they have to master so as to be successful in work and life. Moreover, he noted ten reasons as to why teachers should adopt ICTs in the classroom instruction: pupils love it, it engages key components to learning, it improves teachers' professional development, makes life easier for teachers, enhances pupils' test scores, reaches out to different types of pupils, helps pupils with low attention span, enables learners to complete their homework in time, it saves money and time and finally it removes learning obstacles in classrooms. In addition, learners should be taught the four language skills (listening, speaking, reading and writing), as well as the five components of reading (phonemic awareness, alphabetic principle, fluency,

vocabulary and comprehension). The components cover the range of skills critical in early literacy.

According to Pacific Policy Research Centre (2010), the term technology referred to the use of systems that rely on computer chips, digital applications, and networks of all of forms. These systems are not restricted to normally acknowledged desktop and laptop computers: At least all electronic tools currently consist of: DVD players, data projectors, interactive whiteboards, mobile devices that employ a computer at their core (cell phones and personal digital assistants would undoubtedly occupy a more central role in language teaching and learning in future. Furthermore, the term technology, referred to digital, electronic, and CALL (computer-assisted language learning). These language instruction software has been used over 25 years in all language teaching classrooms. Finally, he contended that computers would not replace teachers. However, teachers who use computers would replace those teachers who don't apply technology in classroom instructions.

United Nations Scientific and Cultural Organization (UNESCO), (2013) argued that integrating technology into teaching is not a new concept. It might be as old as other technologies such as radio or television. However, with speedy evolution of the coming forth technology, such as the internet, ICT integration has progressively appealed to academicians. Furthermore, technology is integrated when it is applied concisely to improve and broaden curriculum objectives and to involve pupils in significant learning. In addition, the process of technology integration has become potential in engaging learners by supporting various types of interactions in the learning environment: learner-content, learner- learner, learner-teacher and learner-interface. Moreover, this type of interaction makes learning process more interactive and learners are more active and engaged in learning activities. Finally, technology has the ability to translate curriculum by broadening the instruction space beyond the four walls of a classroom. However, didactic instruction strategies would continue to play paramount role in curriculum delivery over the coming decades.

Tay, et al (2013) revealed that ICTs enhance performance in English language in an ICT-enriched learning environments among primary schools in Singapore. Furthermore, they observed that pupils who are provided with one computer each, learn basic skills in English in the classroom. Furthermore, they compared the performance of pupils who were taught English language with the application of ICTs in classrooms with those pupils who were taught English language with the ordinary classroom instruction. In addition, they confirmed that pupils who were taught with ICTs devices performed relatively well in English evaluation test as compared to those pupils who were taught English language by ordinary classroom instruction. Finally, they concluded that instruction through ICTs in classrooms enabled schools to perform better in English language tests than schools teaching English language using the normal classroom instruction.

Mwangi and Mutua (2014) pointed out the impact of ICT language games on performance in Kiswahili language among pupils in lower primary schools in Machokos County. Furthermore, they compared the impact of using ICT language games in the teaching of Kiswahili language in lower primary by observing the performance of Kiswahili language of the two groups of pupils. Group one was taught Kiswahili language using ICT

language games and group two was taught by the normal classroom instruction. In addition, both groups were evaluated through two standardized examinations. Moreover, the findings revealed that pupils who were taught using ICT language games performed slightly better than those pupils who were taught by the ordinary classroom methods of teaching. Finally, they suggested that teachers should use technology education in teaching pupils in lower primary school so as improve their academic performance in Kiswahili language.

Kenya Institute Curriculum Development (KICD), (2015) revealed that the ministry of education is focusing more on the quality of education in lower primary, specifically in the fields of literacy and numeracy. The ministry has introduced an intervention called "Tusome" national literacy programme that would enhance literacy effects in class one and two. The programme is supported by USAID and DFID, intends to improve teacher capacity for effective delivery methods of classroom instruction, improve access to appropriate textbooks and supplementary materials in literacy, and increase instructional support on effective and efficient monitoring and evaluation system, which links instructional practice and learning impact in literacy. It would also raise the application of technology education to support literacy effects and improve the content of the education sector to sustainably improve literacy outcomes. However, this paper explored the influence of technology education on achievement in Kiswahili language. Until then, little was known about the influence of technology education on achievement in Kiswahili language among pupils in primary schools in Kisii County.

