

**IMPACT OF TECHNOLOGY ON TEACHING AND LEARNING IN PUBLIC  
SECONDARY SCHOOLS IN MIHARATI SUB COUNTY-  
NYANDARUA COUNTY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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## 1.1 ABSTRACT

- 1.2 This research aimed at investigating the impact of technology in teaching and learning in secondary schools in Miharati Sub County-Nyandarua County. The researcher selected the title because technology has become a common figure in our day to day lives and it has affected mostly the field of academics, besides the government push on movement from analogue to digital generation also contributed much in the selection of this title. The research was conducted in Nyandarua county, Miharati Sub County where the researcher sought to achieve the following objectives; To examine the effect of the availability of technology resources on teaching and learning, to assess the effect of the accessibility of technology resources on teaching and learning, to find out effectiveness of technology as education tool, and to investigate the relationship between technology and academic performance in various schools within Miharati Sub County. The study employed a descriptive survey design. The target population was all the forty eight (48) public secondary Schools in Miharati Sub-County. Out of the forty eight (48) schools, 20% was selected to form a sample of 10 schools. The subject of the study was the teachers, the students and all the heads of institutions in the sampled secondary schools. Data was collected using questionnaires and interview schedules. The questionnaire was administered to teachers and students while the interview schedule was conducted on the heads of institutions. Data was analyzed using percentages distribution and frequency distribution techniques using statistical for social scientists (SPSS) version 21.0 and MS excel. Based on the results of the study, the study found out that the majority of the teachers and principals were males and fewer females. However, most teachers in the schools were aged 23-30 years, an indication that the active ICT users are the young generation. Different opinions were captured on the availability of ICT on teaching and learning 10 ICT HOD (60%) agreed that their schools had adequate computers and , (70%) of students agreeing that they had internet connectivity while 50% had ICT softwares. ICT use is not well integrated in the secondary schools curriculum, despite the government emphasis on its use in the teaching learning process. The study also found that teachers are taught about ICT use in the management of teaching and learning in schools, though some did not have the idea. The study also shows that Principle, Students and head teachers in the selected secondary schools have the knowledge about the ICT though it is not adequate in the instructional process. This is a huge milestone in the achievement of the millennium development goals and the vision 2030 of making Kenya a second world industrialized nation, considering that technology is expected to play a significant role in promotion of the economic development of the nation. Schools have been observed to have inadequate resources for ICT as they depend on the government. Stop gap measures must be undertaken to ensure that ICT infrastructure, resources and human expertise are enhanced for the successful implementation of the government's programme of ICT facilities to the schools.