

**AN EVALUATION ON ICT INTEGRATION IN ENHANCING TEACHING
AND LEARNING IN SECONDARY SCHOOLS IN KANGEMA
CONSTITUENCY, MURANG'A COUNTY KENYA.**

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ABSTRACT

Information and Communication Technology has a direct role to play in education and if appropriately used, ICT could bring many benefits to the classroom as well as education and training processes. Its use would provide new opportunities for teaching and learning, including, offering opportunity for more student centred teaching, creating greater enthusiasm for learning amongst students, and offering access to a wider range of courses. To realise these changes, the government through the Ministry of Education, Science and Technology has invested heavily on ICT infrastructure in selected secondary schools per constituency. Teachers have also been equipped with training on ICT integration in lesson situations. Kenya Institute of Curriculum Development has also come up with teaching and learning materials (econtent) for use during ICT integrated lessons. It is essential to evaluate if these investments are leading to improved performance in these schools. This study therefore sought to investigate if ICT integration in teaching and learning in secondary education has led to improved performance. The activity theoretical framework was adopted. The study was carried out in Kangema constituency of Murang'a County. The study adopted a descriptive survey design targeting teachers and students from six schools that have benefited with ICT-ESP funding. Different questionnaires were designed for school principals, teachers, and students for use in gathering raw data from the respondents. Before the actual data collection, a pilot study was conducted in two schools in Limuru Constituency. Data was analyzed using Statistical Package for Social Sciences (SPSS) and Ms excel. The result of the analysis was then organized in frequency distributing tables, pie charts and bar graphs. The study established that integration of ICT in education did not have a positive impact in teaching and learning process among the students in schools within Kangema Sub-county. In addition to this, the study found out that despite all the teachers confirming that ICT helped them to organize their work, a significant proportion of them still had a negative attitude towards ICT integration in teaching and learning processes in schools. Finally, the study established that gender gap in performance still existed in schools even after introduction of ICT integrated learning. The study recommends that: ICT-Economic Stimulus program should allocate more ICT equipment in schools for effective teaching and learning processes; the school should organize sensitization sessions for all the school stakeholders to create awareness on the importance of ICT integrated learning in all levels of education. These programs will also help to change the attitude of the school stakeholders towards the programme (ICT integration in learning); among other recommendations.