2. Literature Review

Mudasiru and Modupe (2011) confirmed that majority of primary school teachers in Chegutu District West Region of Zimbabwe lack capacity in integrating technology in the classroom instruction. In addition, these teachers lack necessary basics of technology; regarding adoption of technology devices; teachers' weak competence levels confirmed that their competence in using ICTs for classroom instruction was below average. In addition, concerning on ICTs training background, teachers 'capacity and literacy level confirmed that many of the teachers are technology illiterate because they are not exposed to technology inset while few teachers have no formal technology efficient. Moreover, many of the teachers could not operate basic ICTs software for classroom instruction.

Ministry of Education, Science and Technology, Tanzania (2014) as cited in Slutzker (2014) observed that there are teachers who have never attended a refresher course to heighten their instruction skills for over 20 years. However, currently teachers are being trained on how to apply technology in classrooms in various teacher resource centres in Tanzania where teachers receive support from peers and trainers to improve their teaching approaches and subject matter knowledge through integrating technology into classrooms. The ministry of education confirmed that more than 1,200 teachers have been trained as mentors and coaches to date. The centres focus on training, mentoring, and coaching program which focus on techniques that incorporate student engagement and integrate early grade Kiswahili reading across the curriculum in standard one with the previous teaching

methods where instruction was very difficult. Teachers just used a single technique and could not identify problems with individual learners.

Slutzker (2014) observed that strategies for training teachers consist of three distinct areas: first, digital skills constructing, training basic technology skills and computer devices: assists learning and familiarises all teachers with different types and application of digital tools. By the end of the training session, teachers are technology competent and conversant with modes of integrating simple technology tools into normal classroom routine. After the training, these teachers are capable of applying their newly acquired skills immediately and could train their students in the same digital skills; secondly, on content creation and adaptation, teachers are trained in generating relevant learning materials for their classes by accessing information online and using digital tools to create lessons. By the end of the training, teachers are able to evaluate, create and adapt instruction facilities for their classrooms and students; and thirdly, on technology-enabled pedagogy: Teachers start delivering lessons in classrooms with basic technology-enabled strategies. Moreover, ICTs (such as: video and other multimedia tools) could be used for peer-to-peer learning to improve pedagogical methods. After this training, teachers are confident in applying ICT tools in the classroom to deliver classes on interactive and engaging ways that infuse technology, pedagogy and content in all lesson instructions.

Banju (2014) revealed that teachers in Nairobi County, Kenya encounter a problem in applying technology in classrooms and attribute these to lack of time in technology education implementation in classrooms, inadequate time to source for content on the internet, to scan pictures, and to infuse ICTs into lesson plans are often described problematic by teachers. Furthermore, they noticed skill deficiency in apprehending ICTs, network logistical procedures until they could do rudimentary tasks such as logging onto the network, saving a file etc. Still teachers would not teach any technology related activities in classrooms. Moreover, school administration organization and personnel could obstruct technology integration advancement. Finally, classroom practices could be halted or limited by the school management's lack of understanding in technology integration.

Ministry of Education, Science and Technology, Kenya, (MoEST) (2014) confirmed that capacity building is a vital factor of the successful execution of the national laptop project. To attain the intended goal of infusing technology in primary institutions, the implementation has assumed a three tier training approach using a cascade model of training. This programme targets master trainers, trainers of trainers and teachers. The MoST in collaboration with Teachers Service Commission (TSC) has trained 150 national master of trainers across the country. The selection is based on their previous training in ICT skills and certification by a recognized institution. In Nairobi County, 700 teachers have been trained and are ready to use ICT tools for classroom instruction. At the moment, teacher training is at the second tier of trainers of trainers, where 3,000 teachers have been trained at the county level. These trainers of trainers would in turn be expected to carry out training of their peers (two teachers) at school level or zonal centres where it would be convenient and cost effectiveness for teachers to commute daily to cut down on costs. Preparation of training three teachers (about 61,000 teachers) in the other counties is complete and they are expected

to have completed training by (July, 2014). This implied that primary school teachers could apply technology in the teaching of Kiswahili language in classrooms.

Samwel (2008) revealed a positive link between technology adoption in the teaching of English language and the achievement of primary school pupils in Malaysia. Furthermore, he categorized pupils into two groups namely: group one which was taught using ICT devices and group two which was taught using ordinary classroom instruction. Moreover, he noted that ICT adoption instruction in the teaching of English language enhanced pupils' achievement in primary schools. Finally, he confirmed that the adoption of technology tools in classrooms raise academic performance of pupils in English language and therefore, he suggested that teachers should use ICTs devices so as improve performance in English language among pupils in primary schools.

