COMPUTER BASED INSTRUCTION AND LEARNER ACHIEVEMENT; IMPLICATIONS FOR TRAINING ART AND DESIGN IN KENYA'S SECONDARY SCHOOLS

Gladys Wanjiru Kinyua
University of Nairobi
KENYA

Samwel Mwanda
University of Nairobi, **KENYA**

Ronnie Midigo
University of Nairobi
KENYA

ABSTRACT

This study set to investigate the extent to which computer based instruction could improve learner's performance in Art and Design in Kenya's secondary schools. The study design was quasi-experimental. The target population for the study were form two students doing Art and Design and their subject teachers. Nine boys' and nine girls' schools were used in the study, a total of eighteen public secondary schools in Kenya. Four hundred and fifty students and eighteen teachers were respondents in the study. The treatment groups had three hundred students while control groups had one hundred and fifty students. Each treatment group had three schools which were instructed using computer based instructional approach. Control group comprised three boys' and three girls' schools both instructed using traditional methods of instruction. The study tools were pre-test and post-test exams. Data were analyzed using statistical Package for Social Scientist version 22. The study found that learners who were taught graphics in Art and Design using computer based approaches showed improved performance as compared to those tough through traditional methods. The study recommend strong support at the national level towards systematic planning for the use of technology in the schools through improving facilities, equipment and training of the Art and Design teachers to gain computer skills.

Keywords: Computer Based Instruction, Learner achievement, Traditional Methods of Instruction, Performance Test.