

**THE IMPACT OF INFORMATION AND COMMUNICATION TECHNOLOGY ON
PUBLIC SECONDARY SCHOOLS EDUCATION: A CASE STUDY OF KAAGA
ZONE, IMENTI NORTH DISTRICT, MERU COUNTY**

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1.1 ABSTRACT

The purpose of this study was to investigate the effective use of information and communication technology (ICT) facilities in teaching of secondary schools in Imenti North district. ICT is an integral resource in educational institutions and a considerable financial and human investment has gone into its integration in secondary school Education but the effective use of ICT facilities is of concern, taking into account the close relationship that seem to exist between ICT use and the performance of the rest of the subjects .The specific objectives of the study wasto establish the teachers' professional qualifications at Kaaga zone in relation to ICT use; to assess the types ICT available at Kaaga zone; to assess the perception of students' and teachers' towards the use of ICT service at Kaaga zone; Descriptive survey design was adopted for the study. The research methodology will be both qualitative and quantitative. Data collected was analysed quantitatively and qualitatively. Descriptive statistics to be used were frequencies, percentages and mean.The findings were presented using pie charts, bar charts, tables and narrative discussions. ICTs were not effectively utilised amongst teachers with ordinary degree qualifications. Diploma of education and Bachelor of education holders did not fully use ICTs. On the contrary, higher qualifications amongst teachers were responsible for effective utilisation of ICTs. Master of education holders had a preference for technology because technology easily functions to meet their teaching needs.. Moreover, given their wide appreciation and exposure to knowledge, teachers with higher qualifications find it responsive to use technology in teaching. Students found it hard to adjust to the ICT environment and the use of ICTs. The low confidence levels could be attributed to a sluggish uptake of ICT in the education sector and especially in teaching where most of the tasks are still done in a rudimentary method. The importance attached to computers, hence their prevalence in the two schools, had contributed to the view that the internet was significant in providing the latest educational knowledge. The Computer and projector were superior teaching gadgets. This was attributed to the following. Computers and projectors critically utilise the visual and auditory senses; thus, enabling students enjoy the lesson. The teacher is able to prepare slides, pick on key areas of his or her delivery, and highlight them during his or her lesson, in accordance with the limits of time and perception levels of students. There is need to take advantage of the new technologies for quality education. Therefore every stake holder in the school should appreciate the use of modern instructional media. In order to make instructional media materials assist a teacher in classroom delivery and implement curriculum effectively, schools must invest in acquiring the items. More facilities are required in schools. It was concluded that Kenyan schools are yet to fully appreciate the merits associated with full uptake of ICTs.