Alaba (2014) pointed out the effectiveness of English language software (CALL) in the teaching of pronunciation, reading and comprehension skills in English language among primary schools in Osun State of Nigeria. Furthermore, he categorized pupils into two groups: group one was taught using the ordinary classroom instruction while group two was taught using English language software (CALL). Moreover, they observed that pupils who were taught using English language software (CALL), performed better than those pupils who were taught using traditional teaching methods. In addition, the application of English language software (CALL) increases pupils' perception towards English language. Finally, they concluded that English language software (CALL) is efficient and actuate instruction approaches for teaching English language in Nigerian primary institutions.

Chris (2015) argued that writing instruction has experienced greatest ICTs impact from the personal computer, a tool that improves teaching and practice of writing revision. The infusion of technology into writing skills increase pupils' interests in writing, offer pupils a screen on which they could control writing essays, but they could still correct their writing and instruct their peers on how to write using lecture method of teaching. Throughout the 20th century, many writing instructions were taught pupils using ICTs in classrooms where learners could write to each other and with each other on the web in writing curriculum. In addition, the availability of computer-assisted instructional program, enable pupils to write alone on a personal computer. Moreover, technology devices generate queries that could actuate pupils to devise ideas; style checkers that enable them to evaluate average sentence and outline programs that could help them to correct structure of their compositions as they write. But even with the cut-and-paste procedure and diverse models of writing essays that ease writing procedure and simplify revision. However, academic essays remained relatively unchanged: Pupils continue to meet in classrooms to work on their assignments, and teachers react to and assess their products in didactic approaches, by carrying pupils' assignment home and grading them.

United Nations Educational, Scientific and Cultural Organization (UNESCO), (2013) revealed that technology devices enable teachers to prioritize and track pupils progress. Teachers can see what learners are missing and where to modify. They are now taught how to avoid knowledge reproduction. In addition, curriculum specialists in Tanzania observe teachers in classrooms to identify gaps and needs of learners in various classrooms using

one-on-one discussions with teachers. This interactive approach leads to tailored and efficient support for teachers. Moreover, technology education provides instructors with practical tools for classroom instruction which include: incorporating technology and teaching Kiswahili literacy through ICTs. Furthermore, these have empowered teachers with new instruction approaches, which enable them to creatively revamp their classroom activities and notice qualitative differences in their work. In addition, teachers have access to many tools to support their teaching and make teaching an enjoyable activity as opposed to previous instruction. Finally, encourage pupils to gather in groups, play games in groups, discuss, read to each other, and write books, singing in a way that inspires reading, pupils are more excited by their lessons and are more engaged with their teachers, peers and instruction materials.

Ahinda, et al (2014) confirmed the relationship between using multimedia devices in classrooms and pupils' academic performance and language acquisition among pupils in lower primary schools in Vihiga County, Kenya. Their study involved 40 teachers sampled from 20 primary schools selected by simple random technique. Moreover, they noted that multimedia tools in classrooms impact negatively on academic achievement and language acquisition among pupils in lower primary schools. Finally, they suggested that teachers should be involved in the selection of appropriate multimedia tools that could be used in teaching pupils in lower primary classrooms.

2. Statement

It is evident that primary school pupils across Kenya are not learning basic literacy skills in Kiswahili language. This has been confirmed by Uwezo reports from the year 2010 up to date (2015). The reports pointed out that only 20 percent of pupils in standard three could read or write proficiently. Moreover, the reports revealed that, by period, they translate to standard eight, only four out of ten Kenyan pupils in standard eight still have acquired Kiswahili literacy skills. Furthermore, the Uwezo report (2014) observed that 40 percent of Kenyan pupils over the five years could not pass Kiswahili literacy examination. This decline in standard and achievement in Kiswahili language's literacy skills of pupils in primary schools over the five years have become a subject matter of public debate. However, previous studies reveal that technology devices enhance language basic literacy skills, and therefore, there is a dire need for teachers to use technology tools to improve pupils' literacy skills. These indeed, worried the paper a lot and drove the paper to fill in gaps in the existing literature to explore the influence of technology education on Kiswahili achievement among primary school pupils in Kisii County.

2.1 Purpose and Objectives of the Paper
The purpose of this paper was to explore the influence of technology education on Kiswahili achievement in classroom among primary school pupils in Kisii County.

