

**EFFECTS OF THE USE OF ICT ON THE LEARNING OF C.R.E. IN SECONDARY
SCHOOLS IN MBEERE SOUTH DISTRICT, EMBU COUNTY**

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1 ABSTRACT

The primary concern of this study was to determine the effects of using ICT learning in secondary schools. In particular, the study was to determine the use of ICT in Christian Religious Education. The case study was public secondary schools in Mbeere South District, Embu County. More specifically, the study objectives were; to explore the availability of ICT resources necessary for the integration of ICT in the teaching of C.R.E, to determine how learning in C.R.E. integrates ICT, to find out the possible effects of using ICT on the performance of students in C.R.E, to investigate the administration's support towards ICT integration in the teaching of C.R.E. and to establish the attitude of CRE teachers towards the integration of ICT in the process of teaching and learning. The project was limited to ten secondary schools randomly selected. The sample included ten head teachers, twenty C.R.E. teachers, and two hundred and eighty eight hundred C.R.E. students. The study used questionnaires to collect data from the subjects, and only head teachers were interviewed due to their small number. Data collected was analyzed using descriptive statistics. The study revealed that most of the schools had electricity, computers and printers which were used in the teaching of C.R.E. Only a few schools had at least one projector, internet connectivity and ICT software for teachers' use. The study established the ICT use has positive impact on students and the learning process. Cumulatively the study did consider the ability of ICT to motivate learners by making learning interesting and enjoyable but if not used properly it has negative impact on learners for instance; anti-social behavior and taking up learning time and hence affecting the learning process. Majority of the teachers had positive attitude towards ICT integration in the teaching of C.R.E. Sufficient ICT resources, positive attitude among the teachers towards ICT integration and significant support by the institutional heads towards ICT integration may improve the teaching of C.R.E. It is hoped that the teacher training institutions should revise their curriculum to ensure that their graduates are furnished with relevant and basic ICT integration skills while the government should introduce in-service programs and continuously sponsor the teachers in the area of ICT integration. The government should also allocate more funds to the institutions to enhance purchase and maintenance of ICT resources and the heads of institutions should put more effort in order to facilitate and supervise ICT integration in terms of purchase and maintenance of ICT resource.