

**AN INVESTIGATION INTO THE USE OF INFORMATION AND
COMMUNICATION TECHNOLOGY BY PUBLIC SECONDARY SCHOOLS'
CHRISTIAN RELIGIOUS EDUCATION TEACHERS IN MACHAKOS
DISTRICT, MACHAKOS COUNTY, KENYA**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT THE
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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 schools in Machakos district, Machakos County, Kenya. Although there is provision of the technology facilities, e learning materials that have led to digitization of content of CRE taught in secondary schools, knowledge and skills on how to integrate computers in teaching and learning of CRE, the study findings have revealed that integration of ICT in teaching of CRE is limited. The purpose of this study was to find out and document the factors that influence integration of ICT in teaching of CRE subject. 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 of CRE and establish some of the factors that affect teachers' ability in the use of ICT in teaching of CRE. The study was based on the Bandura's Social Cognitive Theory that affirms that external influence, such as computers and social attributes activate different environmental reactions. In this case computers motivate teaching and learning bearing in mind that many concepts and cognitions are abstract and difficult to express through human language. A conceptual frame work summarized integration of ICT in teaching of CRE. It targeted girls' and boys' day and boarding secondary schools of which boarding schools formed the higher percentage in the district. The study used a descriptive research design in which stratified sampling method was used to categorize the schools into 5 provincial and 10 district schools. They were 15 principals and 50 teachers of CRE, who were used to obtain qualitative and quantitative data. The data was collected using questionnaires and an observation checklist. Qualitative data was described while quantitative data analyzed using Statistical Package for Social Sciences (SPSS) version 11.5 and presented in frequencies, tables and percentages. The findings of the study have revealed that there has been limited use of ICT in teaching of CRE in secondary schools. 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.