The specific objectives for this paper were: to determine teachers' capacity in applying ICT tools classrooms and describe pupils' language achievements in classrooms. This paper

is significance: it might make teachers might come up with computer aided instruction strategies in classrooms, provide national curriculum developers with better ways of making digital content and provide necessary knowledge and skills to teacher trainees concerning the implementation of digital content for primary schools.

2.2 Theoretical Framework

This paper adopted Constructivist Learning Theory as cited in Duffy and Janassen (1992). The constructivist learning theory supports the concept that pupils are paramount to their learning process. Constructivism explains the importance of active involvement of pupils constructing knowledge for themselves. They believe that pupils learn best when they are actively engaged in the learning process. This theory is appropriate for the paper because constructivism transforms pupils from passive recipient of information to an active participant in the learning process. Pupils successfully use cognitive tools such as: laptops, internet, PowerPoint projector, and Microsoft and "tusome" programme to make them proficient in Kiswahili literacy skills.

2.3 Research Methodology

This paper mainly employed qualitative method as an inquiry process that helped this paper to seek and listen to informants so as to build a picture based on teachers of Kiswahili language and standard seven pupils' ideas about the paper. This paper was conducted in Kisii County primary schools because 40 percent of pupils in Kisii County primary schools over the five years could not pass Kiswahili literacy examination. The study targeted 30 primary schools in Kisii County, 300 teachers teaching Kiswahili language and 1200 standard seven pupils. Teachers were proactively involved in the instruction of pupils and, therefore, were better placed to offer valid information regarding all aspects of teaching Kiswahili language. Standard seven pupils were instrumental in providing first-hand information with regard to the influence of technology education on Kiswahili language achievement in classrooms among pupils in primary schools. The paper sampled six primary schools, 30 teachers of Kiswahili and 120 standard seven pupils. The paper used stratified sampling, purposive sampling and simple random sampling techniques to select the participants for the study.

The paper held face to face interviews with 30 teachers of Kiswahili language of the six selected primary schools purposively selected to seek information on teachers' capacity in using technology education in classrooms. The paper observed schemes of work, lesson plan, lesson notes and observed four life lessons in standard seven in three primary schools to ascertain whether teachers apply ICTs in teaching Kiswahili language. The paper held discussions with the eight focused groups in order to verify, refine and finally explore further information, in order to shape the final analysis. The 120 standard seven pupils from the four observed schools who were purposively selected were also invited to the discussion, which lasted for two hours each. The focus groups' discussion addressed how technology education enhanced pupils' achievement in Kiswahili language in classrooms. All the eight focused groups managed to come for the session. The tape recorder and lesson note book were used

for recording the details of the focused group discussions and interactions. They also served as a back up to the notes from the focused group discussion.

The content validity was enhanced by the use of triangulation of the three instruments which were compared and cross-checked with the responses from respondents on same the issues in the three instruments. The reliability from interviews, observation schedules and focus group discussion guides were tested through the application of triangulation of responses from the three instruments. The research instruments were pre-tested in two primary schools which were not included in the actual study. Piloting enabled this paper to have meaningful observations because; it helped the paper detect deficiencies in the instruments before the actual study. The paper held face to face interviews schedule with the teachers of Kiswahili language and which were tape-recorded and written down in interviews schedule forms for future reference. The paper observed six life Kiswahili classroom lessons. The paper held discussions, observed and tape-recorded the discussion of pupils from the focus group guides discussions. The data collection procedure lasted for a period of one month. The Qualitative data from interview, observation schedules and focused group discussion guides on influence of technology on Kiswahili language achievement in classroom among primary school pupils were analysed thematically and were quoted directly in text.

2.4 Data Analysis and Discussions

Interview response granted 100 percent response rate. This was attributed to the fact that the paper personally interviewed the 30 teachers teaching Kiswahili language and those who were not present; the paper made follow up visits with the respondents. The paper sought teacher respondents' perspectives regarding teachers' capacity in applying ICT devices in classrooms. In an interview with teacher respondents on teachers' capacity in using technology tools in classrooms, two-thirds of the teacher respondents agreed that many of the teachers lack capacity in integrating technology devices in classrooms; teachers lack necessary basics of technology; teachers' capacity in adopting ICT tools in classrooms is below average; most teachers are technology illiterate because they are not exposed to technology inset while few teachers have no formal technology efficient and majority of the teachers could not operate simple basic software in ICTs classrooms. These finding are in agreement with those of Banju (2014) and Mudasiru and Modupe (2011).

