

Factors influencing use of Information and Communication Technologies (ICT) in teaching in secondary schools: a case of Imenti North District, Kenya

Abstract:

Use of ICT in teaching is a concept that goes deeper to include methods of teaching and learning, critical thinking skills, as well as scientific inquiry. It helps students benefit greatly with the analytical, creative, and collaborative power of computers to map out and analyze assumptions, present ideas, and participate in projects with peers from around the country and the world. This research therefore was investigating on the factors that influence the use of ICT in teaching in secondary schools in Imenti North district. This is with an aim of identifying factors that encourage or discourage the use of ICT in teaching, and offering recommendations on the same. Imenti North district has 20 public boarding secondary schools, 20 public day secondary schools (currently referred to as CDF secondary schools), and 5 private secondary schools. The sampling procedure was both stratified random sampling and simple random sampling. Descriptive survey was employed with the questionnaire as a main tool of data collection. The research was basically quantitative with 42 teachers from public boarding schools, 27 teachers from CDF schools, and 8 teachers from private schools as respondents. The data collected was analyzed and the findings presented in form of tables, frequencies and percentages to help the schools understanding their level of ICT integration in teaching. From the findings, it was concluded that majority of the schools in Imenti North district lacked enough ICT equipments to be used in teaching/learning. Schools may be having the equipments, but the teacher's lacked the computer knowledge and skills to enable them use ICT in teaching. The findings also established that most of the schools did not have ICT policy and majority of the school managements were not supportive in the use of ICT in teaching. On the recommendations, more ICT equipments should be provided in schools to enable teachers use ICT in teaching. This can be done by involving all the school stakeholders in the provision of these equipments. Teachers should be equipped with ICT knowledge and skills, school management should be supportive in the use of ICT in teaching and ICT policy should be put in place at school level to manage the technology.