

**Positive effects and Challenges in Integration of ICT in Teaching and Learning  
Mathematics in Secondary Schools, Meru County, Kenya.**

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**Abstract**

This study is based on a study in Meru County whose purpose was to explore the various positive effects and challenges affecting integration of ICT in teaching and learning Mathematics in secondary schools in Meru County. This study adopted a descriptive survey design. Three instruments questionnaires', a structured interview schedule and an observation checklist were used to collect data. The study was carried out in fourteen public secondary schools in Meru County. Data was analyzed using descriptive statistics. Findings from the study indicated that, teachers face major challenges such as developing their own technological skills and knowledge as well as self-training in the use ICTs in their teaching. This lack of capacity building support was found by the study to contribute to teacher lax in integrating technology in their teaching in spite of the enthusiasm. This study recommends that new ways on technology integration be made accessible to both teachers and students for learning purpose especially during the Covid-19 period to avoid contracting the virus and also to give information and capacity building in technology integration be increased for teachers and awareness be built among pre-service teachers' trainees integrating ICT in teaching and learning Mathematics. The study found out that the key challenge was providing finances to facilitate schools to have ICT infrastructures and training teacher's personnel to teach ICT in Meru County secondary schools in particular and in Kenya as a whole.

**Key words:** ICT infrastructure, learning, schools preparedness