

**CHALLENGES FACING ICT INTEGRATION INTO TEACHING AND
LEARNING OF ENGLISH IN PUBLIC SECONDARY SCHOOLS IN LIMURU
SUB-COUNTY, KENYA**

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ABSTRACT

This study investigated the influence of cost of ICT training materials, the skills development in ICT integration, and administrative support. The targeted population consisted of a total sample of 144 respondents from Limuru sub country. This total sample consisted of 120 students and 24 informants who were made up of 12 principals and 12 English teachers. The study utilize cluster, random and purposive sampling techniques to gather information from teachers, administrators and students. The Limuru sub county has 6 administrative wards which were confined into clusters since there was no satisfactory sampling for the whole population. Randomly, two schools were sampled in every cluster (wards) to give a total of 12 schools which further produced 10 students' respondents each. Each principal of the selected school was a respondent and 1 English teacher from each selected school participated in the study making a total of 144 respondents. Questionnaires were used to gather information from students while interview guides were used to collect information from teachers and principals. The data collected was analyses using the SPSS computers programme version 24 and recommendations made based on the study finding. The finding of the study were based on the study objective on investigating how cost of ICT training materials hinders ICT integration in teaching and learning of English. Teacher and students as respondents were asked to rate how they found availability of ICT training materials in respect to computers. The results indicated that majority disagreed that was 38.3% while 23.3% strongly disagreed, confirmed that ICT training materials were available, 60% disagreed and 15% strongly disagreed that the installation had been done. On the influence of skills towards ICT integration, the finding indicated that the teachers skill development in ICT was mainly poor at doing calculation using excel and drawing diagrams using desktop publisher. That was represented by 35% and 26.7%. Most teachers in selected institution of learning showed fair and good skills in both using word processor and powerpoint application. In administrative support on ICT research indicated that support given to teachers was mainly not positive and most of the respondents rating was mainly not sure. Availability of ICT resource installation and maintenance would facilitate the effectiveness of ICT integration in teaching and learning of English. Proper skills development on preparation of document using word processor, performing calculations using excel and preparation of slides using powerpoint would also facilitate learning and teaching. Administrative support to teacher will also a big role in transmitting knowledge to students. To address the problem of lack of ICT training materials there was need for stakeholders to

standardize on hardware and software and negotiate best prices with reliable vendors which may include ICT training in the purchase price. Institutions could also take advantage to share web based resources and training materials with other training institutions. To overcome the problem of poor and lack of skills, institutions of higher learning could be encouraged to employ a variety of teacher training methods ranging from face to face workshop to online self-study programme, this would help to increase skills and expertise. To overcome the problem of inadequate administrative support due to negative attitude institutions may find it worthwhile to plan and provide multiple incentives such as workload reduction recognition and rewards.