

**CONSTRAINTS IN THE USE OF ICT IN TEACHING –
LEARNING PROCESSES IN SECONDARY SCHOOLS
IN RONGAI SUB COUNTY KAJIADO COUNT,
KENYA**

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ABSTRACT

Information communication technology (ICT) is a major drive in most world economies. It has been used in almost all the sectors of the economy. In developed countries like United States and Canada it has been incorporated in the education sectors as a tool for administration, management and in curriculum for both teaching and learning processes in most developing countries like Kenya, hence the study was geared towards secondary schools in Rongai Sub County, seeking to establish constraints in the use of ICT in teaching and learning processes in the area. It also sought to find out the level of ICT infrastructure establishment enhancing learning and teaching, to find out the extent to which teachers and students are endowed with ICT skills for used in teaching and learning process. The findings of the study will contribute information to the policy makers that could help them to formulate their teacher training programmes involving ICTs for education. The study sampled schools using purposive sampling technique using the criteria of the type of schools (boarding, day, mixed, boys or girls). Descriptive survey design was also used since it is concerned with gathering of facts. From the sampled schools an equal number of students, teachers and the principal were selected. Data was collected using questionnaires, interviews and observations. A pre-setting of research tools was carried out in one of the institutions. Data collected was analyzed descriptively using chi square and pearsons' product moment correlation. Descriptive statistics was also used. The major findings showed that there were no adequate ICT facilities in most schools making it impossible to incorporate ICT in teaching and learning processes. Where ICT facilities were available there was no proper utilization of the facilities partly because of lack of staff. Most of the student seemed to engage in entertainment whenever they access computers mrather than using them for academic benefits. Where facilities were available there was educational programmes nor the internet. It was also found out that most teachers lacked basic computer training hence they need to address this problem. Based on this finding the study recommended that the government should assist schools to have electricity, train more staff in ICT and post them in schools, and also facilitate the provision of more computers in all the schools.