

# **Integration of ICT in Education in a Secondary School in Kenya: A Case Study**

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## **Abstract**

Amidst reports that there was very little integration of Communication Information Technology (ICT) in curriculum delivery in many secondary schools in Kenya, it was reported that one secondary school was using ICT in instruction and practicing learner centered instructional approaches and there was improved learning outcomes. The school's mean score in the Kenya Certificate of Secondary Education had improved from 6.2 to 8.4 between 2007 and 2013. This study teacher computer literacy levels, motivation for integration, perceived reason for the intervention and the impact on teaching and learning. A case study was conducted and observation and interview schedules were used to collect data. The study population was the 535 students and the 28 teachers in the school. Simple random sampling was used to sample 30 students and 18 teachers. It was established that the students and teachers were computer literate and were able to manage computer applications for teaching and learning. The Learning process was found to be practical with learner interactions and activities based learning. The motivation was desire to teach better coupled with visionary, supportive school leadership. The school was using ICT as teaching learning tool and there was improvement of learning environment and outcomes. Many schools ought to emulate the school.

**Full text:** <http://infonomics-society.org/wp-content/uploads/licej/published-papers/volume-6-2015/Integration-of-ICT-in-Education.pdf>