However, one third of the teacher respondents agreed that teachers are efficient in adopting technology devices in classrooms, teachers are being trained on how to apply technology in classrooms: teachers are trained on digital skills constructing which make teachers competent and conversant with modes of integrating simple technology devices into classroom instruction; on content creation and adaptation: teachers are trained in generating relevant learning materials for their classes by accessing information online and using digital tools to create lessons and on technology-enabled pedagogy: teachers start delivering lessons in the classroom with basic technology-enabled strategies, teachers are able to apply multimedia tools and use multimedia devices for peer-to-peer learning to enhance pedagogical methods. The results are in line with those of Slutzker (2014).

The same results were complemented with the researcher's observation on teachers' schemes of work, lesson plans and lesson notes. From the observation schedules, it was confirmed that teachers' capacity is exhibited through: teachers are competent with ways of integrating ICTs tools into teaching Kiswahili language; teachers are using digital devices to make lesson plans and lesson notes; teachers are applying multimedia devices in delivering their classroom instruction and finally teachers adopt technological tools for peer-to-peer learning to improve their instruction strategies in the teaching of Kiswahili language. This paper's outcomes are in accordance with those of Slutzker (2014).

The paper sought teacher respondents' perspectives concerning influence of technology devices on pupils' achievements in Kiswahili language. In an interview with 30 teacher respondents, half of the teacher respondents interviewed agreed that technology devices enhance pupils 'achievement in Kiswahili language. Furthermore, they agreed that ICT tools such as: audio and video instruction software, desktops, laptops and "tusome" software improve pupils' pronunciation, listening, reading and writing, comprehension skills and finally they heighten learners' attitudes towards Kiswahili language. The findings are in correspondence with those Alaba (2014). A third of the teacher respondents interviewed confirmed that computer devices in classrooms improve teaching and practice of writing revision. In addition, the infusion of ICTs into writing Kiswahili essays increase pupils' interests in writing. Finally, technology enables pupils to instruct their fellow peers on how to write using didactic methods of instruction. These outcomes are in agreement with those of Chris (2015). However, a third of teacher respondents interviewed revealed negative results that the application of technology in classrooms reduced pupils' proficiency in writing, vocabulary and grammatical fluentness. These findings correspond with those of Ahinda et al (2014).

Using observation schedules such as schemes of work, lesson plans and teachers' lesson notes during classroom instruction in standard seven in primary schools, it was noted that technology education enable teachers to prioritize and track pupils' progress; teachers could see what pupils are missing and modify; Teachers could identify gaps in classroom lessons and needs of each pupil; ICTs allow learner discussions with their teachers and fellow peers and finally technology empower teachers with practical devices for classroom instruction. These outcomes are in accordance with those of UNESCO (2013). The same results were complemented by the findings from pupils' focused groups which sought information on how technology education influences pupils' achievement in Kiswahili language. eight out of eight of focused groups which participated in the discussion argued that ICTs encourage classroom discussions between pupils themselves and teachers; make teaching an enjoyable activity, motivate pupils to read on their own; increase pupils' engagement with their teachers, peers and instruction materials and finally technology tools enable instructors to use computer devices in the teaching of Kiswahili language in classrooms. These findings are in agreement with those of the Ministry of Education, Science and Technology (MoST), (2013).

3. Conclusions and Recommendations

From the findings of this paper, it was concluded that many of the Kiswahili language teachers lack the capacity in integrating technology devices in classrooms and therefore, their capability in adopting ICT tools in classrooms is below average; because most teachers have not attended technology inset however, for the few teachers who have trained, are capable with ways of integrating ICTs devices into teaching Kiswahili language; are using computer tools to construct lesson plans and lesson notes; are employing ICT tools in delivering their classroom instruction and finally they use ICT devices for peer-to-peer instruction to enhance their teaching approaches in the instruction of Kiswahili language. It was also concluded that technology devices enhance pupils 'academic performance and also improve pupils' Kiswahili language skills such as: listening, speaking reading, writing and grammar in primary schools.

Based on these conclusions, the paper recommends that teacher training institutions should train teachers on technology education so as to have the capacity in integrating ICTs in classrooms when teaching primary curriculum in schools.

The paper also recommends that stakeholders from the ministry of education, teachers' service commission and Kenya institute of curriculum development should ensure that teachers are integrating technology devices in classrooms so as to increase pupils' academic performance and also improve pupils' proficiency in reading, writing, vocabulary, and pronunciation and comprehension skills.

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