

Perception of the Influence of the Integration of Information Communication Technology in Teaching of Students Academic Performance in Public Secondary Schools in Nakuru County Kenya.

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Abstract

Information communication technology (ICT) is increasingly becoming a more and more powerful tool for education and economic development world over. ICT can be a catalyst for providing tools which teachers use to improve teaching and by giving learners access to electronic media that makes concepts clearer and accessible. ICT is used for capacity development and citizen empowerment. A study by computers for schools Kenya showed that, the entire education system is characterized by a very low integration of ICT, it is not clear whether public secondary schools were part of the study and if so whether the integration of ICT in teaching had any influence on students academic performance. This study examined the influence of integration of ICT in teaching on student's academic performance in public secondary schools in Nakuru county Kenya. This study adopted the descriptive survey research design. The teacher during instruction is involved active ICT integration that motivates the learner into understanding and retaining the knowledge and skills acquired in order to adequately capture the influence of ICT integration on teaching and students performance, data were collected using teachers questionnaire (TQ), principal interview schedules (PIS), and a school observation schedule (OS). The target population was the all 274 public secondary schools in Nakuru County. A total of 81 were randomly selected. The principal of the school selected were interviewed. A teacher from each of the five cluster subjects offered were randomly selected making a total of 405 teachers to fill the questionnaires for teachers (QT).thus a total sample of 486 respondents was selected from a teacher population of 1644. An observation schedule was completed for each sampled school. Data was analysed. The results finding indicated: (i) that ICT facilities were inadequate, (ii) that teachers had only basic or no ICT skills, (iii) that there was low level integration of ICT in teaching or none at all, (iv) that financial constraints and lack of facilities were some of the challenges teachers faced in integration of ICT in teaching, and most importantly (v) there was a positive significant relationship between integration of ICT and students academic performance at 0.05 alpha significance level. The study concluded that integration of ICT not only influences teaching but also leads to significant improvement on students' academic performance.

Key words: Perception of the Influence, Integration of Information Communication Technology, Teaching of Students, Academic Performance, Public Secondary Schools, Nakuru County Kenya.