

**EFFECTS OF THE USE OF INFORMATION AND COMMUNICATION
TECHNOLOGY ON STUDENTS' LEARNING IN HIGHER EDUCATION
INSTITUTIONS: A CASE STUDY OF GREYSA UNIVERSITY**

BY

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BEDS/000513/112/04839

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELORS OF EDUCATION
(SCIENCE) DEGREE MOUNT KENYA UNIVERSITY.**

NOVEMBER, 2015

ABSTRACT

Gretsa has made remarkable progress putting in place an ICT policy framework and implementation strategy complete with measurable outcomes and time frames. The process has had the benefit of sound advice from officials and stakeholders and, perhaps more importantly, strong leadership from the office of the permanent secretary of the ministry of education. Students' learning remains central in any academic achievement debate. ICT provide a window of opportunity for educational institutions and other organizations to harness and use technology to complement and support the teaching and learning process. The study was investigating the effect of ICT on students learning by taking the case of Gretsa University. It tried to establish the relationship between ICT and students learning particularly looking at the availability, accessibility and ability to use the ICT resources in Gretsa University. The reason for the study was prompted due to the persistent report that students in Gretsa University are getting difficulties in their studies due to limited access and use of ICT resources. The objectives of the study were; to determine the effect of the availability of ICT resources on student's learning in Gretsa University, to determine the effect of the accessibility of ICT resources on student's learning in Gretsa University and to investigate the effects of students' ability to use ICT resources on learning in Gretsa University. The study was to be of great importance to the policy makers and University administrators of Gretsa University helping them to appreciate the usefulness of ICT in learning so as to come up with policies that promote ICT in learning. It was conducted through case study research design; data was collected during the month of March 2015 using questionnaires and interview techniques. A sample of 275 respondents out of a parent population of 500 was used. Among the 275 respondents, 15 are lecturers and 260 representing the students. In verifying the objectives, the researcher used Pearson correlation analysis method to find out whether students' learning was linearly correlated with ICT. From the discussions, the following findings are drawn: The ICT infrastructure of the University is poorly developed, unevenly distributed and inadequate, ICT resources access in the different University sector for both lecturers and students was not well attended to and Students training in ICT in the University were mainly limited to Ms Office suits.