# ASSESSMENT OF INFORMATION AND COMMUNICATION TECHNOLOGY TOOLS IN ACADEMIC PERFORMANCE OF SCHOOLS IN LUMINO

**SUB-COUNTY, BUSIA DISTRICT** 

 $\mathbf{BY}$ 

**OJIAMBO JOHN** 

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ojiambojohn2014@gmail.com

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PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A

BACHELOR OF EDUCATION PRIMARY AT BUSITEMA UNIVERSITY

FACULTY OF SCIENCE IN EDUCATION

# **DECLARATION**

I OJIAMBO JOHN do declare that this is my research report and has never been submitted to any
academic institution of Higher learning or University for any kind of award.
Signature
Date

#### **APPROVAL**

I certify that this research report was carried out under my own supervision and has been

approved for submission in partial fulfilment for the award of a Bachelor's degree in Education of Busitema University.

Supervisor: Mr. Musana Eddie

Signature.....

Date.....

# **DEDICATION**

To my children **Jason, Maslow and my wife Elizabeth,** course mates and other parties who supported me in this study.

# ACKNOWLEDGEMENT

The researcher acknowledges all scholars whose works have been used in this research report. Great thanks are to Almighty God for sustenance and strength; He has empowered me to develop this report. I also extend my sincere thanks to family members and colleagues for the service they have rendered towards this report. And lastly, I am grateful to my supervisor.

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#### LIST OF ACRONYMS

ASU Actual System Use

ATU Attitude towards Using

BIU Behavioural Intention to Use

ICT Information and Communication Technology

LPS<sup>s</sup> Lumino Primary Schools

PCK Pedagogical Content Knowledge

PEU Perceived Ease of Use

PU Perceived Usefulness

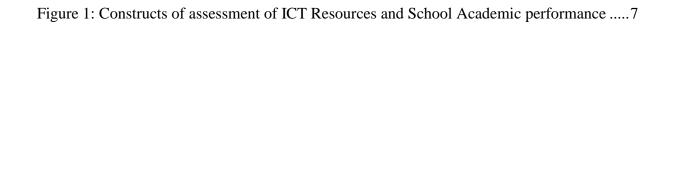
S/C Sub County

TAM Technology Acceptance Model

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#### **ABSTRACT**

The study was conducted to assess information and communication technology tools in school academic performance in government Primary Schools in Lumino Sub County Busia District. The study answered the following questions; what major ICT resources exist in the Primary Schools of Lumino Sub-County Busia District Uganda? Does teachers make use of ICT in planning and teaching pupils (instructional management) in the Lumino Primary Schools (LPS<sup>s</sup>) of Busia Uganda?, what are the obstacles hindering teachers' access and use of ICT instructional management in the LPS<sup>s</sup> Busia Uganda?, what strategies can be enhanced to improve use of ICT in instructional management in primary schools?. The study was guided by descriptive design and targeted population of 93 comprising of 6 head teachers and 87 teachers. Random sampling was applied to sample the respondents. The data was analysed according to the questions using tables, frequency, percentages and standard deviations. The findings of the study shows that most schools lacked ICT resource that can be in instruction management to stabilize school academic performance. This indicates irregular access and use ICT of most resources in the course of teaching and learning hence leading to illiteracy, incompetence in computer use among teachers. These challenges can be improved by government policies and strategies that supports the procurement and use of various resources in schools. The study among others summarized that schools in Lumino Sub County lacked ICT resources; use of these resources in instructional management was almost not there. The recommendations are the government should allocate additional funds in ICT teaching and training in primary education. This is because it was realized that most colleges in Uganda lack enough computers and therefore student have limited time to train and practice and school head teachers should advice teachers to attend training workshops on ICT.

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