

**ASSESSMENT OF THE USE OF INFORMATION COMMUNICATION  
TECHNOLOGY BY TEACHERS FOR INSTRUCTION IN SECONDARY  
SCHOOLS IN MUTOMO DISTRICT, KITUI COUNTY-KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE  
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## ABSTRACT

Globally the significant role of Information and Communication Technology (ICT) in education has been improving and countries have invested heavily in increasing the number of computers in schools and in the networking of classrooms. Kenyan government has been encouraging the use ICT in schools though how much this has been implemented is not clear. In Mutomo District the implementation of ICT has not been effective as evidenced by Table 1.1. This study sought to assess the extent of use of ICT by teachers in classroom instruction and other related duties as well as the obstacles to the use of ICT by teachers in secondary schools in Mutomo District. The study assessed the extent of use of ICT in secondary schools as well as investigate the school related and the teacher related barriers to the use of ICT by teachers in their duties. The information is helpful in assessing the implementation of government policy on ICT in schools. The study employed descriptive survey design. The target population for the study were all the 25 public secondary school principals and 374 teachers in Mutomo District. The researcher employed purposive, stratified and random sampling techniques to select a sample of 15 schools, 15 principals and 120 teachers for the study. Data was collected using self-administered questionnaires. The questionnaires were discussed by experts in the Department of Educational Planning, Management and Administration of Mt. Kenya University to ensure validity while the reliability was tested using Cronbach's alpha coefficient calculated from the results of a pilot which was found to be 0.77. The study obtained both quantitative and qualitative data which was analysed by use of both descriptive statistics in which measures of central tendencies such as mean, mode, and percentages were used for presentation and description of the findings for the qualitative data. The quantitative data was analysed using inferential statistics specifically the independent sample t-test to test the relationship between variables. The findings showed that teachers used different computer applications for teaching but not frequently. The teacher barriers to the use of computer were established as well as the school barriers. The research recommends that the government should fund ICT departments for running expenditure, employ well trained computer technicians, provide in service training for teachers and introduce rigorous computer training in teacher training programmes.