

**IMPACT OF IMPLEMENTING INFORMATION TECHNOLOGY ON  
TEACHING AND LEARNING IN PUBLIC SECONDARY SCHOOLS IN  
MBEERE SOUTH, EMBU COUNTY, KENYA**

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## ABSTRACT

The significant role of information and communication technology (ICT) in education has been improving and many countries have invested heavily in increasing the number of computers in learning institutions. The Kenyan Government has developed policies and initiatives to institute the use of ICTs in schools. The objective of the study was to evaluate the strategies used in implementing the use of ICT in teaching and learning in public secondary schools in Mbeere South Sub-County, Embu County. The study examined the learner related, teacher-related and school-related strategies used in implementing the use of ICT in teaching and learning in selected public secondary schools in Mbeere South Sub-County, Embu County. The study employed descriptive survey research design. The target population for the study was 53 public secondary schools, 756 teachers and 2860 form two students in the public secondary schools in Mbeere South Sub County. The researcher employed purposive sampling techniques that focused on the six (6) schools which comprised of 10% of the target population where ICT programs were implemented. The study obtained quantitative data which was analyzed by use of descriptive statistics. The findings of the study showed that although the government established ICT policy and other initiatives such as Economic Stimulus Package (ESP) to enhance the use of ICT, secondary schools in Mbeere South Sub County have not adequately implemented ICT in teaching and learning. Further findings were that teachers lacked the necessary skills for the ICT uptake. The schools studied showed that they have the will and commitment to roll out the ICT policy as directed by the Ministry of Education, Science and Technology. This was depicted by the findings that all the sampled schools had included ICT policies in their strategic plans. The study recommended that teachers need to be supported through in-service training on ICT skills that are necessary for teaching and learning. In regard to this, the study further recommends the development of ICT Training Institutions where teachers may enrol and acquire relevant skills. Further recommendations were that, computer applications to form part of the teacher training curriculum so that they are able to apply the learnt skills in teaching.