

**CONTRIBUTIONS OF INFORMATION COMMUNICATION TECHNOLOGY
MANAGEMENT PRACTICES IN ENHANCEMENT OF TEACHING AND LEARNING IN
SECONDARY SCHOOLS IN RABAI DISTRICT, KILIFI COUNTY, KENYA**

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ABSTRACT

The global advancements in technology have not only enhanced efficacy of various processes but also ensured effectiveness of the same. The use of Information Communication Technology in education is one such innovation. Despite the government's efforts to expand learning opportunities, facilities and channels of curriculum delivery through the ICT policy in education, most public schools in Rabai District have not embraced ICT practices in enhancement of teaching and learning. The main purpose of this study was to establish the contribution of ICT practices in enhancement of teaching and learning in secondary schools in Rabai District, Kilifi County. The researcher employed a descriptive survey design while seeking to assess the extent of ICT practices in teaching in the secondary schools in Rabai District. The target population comprised of all secondary schools in Rabai district from which a sample population of five secondary schools which have integrated ICT in their teaching and learning were selected through random sampling. Respondents included head teachers, ICT compliant teachers and students who were randomly selected. Data collection involved use of questionnaires for head teachers, ICT compliant teachers and students and interview guides for head teachers. These enabled collection of information that was used to assess the existence of the management strategies adopted by the school leadership as well as compliance to the stipulated government policies. The researcher obtained permission from the Ministry of Education through the National Council for Science and Technology. Prior arrangements were made with the head teachers and the teachers in the study schools. Data collection procedures involved making arrangements to have the appropriate number of questionnaires distributed and administered in the study schools. Participants from the five schools were randomly selected to ensure equal chances for all. Besides, a well-structured questionnaire was administered to the participants in an attempt to collect large amounts of information in a short period of time. The participants in this case included teachers, head teachers and students. The collected data was edited and errors corrected before subjecting the findings of the study to research analysis using Statistical Package for Social Sciences (SPSS) version 20. Data analysis involved editing, coding, tabulation and presentation of the results in frequency tables, pie charts and bar graphs. Based on the results, the study found out that ICT management practices contributes to enhancement of teaching and learning in secondary schools in Rabai District, Kilifi County. However, Information Communication Technology resources and facilities available are not adequate to enhance student learning. Teachers in schools lack adequate training in management of ICT facilities. The study concludes that ICT plays an important role in enhancing student learning, thus needs to be fully supported. Schools must put in place measures that will ensure that teachers receive adequate training that will enable effective management of ICT practices.