

Factors that affect the use of computer assisted instructional technologies in secondary schools in Kampala District, Uganda

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ABSTRACT

This study set out to investigate “Factors that Affect the use of Computer Assisted Instructional Technologies in Secondary Schools in Kampala District, Uganda”. It was carried out in 25 randomly selected secondary schools located in Kampala district. The purpose of the study was to investigate the factors that affect the use of CAI technologies in the teaching/learning situation. A total of 50 respondents who were purposively sampled were used in this study.

The data used in the study was collected using questionnaires and direct interviews as the only instruments in a survey research design.

Basing on the findings of the study, it was concluded that the extent of CAI usage in secondary schools was 20% which is still very low. The major factors that enhanced the use of CAI in schools established included: availability of good designed CAI modules and demand from the society to use CAI. The major factors that inhibited the use of CAI in secondary schools included: unreliable electricity, restricted access to computers and inadequate competent and skilled staff to use CAI in schools.

The major policy options suggested were; for the Ministry of Education and Sports to make the study of computer compulsory and training teachers to acquire the CAI skills through training workshops and equipping schools with computers. The major challenge that inhibited the use of CAI in schools was that even where CAI facilities were available, they were not effectively utilized due to lack of skilled teachers. The major recommendation was that, teachers should be trained and equipped with skills to use CAI. This was because it was a new form of technology in Uganda.