

THE CORRELATION IN ACADEMIC PERFORMANCE OF PUBLIC PRIMARY SCHOOLS USING ICTS IN TEACHING AND LEARNING AND THOSE THAT DO NOT: A CASE OF MATETE SUB-COUNTY, KENYA

Abstract

This study investigated the correlation in academic performance of public primary schools using ICTs in teaching and learning and those that do not, with a view to provide quality education through the use of ICTs to impart knowledge and skills to the primary school learners. The researcher adopted both parametric and non-parametric research methods. The study targeted all public primary schools that benefitted from World Vision ICT project and a similar number of schools that did not get the support for comparison purposes. Purposive sampling technique was used to identify 18 head teachers and 18 teachers as key respondents in this study. Structured questionnaires were used to collect data from head teachers and teachers. Reliability of data collection instruments was established through split half test technique whereby reliability coefficient score of 0.72 for the head teachers and 0.78 for the regular teachers' questionnaires attained were appropriate since these indices were above the minimum recommended value of 0.7. The research experts from the department of Educational Planning and Management of Masinde Muliro University of Science and Technology provided technical support in the clarification of the contents of the test items in the study instruments. The data collected was analyzed inferentially using Stata analytical programme. The findings of the study (s41a4, $P=0.043$; s424a4, $P=0.015$) showed that there was a statistically significant correlation between ICT use and performance of public primary schools, hence, the researcher recommended improved digital content including the use of local languages to enhance effective interaction.

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