

**AN EVALUATION OF EFFECTS OF INFORMATION COMMUNICATION
TECHNOLOGY IMPLEMENTATION IN SCHOOLS: A CASE STUDY IN
NJABINI BOYS' SECONDARY SCHOOL**

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ABSTRACT

The worlds' developed countries began intense integration of ICT in teaching and learning that slowly filtered into some African countries. In Kenya, use of computers was also embraced which resulted into the introduction of integration of ICT in instruction in secondary schools. However, schools have had computers but the ways to use them effectively have evolved slowly. The study was done in secondary school in Nyandarua South District, Nyandarua County, Kipipili District, Central Kenya. Although there is provision of the technology facilities, e learning materials that have led to digitization of content of ICT taught in secondary schools, knowledge and skills on how to integrate computers in teaching and learning of computer, the study findings have revealed that integration of ICT in teaching is limited. The purpose of this study was to find out and document the factors that influence integration of ICT in teaching. The objectives of this research were to establish the extent to which teachers have acquired skills on ICT integration in teaching of the subject; to find out strategies used in teaching and establish some of the factors that affect teachers' ability in the use of ICT in teaching. The study was based on the Contemporary Organization Theory which states that "all systems were characterized by an assemblage or combination of parts whose functions were interdependent." The concept of a system can be defined as a set of interrelated elements that functions as a unit for a specific purpose. Systems were divided into two main classes' i.e. "open" systems which interact with the environment and "closed" systems which do not interact with their environment. The social systems theory generally deals with open systems. A conceptual frame work summarized integration of ICT. It targeted boys, boarding secondary school, which in this case was Njabini Boys' Secondary School. The study used a case study. There was 1 principal, 7 teachers and two administrative staff, who were used to obtain the data. The data was collected using questionnaires and interviews. This data was used to present frequencies, tables and percentages. The findings of the study have revealed that there has been limited use of ICT in teaching in secondary school. This was attributed to inadequate training of teachers on integration of ICT in teaching, few TSC deployed teachers of computer, lack of training of teachers on computer maintenance and inadequate ICT facilities and infrastructure. The study recommended that the government should put up more ICT training programs, TSC deploy teachers of computer to increase the confidence of teachers to use the technology and availability of ICT facilities and infrastructure at a reduced cost.