

**ASSESSMENT OF INFORMATION AND COMMUNICATION TECHNOLOGY TOOLS  
IN ACADEMIC PERFORMANCE OF SCHOOLS IN LUMINO  
SUB-COUNTY, BUSIA DISTRICT**

**BY**

**OJIAMBO JOHN**

**BU/UP/2017/1614**

**[ojiambojohn2014@gmail.com](mailto:ojiambojohn2014@gmail.com)**

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATION IN  
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A  
BACHELOR OF EDUCATION PRIMARY AT BUSITEMA UNIVERSITY  
FACULTY OF SCIENCE IN EDUCATION**

**APRIL, 2021.**

**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.

## TABLE OF CONTENT

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENT .....	v
ABSTRACT.....	x
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study .....	5
1.4 Objectives of the Study .....	5
1.5 Research Questions .....	5
1.6 Significance of the Study .....	6
1.7 Conceptual Frame Work .....	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	9
2.0 Introduction.....	9
2.1 Major ICT Resources that Exists in the Primary Schools .....	9
2.2 Use of ICT in the Instructional Management .....	11
2.3 The Challenges Teachers Face during Access and Use of ICT Instructional Management .....	13
2.4 Strategies to Enhance Teachers Access and Use of ICT Tools .....	17
CHAPTER THREE: METHODOLOGY .....	20
3.0 Introduction.....	20
3.1 Research Design.....	20
3.2 Study Area. ....	20
3.3 Target Population.....	20
3.4 Sampling Size .....	21
3.5 Sampling Technique .....	22
3.6 Research Instruments .....	22
3.6.1 Questionnaires .....	22
3.6.2 Interview Schedule.....	22
3.6.3 Observation Checklist .....	22
3.7 Reliability of Research Instruments Results .....	22
3.8 Validity of Research Instruments Results.....	23

3.9 Data Collection Procedure .....	24
3.10 Data Analysis Procedure.....	24
3.11 Ethical Considerations .....	24
CHAPTER FOUR: RESULTS AND DISCUSSION .....	25
4.1 Introduction.....	25
4.2 Questionnaire Return rate .....	25
4.3 Presentation of the Findings.....	25
4.3.1 Demographic Information of the Respondents .....	25
4.3.2 ICT Resources in Primary Schools in Lumino sub-county, Busia Uganda. ....	27
4.3.3 Instructional Management Usage in LPS <sup>s</sup> in Lumino Sub-County, Busia Uganda. ....	30
4.3.4 Challenges to use and access of ICT Resource in Instructional Management by Teachers in the LPS <sup>s</sup> Sub County Busia Uganda. ....	33
4.3.5 Strategies to Improve the Access and Use of ICT in Instructional Management. ....	35
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS .....	37
5.1 Introduction.....	37
5.2 Summary of the Findings.....	37
5.2.1 ICT Resources in Primary Schools of Lumino Sub-County Busia District Uganda .....	37
5.2.2 ICT usage in Instructional Management in the LPS <sup>s</sup> of Busia Uganda .....	38
5.2.3 Obstacles Hindering Teachers’ Access and Use of ICT Instructional Management in the LPS <sup>s</sup> Busia Uganda .....	38
5.2.4 Strategies to Improve Use of ICT in Instructional Management in Primary Schools .....	38
5.3 Conclusions.....	38
5.4 Recommendations.....	39
5.5 Recommendations for Further Research.....	39
REFERENCES .....	40
APPENDICES .....	44
APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS.....	44
APPENDIX II: QUESTIONNAIRE FOR TEACHERS .....	46
APPENDIX III: INTERVIEW SCHUDULE FOR HEAD TEACHERS.....	48
APPENDIX IV: OBSERVATION CHECKLIST .....	49
APPENDIX V: MORGAN AND KREJCIE SAMPLING TABLE.....	50

## 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



## LIST OF TABLES

Table 1: Target Population.....	21
Table 2: Sample Size .....	21
Table 3: Reliability Values for the Research Instrument Results. ....	23
Table 4: Questionnaire Return Rate.....	25
Table 5: Demographic Information for Teachers and Head teachers .....	26
Table 6: The ICT Resources .....	28
Table 7: Application of ICT Resources in Primary Schools.....	30
Table 8: Results for Challenges to Utilization ICT Resources .....	33
Table 9: Results for Improving Access and use of ICT Resources .....	35

## **LIST OF FIGURES**

Figure 1: Constructs of assessment of ICT Resources and School Academic performance .....7

## **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.