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Does Technology Influence Students' Attitude Towards Learning Kiswahili Proverbs?

Introduction / Background

dents' attitude is generally considered to influence thei
demic performance

s however not known if the same would apply in the
ching and learning of Kiswahili proverbs.

e performance of students in Kiswahili in KCSE in Ken
nting probably due to the use of teacher-centered metho

erging technologies are thought to revolutionize the wa
ching and learning is carried out in other areas of learni
ong, 2009; Youssef, 2012).

chnology is known to enhance the learning experience

Statement of the problem

There doesn't seem to be sufficient data on students' attitude towards Kiswahili proverbs using either teacher-centered methods or new technology.

It is also not known if technology would apply in the teaching and learning of Kiswahili proverbs to lead to positive attitude

Study objectives

objective of this study was to determine the effec
hnology on students' attitude towards Kiswahili
overbs.

achieve the objective stated above, the study teste
pothesis that the use of video technology in teachi
swahili proverbs had no significant effect on stude
itude.

Review of literature

titude can be defined in various ways. Conceptuall
he readiness of the psych to act or react in a certai
y
tendency to think, feel, or act positively or negati
vards objects in our environment
ere are no direct measures to attitude (Ajzen, 201
e indirect measures of attitude are either single ite
multi-items.

cont

Attitude has three major dimensions Affective, Behavioral and Cognitive (ABC).

The affective dimension deals with emotions; behavior refers to actions; and cognitive deals with the mind.

Several models (theories) are attributed to attitude.

They are the Expectancy Value Model, Vector Model, Tripartite Model and Technology Acceptance Model

cont

pectancy value model- value importance and perceived
trumentality are separate dimensions of attitude structur
$\sum(ba)$. Where: A is attitude towards a certain object; $\sum$
sum; b is the strength of the belief and *a* is the evaluati
attribute.

ctor Model on the other hand is a two dimensional struc
attitudes. On one dimension is represented an affective
mponent of attitude (liking or favourable)

cont

The Tripartite Model is also referred to as the ABC model (feelings, actions and beliefs).

Technology Acceptance Model is an applied model of technology(Gardner & Lambert, 1972).

They suggest that the intension to use a technology is influenced by the attitude towards the technology and the perception of its usefulness.

Attitude is in turn influenced by a person's belief in how usefu the technology is and how easy it is to use (Shah & Khan, 2015).

cont

The perception of ease is measured by the degree to which using a technology is free of effort.

Usefulness is measured by the degree to which technology can help to improve task performance

This model was adopted for this study.

Methodology

asi-Experimental design was used-where research ethic
allow a randomization of students for research purpose
increased the study confidence that the outcomes obse
re the result of the technology employed and not a resul
raneous variables.

omon Four Non-Equivalent-Group Design was adopte
s a rigorous design used in quantitative studies and it
dresses specific threats to internal validity (Symmons, 2

Sampling

rget population	Form 2 students in Kenya
ccessible population	Form 2 students in extra-county secondary in Nakuru county
clusion criteria	Single sex/ Boarding schools Availability of LCD projector
xclusion criteria	Mixed schools Day Schools
mple	All 8 single sex extra county schools in Nakuru County

Solomon Four

	Pre-Test	Treatment	Post-Test
	O1	X	O2
	O3		O4
			O5
		X	O6

If O1 < O2 main effect

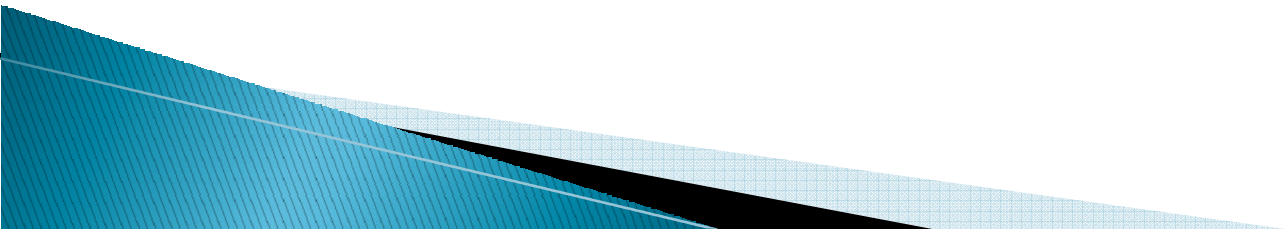
If O4 > O5 testing threat

If O2 = O6 effect of techn

If O5 > (O2, O4, O6) cont
confounders….age, sex ar
teacher experience

Data analysis

sumptions of normal distribution	Exploratory analysis
an of two groups	T-Test
an four groups	ANOVA
lated normality	Mann-Whitney U Test
ects of technology	ANOVA
oup different from each other	Scheffe post-hoc Test



standardization

MP = (x_i – the minimum score) / (the maximum score
nus the minimum score)

here x_i is the raw score for each student in the variables
erest.

ectively, this formula converts the raw scores into 0-1
erval.

gher scores indicated a higher intensity of the given
nension.

en multiplied by 100, the converted scores became
centages.

cont

s helped to identify factors showing an association of
0 with each of the three dimensions of attitude.

elped rule out multi-collineality with the usual criteric
association of beyond 0.70 being applied.

orward stepwise regression was used to control the
blem of multi-collineality.

he three models each variable was entered separately
mpared with the variables already in the model.

he variables already in the model became non-signific
old variables were dropped out of the model.

estimation of a Generalized Linear Model -GLM

ng the maximum likelihood method. This allowed for the
estigation of the effect of technology on attitude while adjust
possible confounders.

e investigated confounders included student age, sex and teac
erience.

$= \alpha + \beta_1 * \text{group} + \beta_2 * \text{age} + \beta_3 * \text{sex} + \beta_4 \text{ teacher experience} +$

ere y represents each of the three sub-dimensions of attitude,
onstant (intercept), β_i are the effects of each of the independe
iables and e_i are the errors of estimation.

Presentation of Findings

	Pre-Test		Post- Test	
	Mean	Median	Mean	Median
Attitude A (Study)				
	.65	.75	.66	.75
	.77	.81	.66	.68
			.71	.75
			.68	.75
Attitude B (Teaching and Learning)				
	.69	.75	.68	.68
	.71	.75	.63	.66
			.72	.75
			.68	.68
Attitude C (Time)				
	.57	.58	.41	.42
	.57	.58	.38	.42
			42	.42

Discussion of findings

xed outcome.

ree dimensions of attitude were found

erature agrees that attitude is multidimensional

parture from other literature that points to the ABC mod

ich is generic

s study had empirical estimation that were specific

Conclusions

These results suggest that the null hypothesis HO which states 'The use of technology in teaching Kiswahili proverbs will have no significant effect on students' attitude is supported.

It is therefore concluded that technology had no significant effect on student attitude.

A negative non-linear relationship between teachers' experience and students' attitude

Recommendations

e of specific instruments as opposed to generic on

achers: inservice course for < 10 years and > 20 ye
perience

Areas for further study

A study on teachers' attitude towards technology needs to be carried out especially those teaching Kiswahili.